

Annual School Report
2010 School Year

St Mary's High School



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About this report

St Mary's High School is registered by the Board of Studies (NSW) and managed by the Lismore Catholic Education Office (CEO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

This 2010 *Annual Report to the Parish School Community* provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance to the parish school community during the year and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Education Office which monitors school processes to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation. This Report has been approved by the CEO.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* will be available on the school's website by 30 June 2011 following its submission to the Board of Studies.

The contents of this *Report* are able to be discussed at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6662 2255 or by visiting the website at www.cashlism.catholic.edu.au

Principal's Message

The primary purpose of St Mary's High School is to support the members of the parish community in providing a faith formation for their children. The Catholic school assists parents and parishes in their educational, evangelical and catechetical mission, as well as helping the wider community in its educational and civic service. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting success. St Mary's High School offers students a Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2010. Student work was proudly displayed around the school, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Mary's High School has earned as an exemplary secondary school. The following list provides an indication of the school's academic achievements:

- Over half the Year 12 cohort received early entry to Southern Cross and other universities in their chosen field.
- In the following HSC subjects results were significantly above State average: Design and Technology, Standard English, Industrial Technology, Mathematics, Modern History, Metal and Engineering, Retail Services.
- A Year 11 student was successful in attaining a Defence Technical Scholarship through the Australian Defence Force (ADF).
- The School Certificate Mathematics results were significantly above State average for upper bands and showed marked improvement from results in previous years.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement:

- The annual 'Showcase' of talent, including Visual Art, Music, Drama, Photography and Industrial Arts was again a highlight of the year.
- Year 12 students hosted a major fundraising concert 'It Takes Two' – a highlight of which was a number of combined staff/student performances.
- St Mary's proudly participated in Casino's annual 'Beef Week' celebrations, entering a float in the Grand Parade.
- Students represented St Mary's at ANZAC Commemorations, Beef Week, Primex, Marist Schools and other community events.

Students performed well at various sporting events in the year. The following list provides some examples of sporting highlights:

- Two Year 12 students were selected in the NSW Combined Catholic Colleges (CCC) competitions in Open Rugby Union and Rugby League.
- Under 15 Boys were Lismore Diocesan Tennis Champions.
- The Open Boys Rugby League Team won the 'Beef Week Challenge Cup' from Casino High School 50 – 6.
- Students competed in Diocesan and NSW Combined Catholic Colleges (CCC) competitions in a variety of sports.

There were many people who assisted in the school's quest for excellence. In particular special thanks are extended to the parent body and the school staff for all their generous efforts. St Mary's High School is indeed blessed to have such dedicated and enthusiastic people supporting its development.

Aaron J A Beach
Principal

A Parent Message

This year we have been able to once again support the School in its endeavours to provide an up-to-date and safe environment for our children. I am proud of the work that we have been able to achieve and believe it was only possible through a lot of hard work and dedication from all, especially the fundraising committee. The support that we get from you, the students Parents, Care givers, Grandparents and Friends is greatly appreciated.

This year we have been able to support/provide the school with the following:

- | | |
|---|----------|
| • Year 12 Formal | - \$1000 |
| • Parents and Friends Awards | - \$1000 |
| • Leadership Training, for School Leaders | - \$1000 |
| • Year 12 Blazers | - \$583 |
| • Netball Uniforms | - \$2580 |
| • PA System | - \$917 |
| • World Teachers' Day | - \$100 |

Paul Bengtson
President
St Mary's Parish Parents and Friends Association

This Catholic School

St Mary's High School is located in the town of Casino and is part of the St Mary's Catholic Parish which serves the communities of Casino, Mallanganee, Tabulam and surrounding areas. School families are drawn from each of these towns and communities.

Last year the school celebrated 126 years of Catholic education.

The Parish Priest, Fr Peter Slack PP VG, is involved in the life of the school.

St Mary's High School is a Parish secondary school with strong links to the parish family. The school aims to involve the students and their families in the life of the parish through such activities such as:

- Student representation on the Parish Pastoral Council.
- Annual liturgical celebrations, including Opening Mass, Founder's Day and Year 12 Graduation.
- Students support of service activities, namely St Vincent de Paul by running a 'Mini-Vinnies' group.
- Involvement with 'Casino Youth Rocks' – a group of school-aged students who minister at various liturgical celebrations and organise structured social activities for young people.

The parish secondary school uses the approved Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeates school life with the mandated hours of religious education taught formally each year. These hours vary depending on the Stage level. The implementation of the Diocesan Daily Prayer guidelines supports the school's prayer life. The purposes of this parish school are centred on *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The School Mission Statement highlights the nature and calling of the school.

St Mary's High School caters for students from Year 7 to Year 12. The following table indicates the student enrolment characteristics:

	7	8	9	10	11	12	TOTAL 2010	TOTAL 2009
Male	34	37	39	25	28	18	181	173
Female	46	34	36	35	34	30	215	205
Indigenous <i>count included in first two rows</i>	2	4	3	2	3	1	15	
LBOTE (Language background other than English) <i>count included in first two rows</i>	-	-	-	-	-	-	-	

School Curriculum

The school follows the Board of Studies syllabus for each course offered (as required for Registration and Accreditation under the Education Act 1990) and implements the curriculum requirements of the Catholic Education Office. The curriculum and teaching and learning are shaped by the priorities and goals of the school and informed by directives from the Catholic Education Office and other relevant Federal and State statutory authorities. Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The school offers 15 Board of Studies mandated and approved School Certificate Courses and 30 Higher School Certificate Courses. School Certificate electives include Agriculture, Italian, Music, Physical Activity and Sports Studies, Industrial Technology – Metals and Timber, Commerce, Photography, Multimedia, Food Technology and Life Skills Courses. The number of students in each of these electives varies according to resources and student interest. The school offers HSC extension courses in English Extension 1 and Mathematics Extension 1.

The parish secondary school's curriculum includes the following features:

- Learning Support programmes are identified, organised and monitored by the Student Support Coordinator. Students are given support, depending on their level of need, to be catered for through Life Skills programmes, modified programmes and assessment, withdrawal groups and teacher's aides in classrooms.

- Enrichment programmes are overseen by the Gifted and Talented student coordinator. As well as the opportunity for targeted groups to attend workshops or camps, KLAs also offer enrichment by either extension in programmes or by withdrawal groups.
- VET offerings are organised and monitored by the VET Coordinator. Several staff have qualifications to teach VET subjects. VET courses currently running in Stage 6 include: Metals & Engineering, Construction, Retail Services, Business Services, Hospitality and Primary Industries. Students are also encouraged to pursue TVET courses.
- The School's approach to technology involves the appointment of a Technology Coordinator (a 1 point position) who is responsible for all ICT as leader of the ICT Committee, in liaison with the Principal. Literacy and Numeracy is coordinated by the Student Support Coordinator (also a 1 point position) who works in conjunction with the Curriculum Committee.

The parish secondary school offers a strong co-curricular program which includes student participation in:

- Religious groups, including: 'Casino Youth Rocks' and 'Mini-Vinnies'.
- Cultural activities, including: 'Showcase', inter-school Debating and Chess competitions.
- Community events, including: Beef Week, Primex and ANZAC commemorations.
- Sporting events, including: Diocesan, Marist and local competitions in sports such as Rugby League, Basketball and Athletics.

Student Performance in National Testing Programs

NAPLAN

The school participated in the 2010 National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 7 and 9 tested. In Literacy there were four elements tested. These were reading, writing, spelling, grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data, space and geometry. In Year 7, 78 students presented for the tests while in Year 9 there were 74 students.

The following data indicates the percentage of St Mary's High School students in each band compared to the state percentage.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages. In Year 7, students who achieved Band 6 or higher have achieved above the minimum standard. In Year 9, those students who achieved at Band 7 and higher have achieved above the minimum standard set by government.

At St Mary's High School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Education Office led workshops and information sessions on NAPLAN and the associated tests.

Year 7 NAPLAN Results in Literacy and Numeracy

Year 7 NAPLAN Results in Literacy and Numeracy	Percentage of students in bands 4 to 9											
	BAND											
	9		8		7		6		5		4	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	12	5	22	23	26	31	21	31	14	9	5	1
Writing	8	3	18	14	24	23	32	36	11	16	6	8
Spelling	12	8	25	15	29	24	19	26	9	21	6	6
Grammar and Punctuation	12	3	15	17	28	37	24	27	10	8	11	9
Number, Patterns and Algebra	18	6	14	14	24	26	23	32	17	21	5	0
Measurement, Data, Space and Geometry	16	8	19	19	22	21	24	34	15	16	4	3
Numeracy	15	6	16	16	26	26	24	34	14	18	4	0

Year 9 NAPLAN results in Literacy and Numeracy

Year 9 NAPLAN Results in Literacy and Numeracy	Percentage of students in bands 5 to10											
	BAND											
	10		9		8		7		6		5	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	6	3	19	22	24	24	23	25	19	24	8	3
Writing	8	5	12	14	25	23	22	16	22	33	10	8
Spelling	10	4	18	11	29	29	23	33	11	14	9	10
Grammar and Punctuation	12	10	14	18	24	23	26	23	15	18	8	8
Number, Patterns and Algebra	13	7	18	24	18	20	29	27	15	18	6	4
Measurement, Data, Space and Geometry	14	10	12	8	25	31	27	35	16	11	6	4
Numeracy	13	8	14	14	24	27	27	31	16	18	6	1

The results show that students have performed reasonably well in 2010, largely due to the effectiveness of the school's targeted intervention programs. Additionally, teachers would attest that the increased use of technology throughout all KLAs has improved students' motivation and attitude towards learning. Students appear more engaged with their studies and more focused on achievement. The percentage of students achieving minimum standards has improved from previous years' achievements and is indicative of the focus placed on individualised student learning programs and other strategies adopted at the school.

School Certificate

Students in Year 10 sat for the School Certificate examination in November 2010. The table provided shows the percentage of students who achieved in the top three bands and shows comparison with results from previous years.

School Certificate: % of students in bands 4, 5, 6						
	2008		2009		2010	
	School	State	School	State	School	State
English	81	76%	89	82%	87	81%
Mathematics	33	49%	35	49%	53	53%
Science	62	65%	84	70%	88	73%
Australian History	51	51%	71	58%	34	52%
Australian Geography	71	66%	59	59%	70	59%

Table trends:

- English continues to maintain above State average results.
- 2010 appears to be an anomaly for History.
- 2008 appears to be an anomaly for Science.
- While Mathematics has been an ongoing concern, staff are consistently trialling new strategies to address this issue and 2010 results were significantly improved from previous years.

Strategies:

- KLA Coordinators prepare an annual review of School Certificate results and present fresh strategies each year.
- Focused preparation for School Certificate exams occurs in the weeks before the tests.

Higher School Certificate

The results of the school's Higher School Certificate candidature are reported below. The table provided shows the percentage of students who achieved in the top three bands and shows a comparison with results from previous years.

Higher School Certificate: % of students in bands 4, 5, 6						
	2008		2009		2010	
	School	State	School	State	School	State
Studies of Religion 1	42	77%	71	82%	52	79%
English Standard	56	38%	39	36%	57	34%
English Advanced	100	89%	88	89%	100	92%
General Mathematics	51	56%	47	55%	75	57%
Mathematics	56	72%	40	71%	86	75%
Ancient History	100	62%	100	62%	75	64%
Legal Studies	100	72%	79	67%	77	63%

Table trends:

- English continues to maintain above State average results.
- Ancient History, Legal Studies, Industrial Technology & Visual Arts also consistently maintain above State average results.
- A high percentage (87%) of subjects have achievement 'in the range expected' using the DeCourcy analysis.

Strategies:

- The School is trialling staffing of senior subjects on a two year rotational basis from 2010 to continue these successes.
- Staff now utilise subject network meetings to share interpretation of results and action on this analysis.
- The 'mentor' system where each Year 12 student is assigned to a staff member to monitor their progress has been particularly effective in early identification of areas for improvement.

Teacher Standards and Professional Learning.

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	36
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	N/A
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	N/A
4. Teachers with recognised qualifications to teach Religious Education.	16
5. Number of staff identifying as indigenous employed at the school	2
6. Total number of non teaching staff employed in the school.	14

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2010 were:

Staff Development Days	Term	Presenter
2010 Professional Development and Planning	1	Executive Staff
Staff Retreat Day	1	Executive Staff
Restorative Justice	3	Mr Terry O'Connell
'Rel8te' - Student Wellbeing	4	Lismore CEO Staff

Additionally staff attended either singly or in groups a range of professional development opportunities including:

- Diocesan sponsored PD&P days for all major KLAs.
- Student Management Strategies.
- Retreat Training.
- Mental Health First Aid.
- 21 Steps to 1:1 Success.

The professional learning expenditure has been calculated at \$2466.16 per staff member. This figure reflects expenditure on casual release days and professional development activities in particular categories.

Teacher Attendance and Retention

The average teacher attendance figure is 96.96%.

Five teaching staff left St Mary’s at the end of 2010. Two staff retired, two moved to other Catholic schools (one at the end of a maternity leave contract) and another is taking leave for 2011.

Student Attendance

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases students and their parents meet with the Principal to discuss their leave request.

The average student attendance rate for the school during 2010 was 94%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	94.1%	94.1%	93.9%	94.1%	95%	92.3%

Senior Secondary School Outcomes

The table below sets out the percentages of students undertaking vocational education training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualification).

Senior Secondary Outcomes Year 12, 2010	% of students undertaking vocational training or training in a trade during the senior years of schooling.	37.5%
	% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

Most notable in the 2010 senior cohort was the significant number of students who gained entrance to the universities of their choice via 'early entry' schemes.

Post School Destinations

Each year the school collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories shown.

Destination Data Year 12, 2010 Graduating Class	University	TAFE / Other institutions	Workforce entry	Destination not reported
	44%	6%	42%	8%

School Policies

School policies are reviewed regularly. In 2010, a process of reviewing the entire 'policy suite' commenced as part of the school's Strategic Review and Development process facilitated by the Lismore Diocesan Catholic Education Office. Particular emphasis was placed on the following draft policies:

- Occupational Health and Safety.
- Behaviour Management Plan.
- Critical Incident Response.

Enrolment Policy

Every new enrolment at St Mary's High School requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and present school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in religion lessons and activities, as well as prayer celebrations and school Masses.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

Pastoral Care Policy

The school's Pastoral Care Policy mirrors the Mission Statement in its explicit support of 'quality relationships' as the cornerstone of all interactions at St Mary's. It is characterised by safety, trust and mutual respect. Various programs have been adopted to support Pastoral Care, such as the House System, anti-bullying and drug awareness, through curricular and co-curricular programs. All 'stakeholders' (ie. parents, staff and students) are involved in Pastoral Care at St Mary's. In 2010, the school's behaviour management practices were amended to include the principles of 'Restorative Justice'.

Discipline Policy

The School Policy for student behaviour management seeks to maintain right relationships and restore working relationships where these have broken down. It is based on procedural fairness and ensures that practices used to maintain an appropriate standard of behaviour respect the dignity, rights and fundamental freedoms of individual students. Aspects of the Policy are regularly referred to in school newsletters and with students at assembly. The Student Planner contains significant sections of these procedures.

Complaints and Grievance Policy

The school policy is based on procedural fairness and mirrors Diocesan Policy which recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. Parents/caregivers are encouraged to contact the staff member concerned, in the first instance, to attempt to resolve the specific issue. If this is unsuccessful, recourse can be sought from the relevant Coordinator, Assistant Principal or Principal. The policy is available at the front office or from the school's website.

School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five year Strategic Plan. 2010 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish secondary school's main goals and priorities were to:

- Provide enhanced opportunities to fully and authentically experience the religious dimension of the School via:
 - Retreat and reflection opportunities offered to all staff and students.
 - The community service ('Reach Out') programme.
 - Staff goal setting using 'ERA' (Experience, Reflection, Action) model.

- Foster a culture of care and concern amongst all community members of the School via:
 - Utilising proactive and positive behaviour management strategies.
 - Providing staff mentors to Year 12 students and Year 10 mentors to Year 7 students.
 - Further enhancement of the pastoral 'House System'.

- Increase the capacity of both students and staff to enhance an authentic culture of learning and teaching with an emphasis on achievement within the school via:
 - Provision of a Study Skills Booklet to students from all year levels.
 - Introduction of an academic incentive award ('One More Mark Award').
 - Further roll-out of Digital Education Revolution (DER) netbooks.
 - An increase in the provision of school-funded Professional Development and Planning.

- Ensure the provision and maintenance of all School assets/facilities and align with best practice in terms of both education and OH&S, via:
 - Employment of a full-time school cleaner.
 - Roll-out of ICT infrastructure.
 - Establishment of the EARTH Centre (Environmental, Agricultural and Rural Technology Hub).

Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways.

The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. In 2010, the school revised its 'Award System', adding a number of 'incentive awards' where students are recognised for their efforts, achievements and participation across specific aspects of school life. Several of the major awards presented to Year 10 and 12 students at their respective graduations are indicative of these values.

Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Presentations to parents via P&F meetings towards future directions for the School.
- Surveys via School Newsletter, especially in relation to the School Review and Development process.
- Student Representative Council (SRC) meetings.
- Student Forums convened to discuss specific initiatives, such as proposed uniform changes, refurbishments and future directions for the school.

Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Education Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually.

A summary of the income and expenditure reported to the Commonwealth Government for 2010 is as follows: