Introduction

About the Annual School Report

Catherine McAuley Westmead is registered by the Board of Studies (New South Wales) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2013 and gives information about 2014 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Message from key school bodies

Principal

I am proud to present to you the 2013 Annual School Report for Catherine McAuley, Westmead.

Catherine McAuley, Westmead, is a Catholic secondary girls' school in the Mercy tradition. We value our links with the Sisters of Mercy, our sense of community, our focus on the future, our respect for the uniqueness of the individual and our attention to the education of the whole person.

Our strategic goals are:

- to strengthen the Catholic and Mercy identity of the school and to live its mission and values
- to provide a comprehensive learning environment that meets students' learning needs and challenges them to reach their potential
- to ensure that the pastoral care needs of students and staff are met effectively
- to build strong partnerships and effective means of communication

Parent body

Parents are involved in all aspects of school planning, community events, education and pastoral care. The Parents and Friends Association (P&F) meets once a term and is actively involved in school functions such as Mercy Day. The views of parents are sought regularly through surveys and interviews, and parents have direct contact with all staff, coordinators and the school leadership team through direct phone lines, diary entries and email.

Student body

Students actively participate in a variety of academic, justice, cultural and sporting activities in the school. Students contribute to decision making through membership of the Senior Student Leadership Body and the Student Representative Council, which has members from all levels in the school. Student representatives to both bodies are self-nominated and elected by their peers.

Who we are

History of school

Catherine McAuley, Westmead, was established in 1966. It was founded by the Parramatta Sisters of Mercy. Prior to that time, primary and secondary students were catered for at St Patrick's School, Parramatta. Stage 1 was completed in November 1966, and students in Years 7 to 10 moved into their new school. Strong representation from the Parents and Friends Association resulted in the provision of schooling to Year 12. The first Year 12 class graduated in 1987. The school retains vibrant links with the Parramatta Sisters of Mercy and has a strong focus on faith in action and excellence in girls' education.

Location/drawing area

The school is located in Westmead and draws on students from the areas of Parramatta, the Hills districts, Wentworthville and Toongabbie. It serves the parishes of Parramatta, Winston Hills, Girraween, Wentworthville, Harris Park, North Parramatta and Westmead.
Enrolment policy


Current and previous years' student enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1025</td>
<td>1025</td>
<td>1025</td>
</tr>
<tr>
<td>2012</td>
<td>1036</td>
<td>1036</td>
<td>1036</td>
</tr>
<tr>
<td>2013</td>
<td>1025</td>
<td>1025</td>
<td>1025</td>
</tr>
</tbody>
</table>

We continue to receive more enrolment applications than places available.

Characteristics of the student body 2013

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Language Backgrounds other than English (LBOTE)*</th>
<th>Student with Disabilities (SWD)*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>654</td>
<td>30</td>
<td>5</td>
</tr>
</tbody>
</table>
## Annual school priorities 2013

<table>
<thead>
<tr>
<th>Priority</th>
<th>Reason for the priority</th>
<th>Steps taken to achieve the priority</th>
<th>Status of the priority</th>
</tr>
</thead>
</table>
| Our first priority was to deepen the spiritual formation of staff and students. | This priority was chosen because prayer and liturgy are essential components of Catholic Mercy formation. | • completed the furnishing of Mercy Chapel  
• organized Blessing and Opening  
• prepared staff for appropriate use of chapel and for praying of The Angelus | Achieved |
| Our second priority was to extend students as independent, engaged learners. | This priority was chosen as a result of our research and surveys. | • analysed results of surveys  
• extended incorporation of information technology in classrooms  
• provided iPads and training to staff  
• implemented data wall and case conferencing strategy | Achieved |
| Our third priority was to increase students’ mathematical understanding in Years 7 and 8. | This priority was chosen as a result of analysis of the data from incoming students. | • continued Extending Mathematical Understanding (EMU) program  
• continued whole-staff professional development in EMU initiative  
• trained additional EMU specialist | Achieved |
Catholic identity

Prayer, liturgical life and faith experiences

Prayer and liturgy are foundation elements of our identity as a Catholic school in the Mercy tradition. Our prayers, whether in homeroom, assemblies or at staff meetings, continue to nurture and develop the faith of our community and our relationship with Christ. Sacramental celebrations unite our school communities including whole-school masses for the commencement of the academic year and the Mercy Day Mass. Throughout the year students participate in Friday morning masses, the Year 12 Graduation Mass, Ash Wednesday liturgy, Holy Week liturgy, and retreat/reflection days which reflect a love of God and the challenge to love our neighbour. All Year levels engage in faith formation through our retreat and reflection days. In 2013, NET Ministries presented to various year levels for the reflection days and retreat. Staff engage in a Spirituality Day conducted by a facilitator, followed by personal and communal reflection, prayer and liturgy. Students and staff were present at the Biennial Australasian Mercy Secondary Schools’ Association Conference and two teachers completed the Mercy Five Staff Formation program.

Social justice

The Mercy action group raised funds for, and awareness of, various forms of injustice in our local, national and international communities. Projects supported were Mamre House; Project Compassion and Caritas Australia; St Vincent de Paul society and Mercy Works in Papua New Guinea; and indigenous communities within Australia. Students also engaged in actions such as hampers for our Christmas Appeal, blood donations and Clean Up Australia.

School, home and parish partnerships

The school continues to value the support and participation of its families, feeder schools and parishes. A chaplain has been appointed at Catherine McAuley, Westmead. Local parish priests and P&F representatives are invited to whole-school celebrations and community days. The newsletter also informs parents of school and parish events and students are encouraged to participate in diocesan events such as the Palm Sunday Procession and Youth Mass, and the Diocesan Youth Festival. Students represented the school at World Youth Day in Rio and at the Mercy Conference in New Zealand. Students participated in the inaugural Catholic Youth Festival held in Melbourne in December.

Catherine McAuley Westmead, Westmead
Teachers of Religious Education continued to follow the Parramatta Diocesan Kindergarten to Year 12 (K-12) Religious Education curriculum, *Sharing Our Story*. As expressed by this title, it demonstrates the commitment of our religious educators in the school, to support and nurture the faith of our young women, by sharing in the mission of the church, and seeking to share the story and vision of Jesus Christ, with the students they serve.

There was continuous revision to ensure that contemporary and relevant resources were accessed and developed to promote greater engagement with the students. The various units studied by students followed the liturgical seasons of the church and continued to inform, direct and encourage their participation in the wider church.

Our senior students could elect to continue their engagement with *Sharing Our Story*, Catholic Studies, or complete the Board of Studies developed course, Studies of Religion.

**Professional learning of staff in Religious Education**

Teachers of Religious Education avail themselves of opportunities to attend events organised by the Catholic Education Office of Parramatta, including question writing days for the Religious Literacy Assessment (RLA). Representatives of the Religious Education staff have attended pilot marking sessions for the Trial Higher School Certificate Studies of Religion papers and have been participants at seminars hosted by external groups. To further develop faith formation and teaching pedagogy information is shared collaboratively at faculty meetings. Teachers of Religious Education at Catherine McAuley are engaged in post graduate study in theology.
Learning and teaching

National Assessment Program - Literacy and Numeracy (NAPLAN) 2013

Students in Year 7 and Year 9 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students' performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th></th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 7:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>98.90</td>
<td>91.90</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.50</td>
<td>95.10</td>
</tr>
<tr>
<td>Reading</td>
<td>99.50</td>
<td>94.20</td>
</tr>
<tr>
<td>Writing</td>
<td>97.90</td>
<td>89.30</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>98.90</td>
<td>90.60</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.90</td>
<td>93.60</td>
</tr>
<tr>
<td>Year 9:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy</td>
<td>98.90</td>
<td>88.70</td>
</tr>
<tr>
<td>Numeracy</td>
<td>91.40</td>
<td>90.60</td>
</tr>
<tr>
<td>Reading</td>
<td>99.40</td>
<td>93.40</td>
</tr>
<tr>
<td>Writing</td>
<td>97.20</td>
<td>82.60</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>93.80</td>
<td>88.10</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.30</td>
<td>92.10</td>
</tr>
</tbody>
</table>

In both Year 7 and Year 9, compared to the rest of Australia, a greater percentage of students at Catherine McAuley, Westmead achieved results at or above national minimum standard in each of the Literacy, Numeracy, reading, writing, grammar and punctuation and spelling tests. This was consistent with the results for 2012 and the overall trend from previous years. There was also a greater percentage of students from Catherine McAuley, Westmead in the top three bands in every test when compared with national results.

Record of School Achievement (RoSA) 2013

Since 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

In 2013, one Year 10 and no Year 11 students left school and requested a RoSA.
Higher School Certificate (HSC) 2013

Percentage of students in performance bands 4, 5 and 6 compared to the state.

<table>
<thead>
<tr>
<th>Performance Bands</th>
<th>Studies of Religion 1</th>
<th>English Standard</th>
<th>English Advanced</th>
<th>Society and Culture</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands 4, 5, 6</td>
<td>School</td>
<td>89.6</td>
<td>67.0</td>
<td>98.4</td>
<td>93.93</td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>77.3</td>
<td>34.0</td>
<td>86.0</td>
<td>78.84</td>
</tr>
</tbody>
</table>

The school has historically performed strongly in the Higher School Certificate, where there has been a consistent trend of performance above state average. The 2013 results were indicative of this trend.

In the 2013 Higher School Certificate students at Catherine McAuley, Westmead, sat for examinations in thirty-four subjects, including Extension 2 courses and Vocational Education and Training (VET) courses.

All subjects achieved results above or in the expected range, based on an analysis of Higher School Certificate data by the Catholic Education Commission. This analysis also indicates a continuing trend of improved learning gain.

Year 12 students achieved one hundred and twenty four band 6 results in 2013, compared to 65 in 2012. Eighty five percent of subjects had more students achieving band 5 or 6 results compared to the state. In 2012 this was 70% of subjects.

Five students were acknowledged as ‘All Round Achievers’ receiving band 6 results in 10 or more units of study. This is the greatest number of students in any single year at the school. One student was named first in the state in Croatian Continuers and another student eighth in the state in the Retail Services examination. Thirty-five students, in excess of 25% of the cohort, achieved ATARS of 90 or above. Over 75% of the student cohort were offered places at university.

School curriculum

Catherine McAuley Westmead is developing a collaborative and challenging learning environment. Web based technologies are used to enhance teaching and learning; develop critical thinking and analytical skills in our students; and provide improved feedback to students.

Integrated Studies, a project-based elective course in Year 8, requires students to negotiate topics, content and presentation options with the teacher, thus building on their skills of analysis, critical thinking, communication, group dynamics and technology. Students can choose from a total of five electives in Year 8.

In Years 9 and 10, students can study electives as either 100 hour courses over one year or 200 hour courses over two years. This allows flexibility for students to experience different areas of study or to study subjects in which they are interested in greater depth. Special intensive reading and comprehension programs for Year 7 and Year 8 students enable them to achieve better results in the secondary curriculum. Mathematics support is also provided during lunchtimes.

The school's intranet allows 24/7 access for students to their learning.

The Year 7 Transition program includes an information evening for parents; an enrolment/open day interview; an orientation day; peer support programs for students and a social evening for new parents to meet their daughters’ teachers and friends.

In Year 10, each student was interviewed, with parents if desired, to assist the student in selecting subjects for senior studies. Students were guided through The Job Test by the careers adviser; received individual career advice and attended a subject market and an information evening with parents. They also heard guest speakers on a range of careers, study options and time management skills.

The school offered a number of co-curricular activities. These included performing arts, sporting activities, public speaking, leadership and social justice forums. Options included: philosophy, Mercy action group, photography, dance troupe, debating, Student Representative Council (SRC), clarinet ensemble, senior and junior vocal ensembles, private music tuition in many instruments, performing arts evenings, string groups, guitar groups, Science challenge, Tournament of Minds, public speaking, self defence, coaching programs, tennis, water polo, life saving, soccer, softball and many other sports, creative arts and community service groups.

Students also took part in leadership programs and youth forums, and assisted with major events off campus in sports and in diocesan activities.
Initiatives to promote respect and responsibility

A broad range of programs has been used to develop students’ understanding of respect for each other and responsibility for their own actions, including:

- School camp in Year 7 and leadership camp for elected senior leaders provided opportunities for students to engage in a variety of activities, encouraging respect for each other and responsibility for their own actions.
- Students in Years 9 undertook peer support training to become peer support leaders with Year 7 students.
- The senior student body attended regular seminars on a variety of topics including safe partying, conflict resolution, building positive relationships and bullying.
- Year 7 to 10 students completed a workshop in rights and responsibility.
- Year 10 completed the Road Safety Forum.
- Year 7 to 12 completed seminars on study skills and were introduced to the study skills online handbook.
- Throughout the year students were addressed on the following using a range of media: bullying, resilience, social networking, dealing with conflict and building positive relations.

Parent satisfaction with the school

During 2013, Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey will be conducted annually.

The QCS data collected and reported showed that parents valued the sense of connectedness between students, the focus on learning, the opportunities for student involvement in extra-curricular activities and the safe environment.

Student satisfaction with the school

The QCS data showed that students considered themselves to be highly motivated, connected to their peers and very safe in the school environment.

Teacher satisfaction with the school

The QCS data showed that teachers were engaged in their teaching, employed collaborative practices and that they believed that the students were well-behaved and receptive to learning.

Workforce composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualifications from a higher education institution within Australia or as recognised by AEI-NOOSR*.</td>
<td>73</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australian or within AEI-NOOSR* guidelines but lacking formal teacher qualifications.</td>
<td>nil</td>
</tr>
<tr>
<td>Number of teachers who do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to their teaching context.</td>
<td>nil</td>
</tr>
<tr>
<td>Number of teachers accredited to teach Religious Education</td>
<td>36</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>nil</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers aides)</td>
<td>29</td>
</tr>
<tr>
<td>Percentage of teacher who are Indigenous</td>
<td>nil</td>
</tr>
</tbody>
</table>

*Australian Education International - National Office of Overseas Skills Recognition
Professional learning

In 2013 staff attended professional learning sessions in all Key Learning Areas and also in the areas of learning support, whole school curriculum, Information and Communication Technologies (ICT), careers, and Workplace Health and Safety (WHS). Staff attended professional learning opportunities and conferences in a variety of areas, including Religious Education, Personal Development, Health and Physical Education (PDHPE), Mathematics, History, Business Services, Science, Business Studies, Music and Economics. Staff participated in online professional development as well as sessions off site. Whole-school staff development days covered spiritual formation, national curriculum integration, data analysis, and WHS. Staff also formed collegial learning groups to investigate and reflect on areas professional practice.

Teacher attendance and retention rates

Teacher attendance

The average teacher attendance for 2013 was 96.35%.

Teacher retention

Of the 2013 teaching staff, 89% were retained from 2012.

Student attendance rates

Percentage of student attendance by Year level and school average:

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97</td>
<td>95</td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>96</td>
<td>95</td>
</tr>
</tbody>
</table>

Managing non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6 to 17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within seven days to the school, and taking measures to resolve attendance issues involving their children. School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of student attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate may grant permission for late arrival at school or early departure from school, leave, or exemption from attendance only in individual cases, on written request from parents and guardians. The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to Catholic Education Office staff for follow up.

Student retention rates

The retention rate of students from Year 10, 2011 to Year 12, 2013 was 86%. The students who left in Year 10 enrolled in a range of Technical and Further Education (TAFE) courses, traineeships, other study opportunities or secured full-time employment.

Senior secondary outcomes

The following table shows the percentage of Year 12 students who undertook vocational training or training in a trade while at school, and the percentage that attained a Year 12 certificate or equivalent vocational education and training qualification.

| Percentage of Year 12 students who undertook vocational training while at school | 28.6% |
| Percentage of Year 12 students who undertook training in a trade while at school | 3.0% |
| Percentage of Year 12 students who attained a Year 12 certificate (HSC) or equivalent vocational education and training qualification | 99.4% |
**Post-school destinations**

<table>
<thead>
<tr>
<th>Destinations of students leaving Year 12, 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>76%</td>
</tr>
<tr>
<td>Technical, and Further Education (TAFE)</td>
<td>10%</td>
</tr>
<tr>
<td>Workforce</td>
<td>3%</td>
</tr>
<tr>
<td>Other/unknown</td>
<td>11%</td>
</tr>
</tbody>
</table>

**Pastoral care of students**

**Student welfare, discipline and anti-bullying policies and pastoral care**

The school *Pastoral Care* and *Behaviour Management* policies reflect the Mercy values of the school and are summarised in the *Student Charter*.

The school publishes copies of pastoral care documents for students and parents, including our Internet policy, Anti-Bullying/Harassment policy, Complaint Handling policy, Mission Statement and Student Charter.


The full text of the *Pastoral Care* and *Behaviour Management* policies and the *Student Charter* can be obtained from the school website listed above.

**Complaints and grievances policy**

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website [http://www.parra.catholic.edu.au/policy-central](http://www.parra.catholic.edu.au/policy-central). There were no changes to the policy during this year.
In 2013 Catherine McAuley Westmead received $50,573.00 as interest subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme and looks forward to the implementation of the Building Grants Assistance Scheme as these are of vital importance to the ongoing wellbeing of this school.

**Fees** relate to diocesan and school based fees, excursions and other private income from fundraisers.

**State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.

**Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.

**Capital** relates to Government Capital Grants including monies received under the Building Education Revolution.

**Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
Salary refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.

Non-Salary refers to all other Non-Salary Recurrent Expenses.

Capital refers to Non-Recurrent Capital Expenditure including School Buildings, Furniture and Equipment.