

Mercy Catholic College, Chatswood
Annual School Report to the Community

2014



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Principal

Ms Suzanne Kavanagh

ABOUT THIS REPORT

Mercy Catholic College (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The School has much to celebrate when reviewing its achievements in 2014. Our new vertical tutor group system has been most successful and allowed the forging of stronger bonds between the different age groups within the School. New students in particular, are warmly welcomed in the *Big Sister* program and immediately feel part of the community.

Higher School Certificate results are once again outstanding with 21% of students receiving an Australian Tertiary Admissions Rank (ATAR) of 90 or above, with 48% an ATAR of 80 or above. Worthy of special note is the fact that 93% of students were offered a university placement. An excellent result achieved through the help and guidance of our dedicated teachers.

Refurbishment of the School's facilities continued throughout the year with the finishing of stage 2 of the yard renovations and the beginning of the library refurbishment.

Parent Body Message

The Parents and Friends Association (P&F) throughout 2014 continued to support and fund where possible the capital works that were scheduled and planned to improve student facilities. 2014 saw the garden seating and netball area, together with the main toilet block, being redeveloped to a very high standard.

The P&F encourages parents to be involved in School life both socially in meeting other parents and also to take an interest in their daughter's education.

Our focus for 2015 will be to implement an encouragement award to be given to girls who strive to do their best in each subject but do not achieve the top rank. The P&F acknowledges that student effort and attitude needs to be recognised and encouraged.

Student Body Message

The School is a small cohesive community characterised by its inter-connectedness between year groups providing each girl with a network of support, ranging from students from other year groups as well as teachers. In 2014, these close relationships have been further enhanced by the introduction of the vertical tutor group system. Throughout the year, we have seen a vast number of inter-year group activities including picnics, breakfasts and sporting competitions, contributing to the "family-like" atmosphere of the School.

Through social justice activities, such as Caritas, Outreach day and Mercy week, students were provided with an opportunity to raise funds to assist those less fortunate as well as volunteering

their time for several social justice campaigns, such as the Edmund Rice Centre and Mamre House. Spiritually, students are given regular opportunities to reflect and connect with God during morning prayer in tutor groups, the whole school Masses and liturgies. The welcoming and open culture of the College empowers every single student to become the best person they can be.

SECTION TWO: SCHOOL FEATURES

School Features

Mercy Catholic College Chatswood, is a Catholic systemic girls school.

The School caters for girls from Years 7 to 12 and was founded in 1890 by the sisters of Mercy with the the School's vision being that *through excellence in education, our young women become critical and creative thinkers with a sense of social responsibility and discipleship.*

The formation of our students in Christian discipleship is pursued within the Mercy charism which stresses the importance of hospitality, shared ministry and a concern for the poor and the marginalised.

Our students enjoy a strong profile in the local community as learners, thinkers, leaders and most importantly, young women of action and compassion.

The School has a long history of academic excellence and we believe that education is about growth and by providing a nurturing and supportive environment we encourage students to develop their full potential.

The School offers an *Honour Programme* which encourages students to achieve to their best ability academically. By being in the top 20% of the cohort they can graduate from the School as an Honour student. There is also a learning support team who work with students experiencing difficulties with their learning.

Students, staff and parents work in partnership to ensure that opportunities are available to assist each student to fulfil her potential. We are therefore interested in the development of the whole person and strongly encourage students to be involved in co-curricular activities. There is a variety offered including sport, debating, and public speaking, with numerous clubs such as Drama, Dance, Science, Art, Film and Book Clubs.

Music, the performing and creative arts form an important part of the co-curricular program with students being able to take private tuition in a variety of instruments as well as voice before joining the band, choir, string or guitar ensembles.

The Duke of Edinburgh Award scheme is available to students providing the avenue for development of new skills, voluntary community service and camping expeditions to obtain bronze, silver and gold awards.

The emphasis of the School is to equip our young women with the skills to take their rightful place in our global society.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 539 | 0 | 164 | 539 |

* Language Background Other than English

The School has had rapid growth in student enrolments over the last three years, with average growth rates at 16%. This growth has occurred due to an increased interest in students enrolling in Year 7 as improvements have occurred in academic results and the pastoral care structure.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.47 %. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group | |
|--------------------------------|---------|
| Year 7 | 96.00 % |
| Year 8 | 94.40 % |
| Year 9 | 93.00 % |
| Year 10 | 94.50 % |
| Year 11 | 94.50 % |
| Year 12 | 94.40 % |

environment. Students see the importance of attending school in order to achieve good academic outcomes.

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

Student Retention Rate

Of the students who completed Year 10 in 2012, 100% completed Year 12 in 2014.

All students who were enrolled in Year 10 2012 continued through to Year 12. The School gained two additional students in Year 11 to have 71 students receiving the Higher School Certificate at the end of 2014.

Senior Secondary Outcomes

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

| Senior Secondary Outcomes; Year 12, 2014 | |
|--|------|
| % of students undertaking vocational training or training in a trade during the senior years of schooling. | 0% |
| % of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification. | 100% |

All students in the 2014 Year 12 cohort graduated with the Higher School Certificate qualification. Two Year 11 students successfully presented for the Higher School Certificate as part of an accelerated program. Seven (7) students enrolled in TAFE programs during 2014.

Post School Destinations

Each year the School collects destination data relating to the Year 12 student cohort.

The 2014 graduating students have continued the trend of primarily seeking university placements. 93% of the 2014 cohort secured university offers across a wide range of degree courses and from a cross section of Sydney based universities. 7% of students enrolled at TAFE.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

| Total Teaching Staff* | Total Non-Teaching Staff | Combined Total |
|-----------------------|--------------------------|----------------|
| 45 | 18 | 63 |

* This number includes 36 full-time teachers and 9 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

| Teacher Qualifications | | Number of Teachers |
|------------------------|--|--------------------|
| 1 | Those having formal qualifications from a recognised higher education institution or equivalent. | 44 |
| 2 | Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent. | 1 |

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

| | |
|-------|--------------------------|
| Day 1 | Literacy Standards |
| Day 2 | Indigenous Spirituality |
| Day 3 | Senior First Aid and CPR |

A major focus for staff professional development occurred as a result of moving towards

achieving our strategic goal of improving student literacy standards and encouraging students to become thinkers, showing greater independence in their learning. To support this goal our new approach to pastoral care is one based on the *Academic Care* concept. Staff have developed their skills in building relationships with girls in their tutor group to support students in achieving their own personal goals. As well as staff development days, both staff meeting and faculty meeting times are used to support discussion pertaining to this goal.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

Throughout 2014 involvement in the Religious Education (RE) curriculum, social justice initiatives and the liturgical life of the School provided students and staff with opportunities to develop their relationship with God and others. Students and staff have sought to deepen their understanding of scripture, Church, social justice, prayer, sacraments and Christian morality.

Liturgy and outreach have continued to be a focus. The School has a rich liturgical life and has celebrated Mass and a range of liturgies throughout the year. RE, Music and Drama staff, Liturgy prefect and representatives, altar servers and eucharistic ministers have been gifted in leading liturgies and are generous in their service to the School community. Reflection days and retreats have been successful and enriching for students and staff. The School's teacher-librarian, along with various guest facilitators offered very worthwhile and stimulating experiences for our students.

Social justice themes have featured in each of the monthly formal assemblies where students have prepared prayerful reflections to raise awareness. *Mercy Week* continues to energise the community and provide a wonderful opportunity for students to go into the community and practice their faith. *Mercy Week* was dynamic and enriching with various fund raising, advocacy and social justice initiatives. Students have been active in answering the call to care for the poor and marginalised through donations to Caritas Australia's Project Compassion Appeal, St Vincent de Paul Winter and Christmas Appeals, *Mercy Works* projects, as well as many other charities.

Students participated in various cultural awareness and faith formation programs. Year 10 students participated in a multicultural program with Amity College, an Islamic school which promoted interfaith dialogue and understanding. The *Mercy Action* social justice group and The *Mercy Mustards* youth group have met regularly, and with the guidance of our youth minister, planned activities to explore their spirituality and strengthen their faith.

The *Catholic Schools Youth Ministry Australia* (CSYMA) class developed their faith and leadership

skills in Christian ministry, working students from Our Lady of Dolours' Primary School Chatswood.

Year 9 and 10 students worked closely with our teacher-librarian, the learning support teachers and their RE teachers on *Guided Inquiry* projects investigating topics on Catholic ethical teachings, and refugees and asylum seekers. This allowed students to develop their research, note-taking, critical thinking and literacy skills.

Staff participated in a number of formation experiences including a staff spirituality day and twilight sessions for Mission accreditation.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for secondary education. The BOSTES Key Learning Areas (KLAs) are English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages, Technological and Applied Studies (TAS) Years 7-10 / Technology Years 11-12, Vocational Education and Training (VET). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English, Mathematics, History and Science for the required student year groups. Information about the phase-in period for the new syllabuses can be found on the [BOSTES](#) website. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2014, the School targeted a number of teaching and learning strategies for implementation, in response to strategic planning that had as its focus, literacy improvement across Stages 4 to 6. At collaborative staff and coordinators' meetings, literacy standards for the School were identified and developed based on current best practice and contemporary research. These standards, together with related quality teaching initiatives, have been incorporated into existing and rewritten teaching programs. The needs were identified from examining data from a variety of external testing instruments including NAPLAN, Progressive Achievements Tests in Reading and Mathematics (PAT-R, PAT-M) and HSC results Analysis Package (RAP) data.

Significant professional development time was allocated to the discussion, design and modelling of specific pedagogical practices that promoted differentiated delivery, independent learning and implementation of literacy skills in the classroom.

Longitudinal student profiles Years 7 to 10 students were developed to track individual student performance, which from 2015, will include an analysis of literacy progress. The School continues to achieve well above state average in external tests together with offers of university placements and related tertiary program offerings.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

| NAPLAN RESULTS 2014 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 7 | Grammar and Punctuation | 46.10 % | 29.20 % | 4.80 % | 18.90 % |
| | Reading | 42.30 % | 29.00 % | 3.80 % | 15.90 % |
| | Writing | 37.50 % | 15.50 % | 9.70 % | 28.60 % |
| | Spelling | 49.00 % | 30.60 % | 4.80 % | 17.20 % |
| | Numeracy | 37.90 % | 28.60 % | 6.80 % | 17.30 % |

| NAPLAN RESULTS 2014 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 9 | Grammar and Punctuation | 33.30 % | 19.60 % | 12.40 % | 26.80 % |
| | Reading | 34.60 % | 21.30 % | 11.60 % | 22.70 % |
| | Writing | 38.10 % | 14.80 % | 5.80 % | 38.00 % |
| | Spelling | 40.00 % | 23.70 % | 5.70 % | 22.40 % |
| | Numeracy | 32.70 % | 24.00 % | 7.70 % | 20.70 % |

NAPLAN Comments

Analysis of these results shows 57% of Year 7 students were proficient, receiving a Band 8 or 9 across all of the literacy test areas and 66% of the students achieved greater than or equal to the expected growth in literacy. In the writing test, Year 7 students were 18 scale scores above the state average growth. However, the 2014 cohort achieved 21 scale scores lower than the 2013 cohort in the test aspect of writing. Pleasingly, their performance in the grammar and punctuation aspect of the test showed a 61% greater than expected growth; this is 12% more than the 2013 cohort. In numeracy, 38% of students were proficient, receiving a Band 8 or 9; however, 75.3% of the students achieved greater than or equal to the expected growth this was 10.5% higher than the 2013 cohort. Year 7 generally have shown improvement in the areas of grammar and punctuation and numeracy.

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2014, the number of students issued with a RoSA was 0.

Higher School Certificate

The results of the School's Higher School Certificate candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands, compared to State results, over the last three years.

The HSC results for 2014 saw a total of 50 students from a cohort of 71, attaining Band 6 across a number of courses with 200 Band 5 awards. Twenty nine students were on the credit list together with 40% of the cohort listed on the Catholic Schools Office (CSO) merit list within the diocese. Two students from Year 11 presented for two HSC courses as part of an accelerated program at the School. The highest Australian Tertiary Admission Rank (ATAR) at the School was 96.85. These wonderful results gave the School a rank of 113 out of 590 schools in NSW.

| Higher School Certificate | Percentage of students in top 2 bands (Bands 5 and 6) | | | | | |
|---|--|-------|--------|-------|--------|-------|
| | 2012 | | 2013 | | 2014 | |
| | School | State | School | State | School | State |
| English (Standard) | 27 % | 16 % | 19 % | 7 % | 43 % | 8 % |
| English (Advanced) | 80 % | 54 % | 85 % | 53 % | 95 % | 59 % |
| Ancient History | 42 % | 27 % | 63 % | 34 % | 57 % | 33 % |
| Design and Technology | 0 % | 40 % | 100 % | 37 % | 75 % | 37 % |
| Economics | 20 % | 47 % | 0 % | 43 % | 68 % | 45 % |
| HSC English Extension 1 | 89 % | 87 % | 88 % | 88 % | 100 % | 93 % |
| Mathematics General 2 | 32 % | 22 % | 37 % | 0 % | 59 % | 25 % |
| Personal Development, Health and Physical Education (PDPHE) | 13 % | 33 % | 25 % | 28 % | 50 % | 31 % |

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The School has developed Pastoral Care, Anti-Bullying and Anti-Harassment policies which have been derived from the diocesan policies. The implementation of the Pastoral Care policies promotes the ongoing formation of students in relationships, outreach, self-discipline and concern for the environment. The School has a high level of staff, student and parent awareness of these goals, rights and responsibilities including the affirmation and behaviour management steps which flow from the behavioural choices of students.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The School follows the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. The School has Pastoral Care, Anti-Bullying and Anti-Harassment policies which have been derived from the diocesan policies. Within the Pastoral Care policy, any major disciplinary sanctions were implemented with the involvement of the Secondary Schools Consultant.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan*

Systemic Schools and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The Anti-Bullying Policy can be found on the School's website. This policy gives clear definitions of what constitutes bullying and harassment. It states that the School will not tolerate such behaviour and what to do if a person feels bullied or harassed. The policy can be located at: <http://www.mercychatswood.nsw.edu.au/about/dsp-collection.cfm?loadref=119>.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The School implemented vertical tutor groups in 2014 across Years 7 to 12 to enhance *Academic Care* and wellbeing of students. The Pastoral Care program is conducted in tutor groups and aims to develop the tutor as a mentor to the students over their six years at school. The Pastoral Program includes:

Beliefs about teaching and learning, vision, mission and values of the School, peer support, *Mercy Week* preparation, meta-cognition and co-operative learning strategies, study skills, time management, awareness and safe use of the internet, team building, anti-bullying, student leadership processes, *Police Youth Liaison* initiatives, *Resourceful Adolescent* Program, body image, job skilling, goal setting, inspirational speakers, workshops on anxiety, depression, friendship, plagiarism, careers, driver awareness, relaxation and self-defence. Through these programs students develop processes to enhance their behaviour which will lead to a positive effect on their learning and wellbeing.

The School community values the contribution of our parents and their role as partners in the education of their daughters. We therefore have put in place both formal and informal

structures to support them in this role. Tutors, year co-ordinators, the assistant principal and the principal work closely with families to help resolve any issues their teenage daughters are experiencing. The School counsellor is also available to assist families and if necessary contacts outside health or other agencies for support of the family as a whole.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

A key goal for 2014 was to introduce strategies that would assist our students to develop the skills necessary for them to move towards becoming more independent learners.

The strengthening of the pastoral care system by the introduction of vertical tutor groups allowed each student to have a teacher mentor, as well as senior student mentors. Students now set their own individual learning goals and discuss these goals and the strategies to achieve them with their tutor.

A major focus to assist in achieving student learning independence was to improve the literacy standards of students so that they would have increased reading, comprehension and writing skills. This would allow them to access more difficulty resource material and to express their knowledge in assessment tasks.

The School has worked with the KLA coordinators to develop a *Mercy College Literacy Standard* and with a collaborative approach with teaching staff, devised strategies to work with students to reach these standards. These standards and strategies were embedded in subject programs.

Priority Key Improvements for Next Year

In the *Mission* domain 2015 will be a year to focus on increasing the number of students who are actively engaged in our social justice program and to introduce spiritual formation and prayer experiences for our students. To assist with achieving these goals we intend to appointment a liturgy co-ordinator and to integrate the role of the youth minister more fully into the RE program.

A key improvement target for 2015 in the *Teaching and Learning* domain is for student work samples to show improvement in literacy standards. A focus therefore will be to develop ways to measure this growth with students completing formal whole year group testing as well as each

faculty developing their own forms of measuring whether students have achieved outcomes to a higher standard and therefore the target met.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parent satisfaction has been gauged through feedback at P&F association meetings, as well as informal conversations at parent social events such as the P&F cocktail party, Mothers and Fathers' Day breakfasts and information evenings. Attendance at these events is always high and conversations are always positive.

Student Satisfaction

Student satisfaction was determined through a number of different avenues including surveys, tutor group discussions and student leaders' meetings. Students responses indicated in general a high level of satisfaction with the new vertical tutor group structure and they feel that their voices are listened to in leaders' meetings. School and house spirit is high, which can be gauged by the interaction of students within tutor group and their participation in school and house events such as the swimming and athletics carnivals, charity fundraisers and musical and dramatical performances.

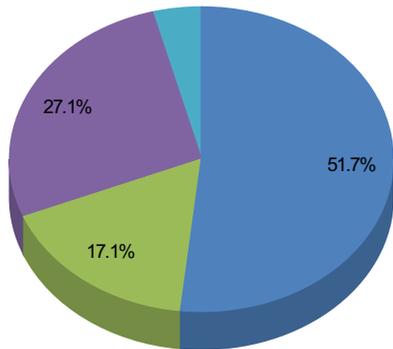
Teacher Satisfaction

The collaborative approach to staff meetings and middle management meetings allows for the opportunity for staff to voice opinions and offer suggestions for school improvement. The involvement of staff in understanding and putting into place agreed strategies to reach targets in our SIP is a sign of the strong commitment of staff and their satisfaction with the SIP plan. Resourcing, particularly the reliability of technology continued to be a concern for staff, in particular the impact this unreliability had on achieving improved student outcomes. Much was done during the year to improve wireless connectivity and to have addition forms of technology such as the purchasing of iPads.

SECTION ELEVEN: FINANCIAL STATEMENT

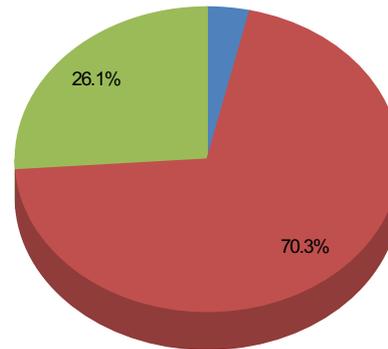
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.1%)
- Fees and Private Income (27.1%)
- Other Capital Income (4.1%)

Expenditure



- Capital Expenditure (3.6%)
- Salaries and Related Expenses (70.3%)
- Non-Salary Expenses (26.1%)

| RECURRENT and CAPITAL INCOME | |
|-------------------------------|--------------------|
| Commonwealth Recurrent Grants | \$4,833,242 |
| Government Capital Grants | \$0 |
| State Recurrent Grants | \$1,598,404 |
| Fees and Private Income | \$2,527,589 |
| Other Capital Income | \$384,299 |
| Total Income | \$9,343,535 |

| RECURRENT and CAPITAL EXPENDITURE | |
|-----------------------------------|--------------------|
| Capital Expenditure | \$316,259 |
| Salaries and Related Expenses | \$6,216,418 |
| Non-Salary Expenses | \$2,310,393 |
| Total Expenditure | \$8,843,069 |