

2017 Annual School Report

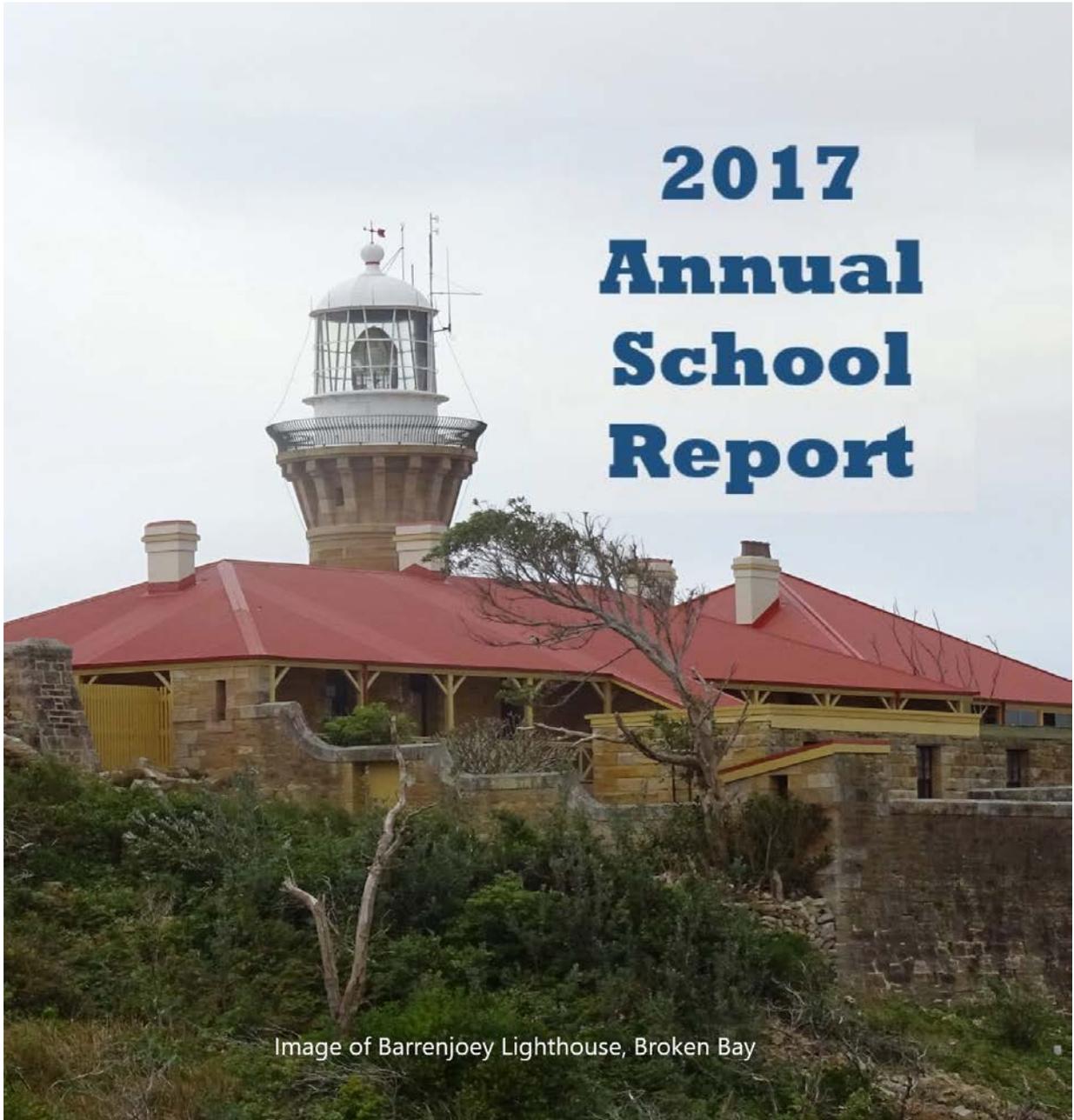


Image of Barrenjoey Lighthouse, Broken Bay



Mercy Catholic College, Chatswood

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ABOUT THIS REPORT

Mercy Catholic College (the 'School') is registered by the NSW Education Standards Authority (NESA) 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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Throughout 2017 the key message to our students was focussed on the College motto of *Strive for Better Things*; of doing their "best" in all endeavours. Emphasis continued to be placed on individual achievement whether it be in the classroom, sporting field or other co-curricular activity.

There were many achievements in co-curricular fields including the College being recognised for placement in the top 5% of schools participating in the Duke of Edinburgh Award Scheme, our participation in the Catholic Youth Festival (ACYF) where our students performed *The Mary of Now* to an audience of 15,000 and our successes in debating, public speaking and sport (many teams winning their grand-finals).

A highlight in the pastoral dimension was the launch of our *Relational, Inspire, Spiritual and Empower (RISE) Program* in Term 4. This *Program*, is based on positive psychology and incorporates positive emotions and relationships, as well as mindfulness and positive engagement.

Our HSC results were once again outstanding with many individual "personal best" achievements. The top ATAR was 97.1 and the College was ranked 124 in the State, placing us in the top 16% of all schools State wide.

Parent Body Message

The Parents and Friends (P&F) Association worked hand in hand with key College staff to provide parents a greater involvement in their daughter's school life. Parents were kept informed and involved and provided with numerous opportunities throughout the year to socialise with other parents.

Volunteer Year Group Parent Coordinators organised and managed smaller functions throughout the year, providing parents of the same Year group an opportunity to socialise. 2017 saw the introduction of a Trivia Night which saw large numbers of both staff and parents attending. This year the P&F encouraged as many parents as possible to get involved in these social events to foster and grow the MCC school community spirit.

Parents' donations throughout the year continued to fund improvements to student facilities and the learning environment. These included, prizes for the Annual Student Awards Night and Leadership and Study Skills workshops throughout the year, as well as support for the installation of air-conditioning in classrooms.

Mercy College is a safe and happy place where the girls enjoy the benefits of having a caring and enthusiastic teaching staff.

P&F President

Student Body Message

The College embraces many forms of learning beyond academia and encourages students to become aware and involved with issues beyond personal gain and interest. There is a strong thread in respect to Social Justice, providing a foundation for students to become women of compassion and champions of change in our world. Religious education not only strengthens our faith, but raises our awareness and tolerance of other religions.

We share close and connected relationships with our fellow students and teachers. The vertical Tutor group system strengthens our school community and provides guidance, pastoral care and role modelling.

Mercy is blessed with dedicated teachers who demonstrate their vocational commitment to us every day. We are challenged to try our best and, irrespective of ability, are encouraged to be critical and creative in our thinking and independent in our learning. Many opportunities abound to extend our core education - drama, dance, co-curricular sport, debating, public speaking and representative sport. Our education is academic, spiritual and values based - one that provides a solid foundation for the future choices and directions of students.

College Captain

SECTION TWO: SCHOOL FEATURES

School Features

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

The College was established by the Sisters of Mercy in 1890. The Sisters administered the College until 1989 and since then it has been part of the Diocese of Broken Bay system of Catholic schools. Catherine McAuley's (foundress of the Sisters of Mercy) teachings continue to guide and inspire our young women to *Strive for Better Things* (as per the College motto). As a member of the Association of Mercy Secondary Schools of Australia (AMSSA), the College has strong links with all Mercy schools throughout Australia and internationally.

When students enrol at the College, the whole family is welcomed to the community as the College works in partnership with parents and carers to provide a caring and nurturing environment. This partnership has proven to enhance student development. Parents and carers offer strong leadership and support in many aspects of College life through the P&F and in assisting with the competitive sports program.

The College caters for girls from Years 7 to 12, with a diverse range of subjects and co-curricular activities. Academic results are always well above the State average and HSC results are outstanding, with the College ranking always in the top 15% of schools State wide.

The College offers an *Honour Programme* which encourages students to achieve to their best ability academically. By being in the top 10% of the cohort they can graduate from the College as an Honour student. There is also a Learning Support team who work with students experiencing difficulties with their learning and a Homework Club.

Students, staff and parents work in partnership to ensure that opportunities are available to assist each student to fulfil her potential. Staff are therefore interested in the development of the whole person and strongly encourage students to be involved in co-curricular activities.

These include numerous sports, debating and public speaking, as well as Drama, Dance, Science, Maths, Art, Film, Walking 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, one of the choirs, the string, flute 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 College is to equip young women with the skills to take their rightful place in the 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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
627	0	172	627

* Language Background Other than English

Due to the excellent reputation of the College in having a strong pastoral care system and continuing to make improvements in academic standards, there has been a significant increase in the student population over the last few years. In 2010 the number of students was 449, reaching 627 in 2017.

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 2017 was 93.61 %. 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 %	95 %	94 %	92 %	94 %	94 %

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 [Procedures 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 2015, 91% completed Year 12 in 2017.

Ten students who completed Year 10 at the College in 2015, left before completing Year 12 in 2017. Reasons for this included completing secondary schooling at TAFE or as a result of moving out of the area. Five new students enrolled at the College throughout Years 11 and 12.

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, 2017	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	8%
% of students attaining the award of <i>Higher School Certificate</i> or equivalent vocational education and training qualification.	100%

All Year 12 students (100% of HSC candidates) completed the certification for the Higher School Certificate award. One of the students in the cohort achieved the Certification of Life Skills Higher School Certificate.

Post School Destinations

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

89% of the cohort were offered university places across a number of degree courses with 11% continuing with TAFE studies and joining the workforce. From the University Admissions Centre (UAC) data received, a significant number of students gained entry into their first preference course selection.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	54
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	54
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	1
Total number of staff	70
Number of full time teaching staff	42
Number of part time teaching staff	12
Number of non-teaching staff	16

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	Cultures of Thinking - 'How the world of education is changing and how do we show we value thinking in our classrooms'
Day 2	Cultures of Thinking - Exploring new Routines within the Cultures of Thinking framework.
Day 3	Staff Spirituality Day - a Mercy Pilgrimage to the first convent and school established by the Sisters of Mercy in North Sydney.

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Throughout 2017 involvement in the RE curriculum, youth ministry and liturgical life has provided the College community with opportunities to develop relationships with God and others. This year the Mission theme was inspired by the words of Jesus: *'You are the Light of the World'* (Mt 5:14).

The Australian Catholic Youth Festival (ACYF) was a highlight in 2017. The three day event, attended by over 100 students from Years 9, 10 and 11 was a powerful experience of encounter as students were empowered to be disciples in today's world and to celebrate the vitality of the Church in Australia. The ACYF drama performance the "Mary of Now" was written and produced by the College Drama teacher. The four episodes that appeared during the plenary sessions and the Closing Mass at the Domain were sensational, bringing to life the central Christian messages of joy, hope and love in a contemporary way.

Liturgical celebrations provided rich and meaningful opportunities for prayer and Eucharist for the College community. This year fortnightly Masses were introduced and held in the College Chapel. This provided an opportunity for the community to gather regularly in prayer and communion. Reflection days and senior Retreats have been successful and enriching offering worthwhile and stimulating formation experiences for students. Social justice continues to be a strong focus at the College, providing the opportunity for students to go out into the community and put their faith into practice. Mercy Week continues to be the highlight of the year where the focus is on the Mercy charism, with students engaging with various fund raising, advocacy and social justice initiatives.

The RE curriculum provides students with rich and meaningful learning experiences and personal formation through prayer and reflection. Years 8 and 9 students participated in the Bishop's Religious Art Prize in which two students were awarded First Place and Honourable Mention for their artwork. Years 9 and 10 students completed student-centred guided inquiry projects investigating topics on Catholic ethical teachings and social justice respectively which focus on research, note-taking, critical thinking and literacy skills. Students participated in various cultural awareness activities such as the Respect, Understanding and Appreciation (RUA) program and the Amity College multicultural program which promote interfaith dialogue. Staff enjoyed a pilgrimage walk from Mercy College to Monte St Angelo walking in the footsteps of the Sisters of Mercy to enrich their understanding of our Mercy charism.

Secondary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). 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.

2017 has seen significant progress in regard to the implementation of curriculum initiatives, staff professional development and student academic results at the College.

Feedback from external examinations and tests including NAPLAN, Progressive Achievement Tests (PAT), state wide competitions and the Higher School Certificate (HSC) data, indicate that Mercy is consistently well above NSW and national averages across the curriculum spectrum (as stated in previous parts of this Report). This can be attributed to a number of important factors including a strategic focus on developing student critical thinking skills that can be utilised in their learning post HSC and dedicated teachers who are committed to their own professional learning.

Strategic curriculum planning regarding the application of Science, Technology, Engineering and Mathematics (STEM) in the curriculum, has seen Stage 4 students successfully engage in complex project based design. Further programs are being developed incorporating STEM initiatives for elective courses in Stage 5.

The College continues to offer a broad spectrum of NESA courses, including TAFE Certificate options to HSC level. The study of Languages and special interest courses are promoted and supported in the subject selection process.

The College Strategic Learning and Teaching Plan 2017-2019 aims to further develop critical thinking skills that provides for a depth of understanding that will enable continued student growth throughout their years at the College.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	51.22 %	28.80 %	2.44 %	18.80 %
	Reading	47.54 %	29.00 %	1.64 %	16.20 %
	Writing	32.79 %	16.50 %	7.38 %	28.40 %
	Spelling	56.91 %	32.90 %	4.88 %	15.50 %
	Numeracy	50.41 %	33.10 %	0.83 %	13.90 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	41.67 %	19.00 %	8.33 %	25.40 %
	Reading	39.58 %	21.00 %	5.21 %	21.30 %
	Writing	37.50 %	15.40 %	11.46 %	36.80 %
	Spelling	53.13 %	22.20 %	3.13 %	21.70 %
	Numeracy	44.21 %	24.00 %	3.16 %	16.00 %

NAPLAN Comments

NAPLAN results for 2017 in both Years 7 and 9 have highlighted strong individual student growth across the combined areas of literacy and numeracy. Comparisons to NAPLAN data in 2016 indicate an upward trend in students accessing the top 2 bands and a reduction in student numbers for the lower 2 bands. The College continues the trend of performing across all areas well above the national average.

Test results in Writing, whilst not of major concern, have provided valuable feedback for programming ways to improve writing skills in Stages 4 and 5. A majority of Year 9 students were able to successfully meet the minimum for the new HSC standards requirement across all tests at Band 8 level.

Close scrutiny of NAPLAN results have informed KLA Coordinators' strategies in targetting any areas of development; programs are in place to assist those students who may need to re-sit literacy or numeracy tests to meet these new requirements for the Year 12 HSC.

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 2017, the number of students issued with a RoSA was 1.

Higher School Certificate (HSC)

The results of the School's Higher School Certificate (HSC) 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.

In 2017, 99 students presented for a total of 40 HSC examination courses. Results were very strong across the range of curriculum areas. The results across the courses indicated the continuing trend of student performance well above State average. Seventy three mentions were noted on the Distinguished Achievers list, with 84% of all courses presented for the HSC above the State average. Across the Diocese of Broken Bay, the College ranked first with 21% of the students gaining first place in their course. 57% of all students accessed the top 2 bands.

Higher School Certificate	<i>Percentage of students in top 2 bands (Bands 5 and 6)</i>					
	2015		2016		2017	
	School	State	School	State	School	State
English (Standard)	25 %	8 %	64 %	13 %	42 %	16 %
English (Advanced)	75 %	58 %	92 %	62 %	73 %	64 %
Ancient History	88 %	33 %	76 %	31 %	70 %	36 %
Drama	17 %	42 %	62 %	43 %	73 %	42 %
Economics	63 %	46 %	50 %	45 %	86 %	49 %
HSC English Extension 1	100 %	94 %	100 %	95 %	100 %	94 %
Music 1	100 %	62 %	100 %	63 %	83 %	66 %
Visual Arts	86 %	54 %	100 %	55 %	100 %	55 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

The College's Student Wellbeing program aims to build a supportive environment where students have a sense of belonging and connectedness to the College. It also aims to develop students who are resilient and committed to fostering positive relationships and incorporating values of the Vision and Mission of the Mercy charism. The *RISE Program*, based on positive psychology (as noted in previous sections of this report) has been developed for students and incorporates Goal setting, Mindfulness and Growth Mindset. It allows students to engage with others as well as reflect on their own wellbeing. The *RISE Program* is scheduled during Year Group meetings and Tutor Group time.

The Tutor Group structure strengthens the House system bonds and provides an opportunity for the students to show leadership and responsibility, feel known and valued and build positive relationships. To experience wellbeing from a good environment helps the student engage in their learning and improve their academic performance. Tutor Group activities such as the Gratitude Journal and Prayer time provide students with the opportunity to show self-awareness, empathy and respect for others and build their relationship skills which will assist them in subject activities. The students write weekly in the Gratitude Journal about their achievements and acts of kindness as well as setting their own goals for the week. Throughout the year the students are given opportunities to be a voice of change and advocate for others in responsibly raising awareness and displaying leadership on International Women's Day, the Big Sister Program, Mercy Week preparation, social justice initiatives, team building activities, anti-bullying activities as well as interacting with inspiring speakers in workshops on values, anxiety, depression, friendship, plagiarism, careers, driver awareness, relaxation and self-defence.

There is a strong support structure for students. Every student is able to seek the support of Teachers, Tutors, Year Coordinators, the Director of Student Wellbeing, Assistant Principal, Principal and the College Counsellor. The Pastoral Team values the support of parents and works hard at building a strong partnership where the common goal is to nurture their daughter to be responsible, compassionate and independent in being able to cope and take on future endeavours.

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

2017 saw the introduction of a new *Pastoral Care Program*, based on a positive psychology approach to wellbeing. This approach is grounded in the belief that students want to lead meaningful and fulfilling lives. This *Program* endeavours to cultivate what is best within students, offering enhanced opportunities of student involvement in leadership and co-curricular activities, thus giving students a greater sense of belonging and connectedness.

The improvement in pedagogy within the classroom, which has led to increasing improvement in both junior and senior academic results, continued to be a focus in 2017. Staff professional development opportunities analysed the importance of appropriate language to encourage and support student thinking and to give students the necessary tools to reflect upon and describe their thinking.

A Science, Technology, Engineering and Mathematics (STEM) team of teachers was created to investigate the importance of STEM subjects in equipping students for a 21st century workforce. From this, junior students had the opportunity to participate in various STEM related activities both on and off campus.

Priority Key Improvements for Next Year

2018 will see the STEM team further develop opportunities for students with a planned week of STEM activities. Further to this, the STEM initiative will see the development of a new STEM elective in Stage 4, ready for implementation in 2019. A sub-committee will be working on developing a cross-curriculum document which matches skill development to enable both teachers and students to see the interconnectedness of skill sets.

The 2018 curriculum focus will be to review the way teachers assess student work samples and student progress in learning. The aim is to provide assessment opportunities which more accurately reflect the new approach to classroom pedagogy and allows students to demonstrate their understanding of, rather than describing a concept.

The new *Pastoral Care Program* introduced in 2017 will be embedded into Year Group meetings and Tutor Group time with a focus on building student resilience. Increasing pressure from society and social media requires students to build their resilience to negative messages and be able to deal with situations with a positive outlook.

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 was gauged through conversation with community members, P&F Association meetings and by parent engagement in College activities, such as the Year 7 orientation program, parent breakfasts, information evenings and a cocktail party which were all well attended. Parents were also encouraged to complete a parent survey "Tell Them From Me". Parents are appreciative of the pastoral care system, with many supportive comments about the College providing a stable structure for pastoral and academic support. They acknowledged the care and concern that students show towards each other, and the celebrations of activities for both pastoral and academic achievements. It was recognised that the girls have a great sense of community. This is evident at carnivals and inter-school social events. Noted also was that students have the opportunity to demonstrate a commitment to social justice events throughout the year. Parents recognised the opportunity for the girls in their learning through communication with staff and information evenings on academic expectations. Also recognised were the opportunities for girls to participate in many co-curricula activities.

Student Satisfaction

Student satisfaction was determined through a number of different avenues including surveys, Tutor Group discussions, responses to the *RISE Program* and in Student Leaders' meetings. Students' indicated a high level of satisfaction with the Tutor Group system and feel there are good relationships between each other and teachers.

Through the Student Leaders' meetings students felt that their opinions were listened to and that they had a voice in the organisation of activities. College and House spirit is high, which can be gauged by the interaction of students in their participation in College and House events such as the swimming and athletics carnivals, charity fundraisers, Inter-House competitions and musical and dramatical performances. Students' indicated that there is a high expectation in learning and that they are encouraged to perform to the best of their ability as well as be challenged, to achieve the College motto of *Strive for Better Things*.

Teacher Satisfaction

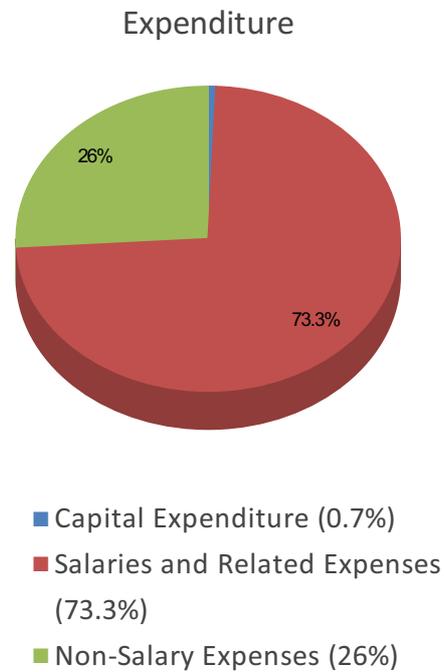
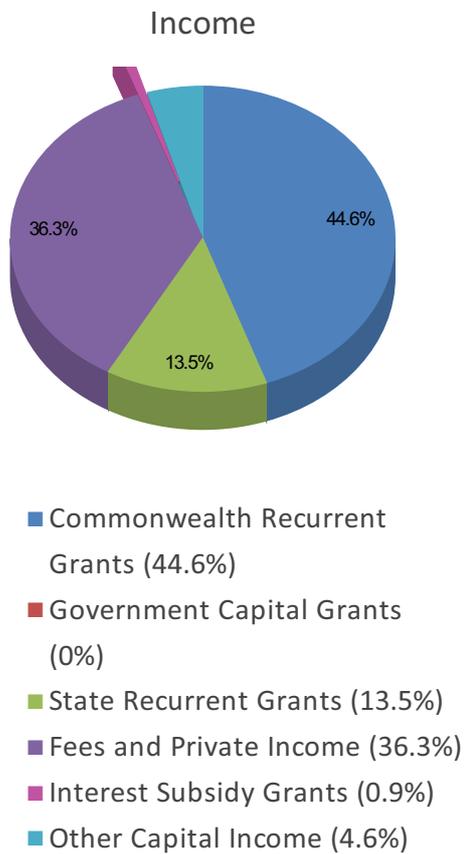
Discussions at staff and middle management meetings and workshops were used to discern teacher satisfaction.

Staff morale is very high, and satisfaction expressed in the professional development offered to equip teachers to master the skills required to develop the Cultures of Thinking framework used in the classroom. The Professional Learning Groups have given staff the opportunity to discuss and develop their skills in the classroom as well as develop richer assessment tasks. Teachers expressed pride in the College community and are proud of their students citing excellent HSC results. Teachers also recognised the College's reputation as a high quality provider of education for girls and continued growth in enrolments.

The Tutor Group system has received positive feedback from staff with the removal of many administrative tasks to allow more time to focus on pastoral care and to strengthen staff and student relationships. Staff commented that they have noticed greater interaction between younger and older students due to the vertical Tutor Group system.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$4,895,504
Government Capital Grants	\$0
State Recurrent Grants	\$1,480,301
Fees and Private Income	\$3,984,739
Interest Subsidy Grants	\$98,943
Other Capital Income	\$506,710
Total Income	\$10,966,197

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$68,581
Salaries and Related Expenses	\$7,667,985
Non-Salary Expenses	\$2,719,310
Total Expenditure	\$10,455,876