

2018 Annual School Report



Mercy Catholic College, Chatswood

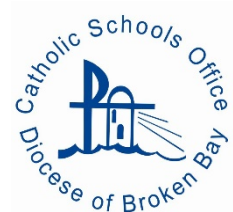
101 Archer Street, Chatswood 2067

Principal: Ms Suzanne Kavanagh

Phone: (02) 9419 2890 Fax: (02) 9415 2831

Email: mercy@dbb.catholic.edu.au

www.mercydbb.catholic.edu.au



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

The College's Mission is to provide excellence in education so that our young women can become critical and creative thinkers with a sense of social responsibility and discipleship.

During 2018 students and staff at Mercy College continued to develop a strong culture of learning, not just for students but also for teachers.

Once again Mercy College achieved excellent results in NAPLAN and HSC with above State average scores, gaining a rank for the College in the top 18% of schools in the State for the HSC.

Our extensive co-curricular programme provided opportunities for students to pursue interests outside the classroom in music, sport, debating and dance, as well as in our Gifted and Talented program. Of note is the Mercy's College Choir obtaining acclaim by performing in the Australian War Requiem performance, as well as gaining places in both the Sydney and Ryde Eisteddfods. This along with numerous opportunities provided to develop their moral and spiritual dimensions saw our students demonstrating great strength of character.

The continued encouragement for our students to work to the best of their ability was met with high achievements in all areas of College life.

Parent Body Message

The Mercy College Parents and Friends Advisory Association (P&F) provides a wonderful opportunity for parents to be involved in their daughter's school, be informed and offer advice on school matters, socialise with other parents and manage parent donations.

The P&F and parent volunteers assisted at the annual College Open Day, the Welcome Evening for Year 7 students, the Year 12 Graduation and a Trivia Night.

The P&F organised and ran the Annual Cocktail Party and the Mother's and Father's Day Breakfasts. These events provided an opportunity for daughters and parents to acknowledge and celebrate their special relationships. Attendance at the breakfast functions increased significantly from previous years.

Parent donations supported capital works to enhance the learning environment. In 2018 donations contributed to window shutters and air conditioning in classrooms. Donations also supported awards for student achievements and student workshops on leadership and study skills.

The P&F is pleased to work with and support the College which demonstrates a caring environment that contributes to producing young women of Mercy.

P&F President

Student Body Message

Students at Mercy College are fortunate to experience a strong sense of cohesion and belonging through the school's emphasis on hospitality, one of our core values. The culture that has been fostered in our faith community encourages us to focus on how we can be of service to others, social justice playing a central role in College life. Initiatives offered such as Caritas Appeals and an Outreach Day provide an opportunity to exercise compassion and heighten our social conscience, preparing students to contribute positively to society, replicating Jesus' example.

The College's holistic approach to education allows students to access learning across a wide variety of academic fields, as well as engage in co-curricular activities including sports, debating, drama and music. The College enables us to showcase our talents at the annual Creative Arts Showcase, an event to celebrate the diversity of achievements accumulated within the student body.

Students are also aided in their personal spiritual journeys, during school masses and liturgies which enable them to recognise the significance of being united in a community to their development as individuals.

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 20% 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. Our Gifted and Talented Co-ordinator provides many opportunities to challenge gifted students. 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 and the performing and creative arts form an important part of the co-curricular program. Students are able to take private tuition with 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 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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
641	0	168	641

* Language Background Other than English

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 2018 was 94.40 %. 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
95 %	95 %	95 %	93 %	95 %	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 2016, 87% completed Year 12 in 2018.

Nine students who completed Year 10 at the College in 2016, left before completing Year 12 in 2018. Reasons for this included students moving out of the area or overseas and completion of courses at TAFE. A number of new students enrolled at the College in Year 11.

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, 2018	
% of students undertaking vocational training or training in a trade during the senior years of schooling.	2%
% 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 candidates) completed the certification for the Higher School Certificate award. Two students incorporated VET courses in their pattern of studies and attained the necessary competencies.

Post School Destinations

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

92% of the cohort secured university placement across largely Sydney based universities. A wide range of degree courses were applied for and secured by the students including Engineering, Science, Law and Medical related degrees. 8% of students continued with TAFE studies or entered the workforce.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	72
Number of full time teaching staff	44
Number of part time teaching staff	11
Number of non-teaching staff	17

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	Formative Assessment: Making Thinking Visible in the Service of Learning and Teaching
Day 2	Staff Spirituality Day - The Call to be Saints
Day 3	The Spiral of Inquiry

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.

At Mercy Catholic College we strive to create a dynamic faith community that is guided by Gospel values and embodies the Mercy charism. In 2018 our College was inspired by the words of Jesus to “*Go and make disciples of all nations*” (Matt 28:19). We encouraged students to go out as disciples of Jesus to put our faith in to action and proclaim the Gospel message of inclusivity, justice, compassion, mercy and love to all those we encounter.

In 2018 we also celebrated the national Year of Youth focusing on the theme ‘*Open New Horizons for Spreading Joy*’. We hosted the Broken Bay Year of Youth Cross in our College Chapel and at our College Assembly where the students were reminded that they are the Church of now. A key focus of the Religious Dimension was leading Listening and Dialogue sessions for the *Australian Plenary Council 2020*. The small group discussions centred on answering the question: “What is God asking of us in Australia at this time?” The responses generated were submitted to the Plenary Council which will inform decision making about the direction of the future of the Church in Australia.

Liturgical celebrations provided rich and meaningful opportunities for prayer and Eucharist for our College community. Our fortnightly College Chapel Mass provided an opportunity for the community to gather regularly in prayer and communion and this was enriched by the introduction of a small liturgical band and choir. Reflection days and retreats were powerful experiences of encounter for our students offering rich and stimulating formation experiences for our students.

Mercy Week continues to be the highlight of the year where we focus on our Mercy charism and engage with various fund raising, advocacy and social justice initiatives.

The RE curriculum provided students with rich and meaningful learning experiences and personal formation through prayer and reflection. Year 8 students participated in the Bishop’s Religious Art Prize in which they were awarded First Place and Honourable Mention for their artwork. Year 9 and 10 students completed student-centred guided inquiry projects investigating topics on Catholic ethical teachings and social justice respectively which focussed 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, the multicultural program at Amity College and the *Islamic Sciences and Research Academy of Australia* (ISRA) student Iftar dinner which promotes interfaith dialogue. Staff participated in a formation day with a focus on Pope Francis' call to holiness and the opportunity to engage in Christian spirituality workshops.

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.

The past year has seen significant achievements in student academic growth across all Year levels and enhanced professional development of staff focussed on the strategic goals of the College.

NAPLAN Results indicated above State average results for the tests in Years 7 and 9 and has highlighted strong student growth. The College continues to focus on enhancing student thinking and enhancing delivery of STEM related courses that will see greater student uptake of Mathematics, Technology and Science related courses in Stage 6.

Approximately 40 HSC courses were presented for the final examinations in 2018, of which 11 of our courses secured first place in the Diocese of Broken Bay. The performance of students saw results continue well above the State average with 45 Distinguished Achievers awards and 1 All Rounder Award, where all courses were in the highest band range.

The College continues to seek best practice in learning and teaching as well as implementing current research, to ensure that all of our students can reach their personal best and are equipped with the necessary skills to pursue their chosen careers following their tertiary education.

Professional development of staff targeted the specific areas regarding the nature of formal and informal student assessment tasks across the curriculum. Discussion of individual assessment tasks, cross curriculum initiatives and STEM related delivery were further researched and planned by teachers during professional learning groups, faculty meetings and staff days throughout the year.

Our strategic learning and teaching goal for the current three year plan is *to further develop our approach to student learning that promotes a culture of inquiry and innovation and assesses for learning*. During 2018, the approach to assessment tasks was to enhance the opportunities for students to engage with tasks at a deeper level of understanding that incorporated strategies to make visible the way students thought, researched and formulated their responses to tasks that required discernment and judgement. A variety of assessment tasks were further developed to include learning journals and inquiry based projects. Teaching staff were also encouraged to contribute to professional learning by completing individual and group research projects focussing on assessment.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	52.74 %	26.90 %	2.05 %	16.30 %
	Writing	41.78 %	13.50 %	10.27 %	32.00 %
	Spelling	52.74 %	30.30 %	3.42 %	16.70 %
	Grammar	45.21 %	29.10 %	2.74 %	17.50 %
	Numeracy	41.78 %	28.90 %	4.11 %	14.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	28.57 %	20.90 %	6.72 %	18.50 %
	Writing	26.05 %	11.70 %	9.24 %	41.20 %
	Spelling	40.34 %	23.70 %	10.92 %	21.50 %
	Grammar	36.13 %	20.20 %	11.76 %	20.60 %
	Numeracy	18.64 %	25.80 %	3.39 %	14.80 %

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 2018, the number of students issued with a RoSA was nil.

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.

Our Year 12 2018 students continued the upward trajectory regarding HSC results, indicating continuing academic growth across the cohort of 72 students. The College was placed in the top 125 schools in NSW for the Higher School Certificate results. The majority of students continued to universities to prepare for their future careers. The highest ATAR achieved being 99.05 with 17% of students achieving ATAR's of over 90. 62% of results achieved the top two band levels. Nominations were also received for *ART Express* and *Drama On Stage* in Visual Arts and Drama.

Higher School Certificate	Percentage of students in top 2 bands (Bands 5 and 6)					
	2016		2017		2018	
	School	State	School	State	School	State
English (Standard)	64 %	13 %	42 %	16 %	44 %	15 %
English (Advanced)	92 %	62 %	73 %	64 %	95 %	63 %
Ancient History	76 %	31 %	70 %	36 %	89 %	36 %
Design and Technology	38 %	41 %	60 %	43 %	82 %	47 %
Drama	62 %	43 %	73 %	42 %	93 %	42 %
HSC English Extension 1	100 %	95 %	100 %	94 %	100 %	96 %
HSC Mathematics Extension 2	60 %	85 %	0 %	84 %	100 %	86 %
Visual Arts	100 %	55 %	100 %	55 %	78 %	53 %

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 2018.

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 2018. 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 2018 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 2018.

Initiatives Promoting Respect and Responsibility

The College's Student Wellbeing program aimed to build a supportive environment where students have a sense of belonging and connectedness to the College. In 2018 there was a focus to develop students' resilience and foster positive relationships whilst incorporating the values of the Vision and Mission of the Mercy charism. Our new *RISE Program*, (based on positive psychology) enabled students to develop and incorporate Goal setting, Strengths, Mindfulness and Growth Mindset into their learning and wellbeing. The *RISE Program* was scheduled during Year Group meetings and Tutor Group time. This year the *RISE Program* produced insightful student discussions and reflections. The Year Co-ordinator delivered the program along with their RISE Facilitator who is a teacher who volunteered to help implement and support the Year Co-ordinator.

The vertical Tutor Group structure strengthens the House system and provides an opportunity for students to feel known and valued and to build positive relationships with their peers. Tutor Group activities provided students with the opportunity to show self-awareness, empathy, respect for others and build their relational skills, which will assist them in subject activities. Each week the students wrote a reflection or discussed their achievements and their goals for the following week.

Throughout the year, the students participated in activities and programs such as *International Women's Day*, the *Big Sister Program*, Fun Friday dance, Mercy Week preparation, social justice initiatives and team building activities. These experiences provided the students with the opportunity to develop their leadership skills, learn how they can be a voice of change and the actions they can take to make their environment a better place for themselves and others. This year the student leaders took the initiative to develop a student newsletter, which raised awareness about current issues and highlighted student achievements.

Every student continued to have the support of their Tutor, teachers and the Pastoral Team. The Pastoral Team (Year Co-ordinator and Director of Student Wellbeing) worked in partnership with parents to support and nurture their daughters to be compassionate and resilient young woman, developing the skills and confidence to deal with changing situations and to make informed decisions.

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

2018 was a very successful year for both students and staff, seeing improved pedagogy and increased engagement in the classroom. The Professional Learning Groups (PLGs) for teachers, that commenced last year were strengthened with a focus of improving the way students are assessed. Both formal and informal methods of assessment were modified to better measure the success of our pedagogy of encouraging thinking rather than just recall.

A STEM team was established to investigate how to integrate the STEM subjects and a cross-curriculum skill set was developed by this group to be used in 2019. The subjects of Mathematics, Technology and Science changed their scope and sequence of topics so that the skill set could be taught simultaneously in 2019. A new elective of Information and Software Technology was offered and well received as a new elective for Year 9.

Priority Key Improvements for Next Year

2019 will see teachers tackling the concept of how to measure student success. Using the *Spiral of Inquiry* (Timperley, Kaser and Halbert) teachers will inquire into the impact of their teaching by developing a hunch, taking action, reviewing and then refocusing. Teachers will be assisted by their peers in PLGs, where they will share what their hunch is and the findings from their review of what has happened in the classroom.

The STEM subjects of Maths, Technology and Science will integrate STEM related skills within the programs of all three subject areas. There will also be a review of the scope and sequence of these subjects so that topics are rearranged with inter-related skills being taught within the same timeframe. This approach will assist students to have a greater depth of understanding and be able to transfer these skills between subjects and into real life.

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 conversations with community members, at the Parent and Friends Advisory Association meetings and by parent engagement in College activities, such as parent/teacher interviews, information evenings and social events, including the Trivia night and cocktail party which were all well attended. Parents were also encouraged to complete a parent survey *Tell Them From Me* (TTFM).

Parents are appreciative of the wellbeing and academic support provided by the College. They acknowledge the commitment of teachers in developing their daughter's learning and encouragement to do their best at all times. The parents commented on the pastoral support for their daughter's wellbeing and recognised the great sense of community which is shown through the College staff's care and concern for each student. This has been supported by the feedback from the TTFM survey, in which 75% indicated high satisfaction in the wellbeing and academic support for their daughters.

Parents also recognised the number of opportunities provided for their daughter through activities, such as social justice, co- curricular activities and sport.

Student Satisfaction

Student satisfaction was determined through a number of different avenues including surveys, Tutor Group discussions, responses to the *RISE Program*, Student Leaders' meetings and informal discussions. Students indicated a high level of satisfaction with their relationships with each other and with their teachers. Students commented that the *RISE Program* and Tutor Group activities gave opportunities to develop appropriate relationships with their peers.

Students felt their opinions were listened to through Student Leader meetings and other student meetings. They indicated that they have a voice in the organisation of school activities. Students feel there is a positive climate in the College assisted by the engagement in activities such as the Swimming and Athletics Carnivals, inter-House Competitions, fundraising, musical and dramatical performances.

Students' comments spoke of an environment where there is high expectations of their learning and assistance to think more deeply in their oral and written responses, as well as continual encouragement to work to the best of their ability in all aspects of school life.

Teacher Satisfaction

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

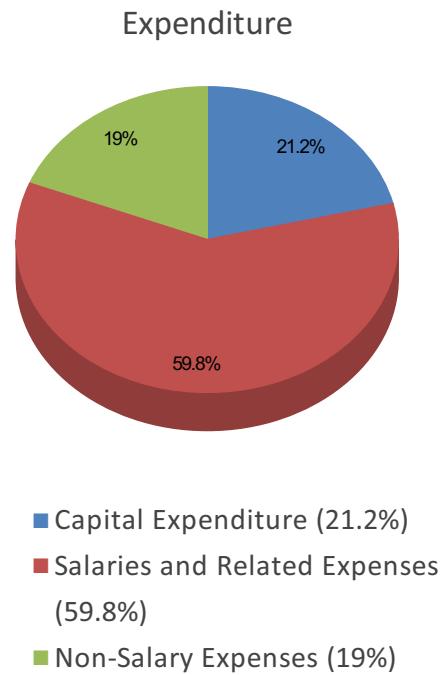
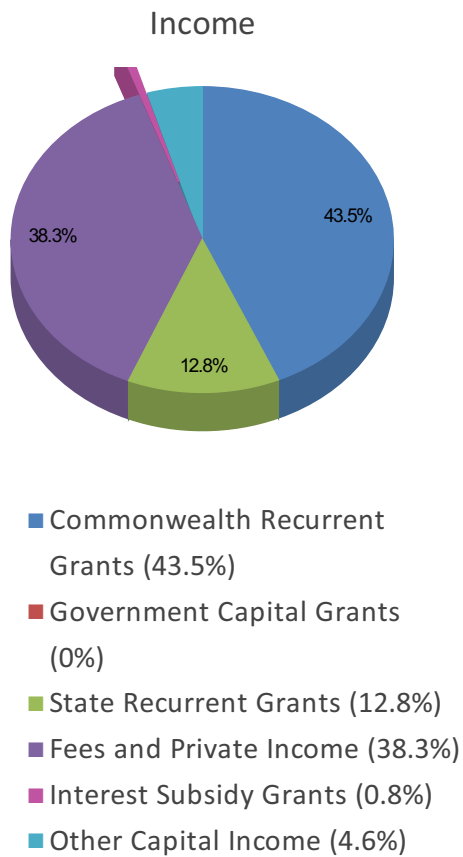
It was indicated that the PLGs continued to be a positive experience and successful tool for shaping practice, building culture and valuing staff and their PL. They expressed increased collaboration across departments in building a connected learning environment.

Teachers expressed pride in the College community and are proud of student achievement in external exams such as NAPLAN and the HSC.

Teachers continue to recognise the benefits of the vertical Tutor Group system and the development of *RISE*, the pastoral care program. Staff commented on the positive relationships that continue to build between teachers and amongst students within the Tutor Group.

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	\$4,871,501
Government Capital Grants	\$0
State Recurrent Grants	\$1,435,829
Fees and Private Income	\$4,290,731
Interest Subsidy Grants	\$88,965
Other Capital Income	\$517,098
Total Income	\$11,204,124

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$2,878,687
Salaries and Related Expenses	\$8,116,673
Non-Salary Expenses	\$2,576,295
Total Expenditure	\$13,571,655