

Our Lady of Mercy Catholic College Burraneer, Cronulla

Annual School Report to the Community

2016



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Principal

Miss Gilda Pussich

ABOUT THIS REPORT

Our Lady of Mercy Catholic College Burraneer is registered by the Board of Studies Teaching and Educational Standards (BOSTES), and managed by Sydney Catholic Schools (SCS), the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The *Annual School Report to the Community* provides parents and the wider College community with fair, reliable and objective information about College performance measures and policies, as determined by the Minister for Education. The *Report* also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the College's Annual Improvement Plan.

The *Report* demonstrates accountability to regulatory bodies, the College community and Sydney Catholic Schools. This *Report* has been approved by Sydney Catholic Schools in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all Board of Studies Teaching and Educational Standards requirements for Registration and Accreditation.

This *Report* complements and is supplementary to College newsletters and other regular communications. Further information about the College may be obtained by contacting the College or by visiting the College's website.

Principal's Message

Our Lady of Mercy Catholic College (OLMC) Burraneer offers outstanding opportunities for students, which are aimed at making our College vision of *nurturing girls – creating women* a reality. We stay true to Catherine McAuley's vision for excellence in girls' education by providing a quality curriculum that is tailored to the learning style and needs of girls.

In 2016, the College focused on its Catholic culture and on its learning culture, specifically, improvement in numeracy and literacy, authentic assessment and feedback, 21st Century teaching and learning such as project based learning, and gifted education as part of the Newman Project. We were successful in a range of pursuits in the academic, creative and performing arts, and sporting fields.

Our extensive building project was completed, providing us with modern facilities for Technology, Science, Music, Drama and Dance. The changes to the school environment are engaging, inspiring and flexible, and support our pedagogical principles of self-directed, interactive and authentic learning. Thank you to all members of the OLMC community for your contribution to the College's achievements in 2016.

Parent Body Message

OLMC provides our daughters with a learning environment that is faith filled, supportive and challenging. The College caters to a wide range of abilities and a variety of talents. Our daughters are encouraged to pursue their academic, creative and sporting interests. The quality of the new and upgraded facilities, which complements innovative teaching, indicates the value placed on our daughters' learning. The College provides us with opportunities to engage with our daughters' progress at the parent-teacher interviews, information evenings, Newman and LAUNCH symposiums. Communication is facilitated through clear channels, such as the Parent Advisory Council, College newsletter and calendar as well as through electronic means such as the OLMC Skoolbag App, email, SMS and the student ed diary. OLMC welcomes parents by providing us with opportunities to join with our daughters at events such as the Mother-Daughter and Father-Daughter dinners, swimming and athletics Carnivals, high tea, pool party, Graduation Mass and awards assemblies. We can contribute to the College by being members of parent committees and by volunteering in the canteen, learning support and fundraising events.

Student Body Message

OLMC is a school that continually reminds us that girls can achieve anything. Many opportunities

are offered to us including debating, public speaking, science projects, Mercy Action Group (MAG), choir, band, dance troupe, musical, Duke of Edinburgh Award and representative sport. 2016 brought great change to OLMC. Our homeroom classes were restructured so that rather than sharing homeroom with just our own cohort, we were assigned to homerooms with a mix of students from Years 7 to 10. This turned out to be a great opportunity to get to know and share our favourite OLMC experiences with girls in other year groups. A highlight was the special surprise farewell given to Year 10 girls by the students in their homeroom. 2016 saw the completion of the upgrade to the Mercy Centre, which meant that we were able to have our spectacular musical, Lion King Junior, in our own hall. We felt very privileged to move into the Catherine McAuley Building with its top quality technology facilities, vibrant colours, variety of furniture and fantastic science laboratories and technology rooms. The new look swimming pool is amazing and we look forward to using all the improved outdoor areas.

Our Lady of Mercy Catholic College Burraneer is a Catholic systemic Girls College located in Cronulla.

OLMC caters for girls in Years 7-10 and has an enrolment in excess of five hundred students. Priority in enrolment is given to Catholic families who reside locally and are involved in our Catholic parish communities. The five feeder Catholic primary schools for OLMC are St Aloysius Cronulla, St Francis de Sales Woolooware, Our Lady of Fatima Caringbah, St Catherine Laboure GyMEA and Our Lady Star of the Sea Miranda. OLMC is a feeder school to De La Salle Catholic College Cronulla.

The Sisters of Mercy established OLMC at Cronulla in 1934 and relocated it to its present site in 1960. While located on the eastern side of the Sutherland Shire, the College attracts students from across the shire and beyond. OLMC values the charism and traditions of its founding religious order and continues its commitment to social justice and to excellence in the education of girls. The Sisters of Mercy support OLMC through their involvement in the retreat program, regular attendance at College events and collaboration in social justice initiatives. The College is also part of the Mercy 5 group of schools, which includes OLMC Parramatta, Monte Saint Angelo Mercy College North Sydney, Catherine McAuley College Westmead and Mercy College Chatswood. Each year students are involved in Mercy Action initiatives with other students from the Mercy 5 schools and teachers immerse themselves in the Mercy 5 staff faith formation program.

The College focuses on providing students and staff with contemporary learning spaces that are engaging, flexible, and aesthetically pleasing so as to inspire creative and productive learning. An extensive building project was completed in 2016. This project provides the students of OLMC with innovative and contemporary facilities for Technology and Applied Studies, Science, and Creative and Performing Arts.

OLMC students participate in a range of curricular and co-curricular programs including the Newman Selective Gifted Program, debating, public speaking and mathematics enrichment. Students are involved in academic competitions including those for Mathematics, Science, English, Writing and Languages. The College's extra-curricular program provides a range of cultural, social outreach and sporting activities. OLMC has continued its involvement in the Duke of Edinburgh Award. Talent in the creative and performing arts is showcased through performances of the choir, the OLMC/De La Salle Combined College Musical and Band, and Drama Night. Numerous students have been successful at Representative levels in the many sports available. A Friday sport program offers both competitive and non-competitive options. Competition sports included swimming, athletics, netball, oztag, softball, volleyball, surfing and

AFL.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 10. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016:

Girls	Boys	LBOTE*	Total Students
529	0	107	529

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an [Enrolment Policy for Systemic Catholic Schools](#). Sydney Catholic Schools monitor the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

Information about enrolling in a systemic school in the Archdiocese of Sydney may be accessed at the [Sydney Catholic Schools](#) website.

Student Attendance Rates

The average student attendance rate for 2016 was 93.12%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	95.90%
Year 8	92.64%
Year 9	91.52%
Year 10	92.40%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The College, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children,

College staff, as part of their duty of care, monitor part or whole day absences.

College staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the College community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Post School Destinations

Each year the College collects destination data relating to the Year 10 student cohort.

The destinations of the one hundred and forty-one Year 10 students are as follows: one hundred and twenty-nine to De La Salle Catholic College Cronulla, nine to other high schools, two to Technical and Further Education (TAFE) and one overseas.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
39	17	56

* This number includes 30 full-time teachers and 9 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning 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 Sydney Catholic Schools. The College takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and 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 College held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Learning Culture: Sessions 1 - IDEAS pedagogical principles of self-directed, interactive and authentic learning; Session 2 - Putting Faces on the Data (focusing on Year 7 students); Session 3 - Pedagogy in the 21st Century Classroom/Learning Spaces
Term 2	Learning Culture: Session 1 - Authentic Assessment Principles and Strategies, Guest Presenter: Jorga Marum (Combined with De La Salle Catholic College Caringbah); Session 2 - Authentic Learning and Feedback, Guest Presenter: Lyn Fetterplace; Session 3 - KLA Assessment and Feedback Workshops
Term 3	Catholic Culture: Staff Faith Formation - The Role of Schools in Evangelisation, Guest Speaker: Fr Richard Leonard (Organised by Cronulla Parish, combined with De La Salle Catholic College Cronulla and Caringbah and four feeder Catholic Primary Schools)
Term 4	Student Culture: Session 1-2 Guest Presenter Psychologist Debbie Walker; Session 1 - Qualities of Successful Organisations; Session 2 - Professional Standards; Session 3 - Student Management

Teachers have engaged in a variety of professional learning initiatives that align with our strategic improvement plan and the Professional Standards for Teachers. Professional learning is designed to enhance our Catholic, learning and student culture and improve the already high quality, authentic teaching and learning. Our focus has been on the learning needs of students and tailoring our teaching to meet those needs. Teachers have attended workshops and programs on authentic assessment, gifted education, observation, Standards, writing, numeracy, *Faces on the Data* and classroom management.

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the Board of Studies Teaching and Educational Standards:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	41
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Catholic Schools have a unique role in the evangelising and educating mission of the Church.

The *Archbishop's Charter for Catholic Schools* sets out the purpose and mission of Catholic schools in the Archdiocese of Sydney. In responding to the Charter, the College engages in processes to reflect on and revitalise its mission and strengthen the religious life of members of the College community.

The College follows the Archdiocesan Religious Education (RE) Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Archbishop of Sydney.

OLMC gives witness to its Catholic identity through evangelisation, prayer and liturgy, Catholic pedagogy and curriculum, pastoral care and teaching students to know, understand and act on Catholic Social Teaching. OLMC provides faith formation for students and staff and works in partnership with parents to forge strong links with local parishes. We give priority enrolment to children of Catholic families and priority employment to staff who give Christian witness and contribute to the mission of the Church.

OLMC prides itself on collaboratively developed, relevant, prayerful and engaging liturgies. The liturgies involve a range of students who share their musical, oratory, movement and dramatic gifts with the community in creative and meaningful celebrations of faith. Our community gathers for Commencement, Mercy Day and Graduation Masses, and many liturgies including Ash Wednesday, Easter, ANZAC Day, the Assumption, Remembrance Day and Advent. Year 10 attend a two-day retreat and Year 8 and 9 have reflection days where they reflect on their life, faith and community. OLMC students are keen participants in many evangelisation events including SCS Evangelisation and Social Justice Days, Retreats, Catechesis, and World Youth Day pilgrimages.

Our links with local parishes continue to strengthen. We are blessed to have clergy who have a keen interest in relating to youth. Our priests support the College by their generous involvement in school, class and staff Masses, class Reconciliation and retreats. Every year staff and students give of their time and talents to present the Good Friday re-enactment of the Stations of the Cross at St Aloysius Parish Cronulla. Our students support the First Holy Communion and Reconciliation program in our parishes and OLMC students attend Sunday Youth Masses held in local parishes. They have performed in the band and choir, proclaimed scripture and presented creative mime and movement to enhance the liturgy. To quote Fr Sam Lynch at a Cronulla Mass: "Vatican II calls us to be full, conscious, active and authentic in our participation in the liturgy and the OLMC students are a testament to this".

OLMC students are young women who are active advocates for social justice, environmentally

conscious and culturally respectful. A significant number of students are members of Mercy Action Group (MAG), our social justice arm. The social justice initiatives consider local and global causes, targeting the charitable works of the Sisters of Mercy, Catholic agencies and local parishes. MAG supports Stella Maris Aged Care and Cronulla Parish Care and Concern by providing catering, service, entertainment and company to both these communities. The Religious Education program focuses on our Catholic faith and fosters cultural awareness.

Students in Years 6 and 8 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 8	29.37

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the [Religious Education and Evangelisation](#) site on the Sydney Catholic Schools website.

The College follows the Board of Studies Teaching and Educational Standards syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of Sydney Catholic Schools. The teaching and learning processes are informed by the Statement on Authentic Learning in Sydney Archdiocesan Schools. Staff members are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The College offers Years 7-10 Board of Studies, Teaching and Educational Standards (BOSTES) mandated and approved courses. In Years 9 and 10, students undertake two, 200-hour electives from Commerce, Philosophy, French, Music, Visual Arts, Drama, Dance, Food Technology, Textiles Technology, Design and Technology, Industrial Technology-Multimedia, and Physical Activity and Sports Studies. In addition, some subjects are studied externally such as Italian and Indonesian.

Particular features of the curriculum include:

- Newman Selective Stream in English, Mathematics, Science and core subjects for more able students.
- Acceleration and curriculum compacting in Mathematics is available for suitable students.
- Learning support programs: specialist teachers and teachers' aides support programs in the Learning Support Centre.
- Reading assistance: a reading program is available to students requiring remediation.
- Literacy and numeracy is taught in all Key Learning Areas (KLA).
- Year 7 Academic Transition Program, Learning Authentically Nurturing Challenge (LAUNCH): one lesson per week aiming to develop skills in thinking, study, research, Information Communication Technology (ICT), literacy and numeracy, and problem based learning.
- Stay After School Homework (SASH) Club is available to students on Tuesday and Thursday.
- eLearning: Technology is integrated into all curriculum areas and is accessible through the one to one MacBook laptop program for students and supported by the College's ICT infrastructure.
- Careers education: a Career's Adviser is employed to ensure that careers education is provided to all students in Stage 5. Some Year 10 students engage in work experience.
- Competitions and external opportunities: extension programs, challenges and competitions are provided for students with particular talents, including Sparkathon, the Writer's Workshop, Maths Enrichment, Mind on Maths, Stream Watch, Bushcare, coding and the Premier's Reading Challenge.

Particular features of the co-curricular program include:

- A dynamic and popular performing arts program providing students with many opportunities for creative expression. The program includes the biannual College Musical, OLMC Choir, Dance Troupe, Vocal Ensemble, and Combined OLMC/De La Salle College Band.
- Students enjoy and excel in public speaking and debating competitions.
- Friday afternoon sport and physical activity program: all students participate in competitive or non-competitive sport or an activity such as dance, gymnastics, fitness classes, yoga, drama, surf awareness and walking.
- Representative sport: from the Shire Combined Catholic Colleges competition students can access elite levels in a range of sports: swimming, athletics, softball, hockey, touch football, Oz Tag, football, cross country, netball, basketball, tennis, Australian Football League and water polo.
- Students provide community service through MAG, participate in the Duke of Edinburgh Bronze and Silver Awards and engage in environmental stewardship.

SECTION SEVEN: STUDENT PERFORMANCE IN NATIONAL AND STATE-WIDE TESTS

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 College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are 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.

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	33.04%	27.60%	10.43%	19.60%
	Reading	26.96%	26.30%	15.65%	17.10%
	Writing	27.83%	15.70%	16.52%	27.10%
	Spelling	26.09%	28.10%	11.30%	17.40%
	Numeracy	26.96%	30.10%	6.96%	15.20%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	20.00%	16.60%	17.60%	27.00%
	Reading	20.00%	20.50%	12.00%	21.60%
	Writing	23.20%	12.40%	13.60%	38.00%
	Spelling	24.80%	21.70%	12.80%	22.70%
	Numeracy	18.40%	22.50%	10.40%	17.60%

In 2016 the number of students issued with a RoSA	3
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Student Welfare Policy

The Pastoral Care Policy of OLMC is based on the principles of procedural fairness and reflects the vision and mission of the Catholic Church, as well as the Mercy Charism which the College is based on. Restorative practices have been integrated into the policy. These practices provide structures and procedures which nurture an environment where the student's whole potential is realised. The framework of restorative justice adopted by the College embraces the principles of compassion, forgiveness and inclusiveness. It balances high support for students with high accountability. The Pastoral Care programs support the Pastoral Care Policy. These programs include self-esteem, anti-bullying, social relationships, moral development, cyber safety and drug awareness.

The Pastoral Care Policy has been updated in response to parent feedback. A Nut Awareness strategy is in place to assist students who have been diagnosed as suffering from anaphylaxis.

No changes were made to this policy this year.

The full text of the College's Pastoral Care Policy may be accessed on the College's website or at the administration office.

Discipline Policy

Corporal punishment is expressly prohibited in this College. The College does not sanction administration of corporal punishment by College persons and non-College persons, including parents, to enforce discipline in the College.

The Discipline Policy is based on restorative justice and procedural fairness and ensures that the College respects the dignity as well as the rights and fundamental freedoms of individual students. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters and are included in the student ediyary. Student expectations that include, respect for staff, each other, yourself, and the College underpin the 'Student Management Guidelines'.

Two distinct pathways are outlined in the guidelines document. Firstly, *Wellbeing*, which includes the Homeroom teacher, Year Coordinator and Leader of Wellbeing, is the pathway for pastoral matters. Secondly, *Curriculum*, which includes the Class teacher, KLA Coordinator and Leader of Curriculum, is the pathway for subject based matters. Both the Leaders of Wellbeing and Curriculum meet with the Assistant Principal regularly. Issues of extreme seriousness are

referred to the Principal.

No changes have been made to this policy for 2016.

The full text of the College's Student Discipline Policy may be accessed on the College's website or at the administration office.

Anti-Bullying Policy

The Archdiocese of Sydney has established an *Anti-Bullying Policy* which is implemented by our school and all systemic schools in the Archdiocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in August 2016 and no changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Complaints and Grievances Resolution Policy

The Archdiocese of Sydney has established a *Resolution of Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. Sydney Catholic Schools (SCS) monitors the implementation of this policy. The policy was reviewed in December 2015 and no changes were made to the policy this year.

The full text of the *Resolution of Complaints Policy* may be accessed on the School's website, the administration office or at the SCS website at this [link](#).

Initiatives Promoting Respect and Responsibility

Restorative justice focuses on students' responsibility for their own actions and the impact these actions have on others. Increased knowledge of restorative practices has improved student understanding of the issues surrounding respect and responsibility. At school in vertical homeroom and year assemblies, students are reminded of the importance of these qualities. Students are encouraged to respect their God, their peers, their teachers and parents, the environment and themselves.

Students displaying respect and responsibility are acknowledged at assemblies and through the College merit system. Students belong to a House: Carita, Coolock, McAuley or Mercedes, and their contribution to promoting respect and responsibility is rewarded through points for their House, which go towards the House Cup competition.

It is clear that students at OLMC possess a high degree a social consciousness as evidenced by the numbers of students involved in the Mercy Action Group and their involvement in environmental stewardship.

The College implements the Sydney Catholic Schools' *School Review and Improvement (SRI) Framework* which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

Each year, the College develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the College's Strategic Improvement Plan and informed by the document *New Horizons: Inspiring Spirits and Minds*. The College engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the school administrative office.

Key Improvements Achieved in 2016

2016 Priorities:

- Catholic Culture and staff faith formation.
 - Learning Culture
 - Authentic learning focusing on assessment and, meaningful and timely feedback.
 - Diverse needs of learners focusing on LAUNCH, Year 7 academic transition, and the Newman program.
- Professional learning focusing on the Professional Standards for Teachers and the building project.
- Student Culture focusing on student management.

2016 Key Achievements included:

- Catholicity evident in College life and identity.
- Use of new learning spaces and facilities to increase curriculum provision and quality, and to meet the diverse needs of students.
- Newman program extended into Year 8, with adjustments to programmes, assessment tasks and reports, and student work showcased at the OLMC Newman Symposium.
- Year 7 LAUNCH program structured by term under the broad headings of *Learn, Know, Think, Do*. Terms 3 and 4 involved all students engaging in Project Based Learning and a LAUNCH showcase for parents, students and staff. STEM was a focus for LAUNCH.
- Year 9 NAPLAN results indicating learning growth and achievement, in numeracy, writing and reading.
- Tracking, monitoring and use of student data in both learning outcomes and wellbeing.

Priority Key Improvements for 2017

The key improvement priorities for 2017 are chosen from the 2013 - 2017 Strategic Improvement Plan and reflect the most recent OLMC Cyclic Review process. They are aligned to the 2016 - 2018 SCS strategic improvement plan, *New Horizons: Inspiring Hearts and Minds*. In 2017, OLMC will focus on its culture of improvement and learning with special attention to Catholic culture, learning culture and student culture.

In 2017, the key improvements will be to:

- Foster the personal and spiritual growth of students, engaging them in the life and mission of the Catholic faith community – *Attitude of Gratitude*
- Strengthen a culture of improvement through a systematic, reflective and evidence-based approach to learning and teaching – *Preparation for Senior Studies*
- Further enhance the provision of and support for students with diverse learning needs such as special learning and gifted and talented needs – *Towards Newman Accreditation*
- Strengthen safe and supportive school environments and, equip and support staff with skills and strategies to effectively manage challenging student behaviour – *Student Management*
- Create more supportive environments and resources to promote staff wellbeing – *Staff Wellbeing*

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, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

Parents recognise OLMC as a safe place for their daughter and where their daughters present themselves with pride. It is clearly identified as a Catholic school, which caters to the students' religious and spiritual needs, teaches appropriate values and encourages students to engage in social justice activities outside of the classroom.

Parents appreciate the numerous opportunities afforded to them throughout 2016 to give feedback on the College's effectiveness in a range of areas including teaching and learning, facilities and personnel. The Parent Advisory Council, surveys and interviews have been the main avenues for providing this feedback. They report that they are well informed about school matters.

Parents appreciate the new building and recent refurbishments to the indoor and outdoor learning and recreational areas. The high quality resources and facilities, the use and access to technology for their daughters and the teachers' ability to keep up with advancing technology are considered as strengths of the College.

Student Satisfaction

Student relationships are strong and they feel safe at OLMC. They report that it is easy to make friends at the College and have built strong friendships with their peers. The house-based, vertical homeroom system has assisted them to get to know students in other year groups and the House Cup has developed school spirit and brought some healthy competition between the Houses.

Students appreciate the high quality improvements made to the College recently, such as, the new Science Laboratories, specialist Technology rooms, and creative and performing arts facilities and the refurbished HSIE and PDHPE rooms and swimming pool. The students recognise the high quality of the technology and resources provided by the College and find them easily accessible.

Students particular enjoy the co-curricular and extra-curricular offerings afforded to them, which is evident from the high take up rate of those that are voluntary, such as, the Mercy Action

Group, Duke of Edinburgh Award and the various sporting competitions. They enjoy undertaking work experience and excursion opportunities. They are proud ambassadors of the College, volunteering at special events such as open day and high tea.

Teacher Satisfaction

Teacher retention and attendance rates indicate a high level of satisfaction. OLMC is a safe place to work, and teachers feel supported and able to learn from one another. They appreciate the opportunity in being able to provide feedback in meetings and surveys, and feed this forward into planning and teaching at OLMC. Teachers are passionate about their KLA and willingly provide students with authentic experiences that extend beyond the school day. These include, social justice activities, sport, debating and public speaking competitions, band camp, Duke of Edinburgh Award expeditions and College musical.

Teachers feel enriched by the professional development offerings provided to them. Offerings by external agencies, such as SCS, BOSTES or professional teacher organisations, as well as an in school focus on Catholic, learning and student culture means that the professional learning affords them the time to identify the needs of their students and supports them in providing innovative teaching and learning. Teachers appreciated the ease of access and high quality of technology and resources available to them and feel encouraged to maintain their skills with advancing technology.

SECTION ELEVEN: FINANCIAL STATEMENT

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2016 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$4,787,901	Capital Expenditure ⁶	\$10,394,433
Government Capital Grants ²	\$0	Salaries and Related Expenses ⁷	\$5,758,346
State Recurrent Grants ³	\$1,460,340	Non-Salary Expenses ⁸	\$2,139,688
Fees and Private Income ⁴	\$2,309,907	Total Expenditure	\$18,292,467
Other Capital Income ⁵	\$279,220		
Total Income	\$8,837,368		

For the 2016 year the Our Lady of Mercy Catholic College Burraneer received \$33,844 as Interest Subsidy.

Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.