Our Lady of Mercy Catholic College Burraneer
Annual School Report to the Community
2014

Location
Cronulla

School Contact Details
62-66 Dominic Street, Cronulla 2230
info@olmcburraneer.catholic.edu.au
http://olmcburraneer.catholic.edu.au
9544 1966

Principal
Miss Gilda Pussich
Our Lady of Mercy Catholic College Burraneer is registered by the Board of Studies NSW, and managed by the Catholic Education Office Sydney, 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 the Catholic Education Office Sydney. This Report has been approved by the Catholic Education Office Sydney in consultation with the Regional Consultant who monitors that the College has appropriate processes in place to ensure compliance with all NSW Board of Studies 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 (OLMC) College Burraneer offers outstanding opportunities for students 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 junior curriculum that is tailored to the learning style and needs of girls.

In 2014, the College focused on the implementation of the Australian Curriculum, Catholic pedagogy, improvement in numeracy and further work on eLearning and meeting the diverse learning needs of students. We commenced our building project, which should facilitate a contemporary learning environment that is engaging, inspiring and flexible and supports our pedagogical principles of self-directed, interactive and relevant learning. We were successful in a range of pursuits in the academic, creative and performing arts and sporting fields. Thank you to all members of the OLMC community for your contribution to the College’s achievements in 2014.

Parent Body Message

At OLMC, parents and teachers are partners in the learning and faith development of our girls. Parents are always welcome at OLMC and can interact with teachers formally at the parent-teacher interviews, information and awards evenings or informally at Mother-Daughter and Father-Daughter dinners, morning teas and breakfasts, Pool Party and Formal. Parents, especially the members of the Parent Advisory Council, are kept informed and consulted on matters to do with the education of our daughters. This year OLMC continued to use the administration system, *Sentral*, which keeps parents informed of our daughter’s school attendance and a very useful smartphone App, *Skoolbag*, which provides parents with easy access to the newsletter and push notifications for upcoming events and important information. Parents actively contribute to school life by organising fundraising events as members of the Parent Social Committee, assisting at school functions such as Open and Mercy Day, volunteering as canteen or reading helpers and being representatives on the Enrolment and Finance Committees. This year’s profit from our fundraising dinners is going towards new student drinking water stations.

Student Body Message

As the motto *nurturing girls - creating women* suggests, OLMC focuses on the development of students into independent Christian women. Learning activities at OLMC are contemporary and engaging. The teachers are very caring and show an interest in us. We are given ample opportunities to display our commitment and contribution to school life. We get involved in Mercy Action Group (MAG) social justice activities, Creative and Performing Arts (CAPA) such as the College musical, choir and talent quests, public speaking and debating as well as school and representative sports. The enthusiastic and wholehearted participation that we show in these
areas creates a sense of wellbeing and community strength amongst all members of the College. OLMC provides a wide range of student leadership opportunities. Younger students can be SRC leaders and Year 10 can be College, House, Peer Support or Evangelisation Leaders. The College Leaders’ portfolios allow student leaders to excel in an area of school life, which is most relevant to them. These portfolios are MAG, Liturgy, Evangelisation, Environment, Events, Community Liaison, CAPA and SRC Liaison.
Our Lady of Mercy Catholic College Burraneer is a Catholic systemic Girls College located in Cronulla.

The College 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 1943 and relocated to its present site in 1960. While located in 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 their 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 working with the College archives. The College is also part of the Mercy 5 group of schools, which includes OLMC Parramatta, Monte Sant Angelo Mercy College North Sydney, Catherine McAuley College Westmead and Mercy College Chatswood. Each year students are involved in social justice initiative with students from the Mercy 5 schools and teachers immerse themselves in a Mercy 5 staff faith formation program.

The College focuses on providing the students and staff with contemporary learning spaces that are engaging, aesthetically pleasing and flexible so as to inspire creative and productive learning. OLMC leadership staff, parents and teachers engaged with CEO personnel and architects to continued working on a building project, which was approved by Sutherland Council. This project would ensure the students of OLMC have contemporary facilities for Technology and Applied Studies, Science and Creative and Performing Arts.

OLMC students participated in a range of curricular and co-curricular programs including debating, public speaking and mathematics enrichment. Students were 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 continued its involvement in the Duke of Edinburgh scheme. Talent in the creative and performing arts was showcased through performances in the choir, the OLMC/De La Salle Combined College Band and the Drama Night. Numerous students were successful in the many sports they undertook. There is a Friday sport program offering both competitive and non-competitive options. Competition sports included swimming, athletics, netball, oztag, softball, volleyball, surfing and AFL.
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 2014:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>532</td>
<td>0</td>
<td>95</td>
<td>532</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The Archdiocese of Sydney has established an *Enrolment Policy for Systemic Catholic Schools*. The Catholic Education Office Sydney monitors 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 Catholic Education Office website.

Student Attendance Rates

The average student attendance rate for 2014 was 92.98%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
</tr>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>Year 9</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
</tbody>
</table>

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 Catholic Schools or designated Catholic Education Office Sydney 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 nineteen Year 10 students are as follows: one hundred and twelve to De La Salle Catholic College Cronulla, six to other high schools, and one to Technical and Further Education (TAFE).
The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>16</td>
<td>59</td>
</tr>
</tbody>
</table>

* This number includes 29 full-time teachers and 14 part-time teachers.

Percentage of staff who are Indigenous: 0%

**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 the Catholic Education Office Sydney. 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 developments days this year with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>2014 Strategic Planning: Staff and Student Policies and Procedures (including Positive Workplace Relationships Policy, Child Protection Code of Professional Standards, Social Media Policy); Curriculum Planning; Pastoral Care; Learning Support; Sport and Risk Assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Staff Faith Formation (Organised by Cronulla Parish, combined with De La Salle Catholic College Cronulla, St Aloysius Catholic Primary Cronulla, St Francis de Sales Catholic Primary Woolooware) - “On Mission with Christ”, Guest Speaker: Fr Richard Leonard.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Assessment (Combined with De La Salle Catholic College Caringbah) - Integrated Assessment Across Faculties; Blended Assessment; Collaborative Assessment Planning.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Know Each Student - Personalised Learning Needs; Enhance Capacity to Learn; Authentic Learning: Contextualise the Learning.</td>
</tr>
</tbody>
</table>

Staff, Year Coordinators and year team pastoral meetings are held three times per term. Key Learning Area Coordinators meet three times a term at the College and once a term at CEO. Faculty meetings occur twice a term.

Staff undertook professional development in Australian Curriculum, RE curriculum changes, authentic learning, child protection, CPR, asthma, wellbeing, data analysis, ICT, first aid,
and leadership. Literacy and numeracy continue to be a focus for professional learning at OLMC. Teachers attended conferences led by experts in educational theory, student wellbeing and research.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:
<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>43</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>
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 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, works in partnership with parents and forges 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 the 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 CEO Evangelisation Days, Social Justice Day and 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 over seventy 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 Confirmation program in our parishes. OLMC students attend Sunday night 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”.

Nearly a quarter of the students are members of Mercy Action Group (MAG), our social justice arm. OLMC students are women who are active advocates for social justice, environmentally conscious and culturally respectful. The social justice initiatives consider local and global causes, targeting the charitable works of the Sisters of Mercy 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 and providing first hand help at Mamre House assisting in the crèche, gardening and making items for their fair.

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.

<table>
<thead>
<tr>
<th>Our School's average result (as a mark out of 50)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8</td>
</tr>
<tr>
<td>30.01</td>
</tr>
</tbody>
</table>

Further information about the Archdiocesan Religious Education Curriculum and the RE Tests may be accessed at the Religious Education and Evangelisation site on the Catholic Education Office Sydney website.
The College follows the Board of Studies syllabus for each course offered as required for Registration and Accreditation under the Education Act 1990 (NSW) and implements the curriculum requirements of the Catholic Education Office Sydney. The curriculum and the teaching and learning processes are informed by the document How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools in particular: Key Area 2 (Students and their Learning) and Key Area 3 (Pedagogy). 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 mandated and approved courses. In Years 9 and 10, students undertake two 200-hour electives from Commerce, French, Music, Visual Arts, Drama, Food Technology, Textiles Technology, Industrial Technology-Multimedia and Physical Activity and Sports Studies. In addition, some subjects are studied externally such as Italian and Dance.

Particular features of the curriculum include:
- Extension classes: catering for more able students in English, Mathematics and core subjects.
- Acceleration in Mathematics is available for suitable students.
- Learning support programs: specialist teachers and teacher’s aides support the programs in the Learning Support Centre.
- Reading assistance: a reading program is available to students requiring remediation.
- Academic Transition Program: Year 7 Passport to Learning Success lessons occur twice a fortnight and aim to develop skills in thinking, study, research, Information Communication Technology (ICT), literacy and numeracy.
- 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 laptop program for staff and students and supported by the College’s ICT infrastructure.
- Careers education: a Career’s Advisor is employed to ensure that careers education is provided to all students in Stage 5. The program includes one week of work experience in Year 10.
- Competitions and external opportunities: extension programs and competitions are provided for students with particular talents, including Sparkathon, the Writer’s Workshop, Maths Enrichment, Mind on Maths, Stream Watch, Bushcare, State and internal College competitions and challenges, such as the Principal’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 in an activity such as dance, gymnastics, fitness classes, 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 Award and engage in environmental stewardship.
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 2014

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Grammar &amp; Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Australia</td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>34.56%</td>
<td>29.20%</td>
<td>9.56%</td>
<td>18.90%</td>
</tr>
<tr>
<td>30.15%</td>
<td>29.00%</td>
<td>7.35%</td>
<td>15.90%</td>
</tr>
<tr>
<td>25.74%</td>
<td>15.50%</td>
<td>13.97%</td>
<td>28.60%</td>
</tr>
<tr>
<td>35.29%</td>
<td>30.60%</td>
<td>10.29%</td>
<td>17.20%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>23.53%</td>
<td>8.82%</td>
<td>17.30%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Grammar &amp; Punctuation</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Australia</td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>20.31%</td>
<td>19.60%</td>
<td>17.97%</td>
<td>26.80%</td>
</tr>
<tr>
<td>31.25%</td>
<td>21.30%</td>
<td>12.50%</td>
<td>22.70%</td>
</tr>
<tr>
<td>28.35%</td>
<td>14.80%</td>
<td>20.47%</td>
<td>38.00%</td>
</tr>
<tr>
<td>19.53%</td>
<td>23.70%</td>
<td>12.50%</td>
<td>22.40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>21.88%</td>
<td>10.16%</td>
<td>20.70%</td>
</tr>
</tbody>
</table>

In 2014 the number of students issued with a RoSA | 1
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. 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 diary. 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 Pastoral Coordinator, is the pathway for pastoral matters. Secondly, Curriculum, which includes the Class teacher, KLA Coordinator and Curriculum Coordinator, is the pathway for subject based matters. Both the Pastoral and Curriculum Coordinators meet with the Assistant Principal regularly. Issues of extreme seriousness are referred to the Principal.

No changes have been made to this policy for 2014.

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. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in December 2013 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 CEO 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. The Catholic Education Office (CEO) monitors the implementation of this policy. The policy was approved in September 2012 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 CEO 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 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.

It is clear that students at OLMC possess a high degree a social consciousness as evidenced by the record numbers of students involved in the Mercy Action Group and their involvement in environmental stewardship.
The College implements the Catholic Education Office Sydney 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 How Effective is our Catholic School? Indicators of Effectiveness for Catholic Schools. 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 2014

In 2014, OLMC chose priorities for the Annual Improvement Plan, which focused on: Religious Education, eLearning, numeracy, the Australian Curriculum, diversity of learners and the learning culture.

A key achievement of OLMC was the endorsement from parents, students and staff that OLMC authentically demonstrates its Catholic identity and provides high quality Religious Education and pastoral care. The community affirmed that OLMC nurtures the students’ love of learning, which develops the whole person, and has an effective culture of learning and improvement where expectations on students are high. There was significant improvement in accommodating for the diversity of learners and different learning styles, and in our process for tracking and monitoring student progress and wellbeing. Learning at OLMC is inclusive, flexible and varied, and a range of technologies is used to enhance student learning. We strengthened the communication between OLMC and our parents.

In Term 4, a major building program commenced. The buildings will provide a learning environment, which support our pedagogical principles of self-direction, interaction and relevance.

Priority Key Improvements for 2015

The key improvement priorities for 2015 are those identified in the most recent OLMC Cyclic Review reflection process. In 2015, OLMC will focus on its culture of improvement and learning with special attention to Catholic culture, learning culture and student culture.

OLMC will focus on its Catholic life and culture, environmental stewardship and the quality of its parent engagement. A new Religious Education curriculum and the Australian curriculum will continue to be implemented and incorporate teaching and learning activities that are designed to meet the range of student needs and experience. New programs will be reviewed and
evaluated. Significant attention will be given to the professional learning and development of staff, focusing on the learning culture, the Standards and the Building Project. Student wellbeing will focus on valuing and protecting the rights of students and ensuring that they in turn meet their responsibilities.
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**

Regular feedback is sought from the Parent Advisory Council regarding current and future directions in teaching and learning and parents' responses are positive. Parents are invited to provide formal feedback through meetings, interviews and surveys. Responses indicate a strong degree of satisfaction with the College.

Parents have indicated that OLMC genuinely demonstrates its Catholic identity and values, nurtures students' love of learning which develops the whole person, helps their children to deepen their faith and understand the importance of reaching out to those in need. They believe that OLMC cares for all students and their wellbeing, and treats students fairly. Parents have stated that teachers expect the students to do their best and are approachable and that their daughter is making good progress. OLMC is recognised as a school that looks for ways to improve, welcomes the opinions of parent and supports parents as the primary educators of their children.

OLMC has an increasing number of families applying for enrolment. Interviewees have indicated a high degree of satisfaction with the College’s reputation, level of care, educational provision and academic success.

**Student Satisfaction**

Student morale is high, as exhibited by the level of school pride and spirit, extensive student involvement in a wide range of curricular and extra-curricular activities, and high attendance and retention rates. Regular communication between students and staff reflects the cooperative values that are evident at OLMC. Students provide feedback through the Student Representative Council, surveys, and presentations at assemblies. They proudly volunteer to be ambassadors of the College at special events such as Open and Orientation Days.

Student opinion indicates a high degree of satisfaction with the academic, pastoral and extra-curricular provisions of the College. They have indicated that they like being at OLMC. They appreciate that OLMC demonstrates its Catholic identity and helps them deepen their faith through prayer, liturgy, retreats and evangelization opportunities, as well as their understanding of the importance of reaching out to those in need through their involvement in MAG. They believe that at OLMC a love of learning is nurtured and teachers set high expectations for learning and behaviour. Teachers motivate students to learn, are approachable and care for all students.
Teacher Satisfaction

A high level of teacher and support staff morale is indicated by staff retention rates, staff attendance rates and responses to surveys. Staff involvement in voluntary curricular and extra-curricular activities, including those that extend beyond the school day, indicate a willingness that is proportional to their level of satisfaction.

Feedback from staff meetings and surveys indicate that OLMC is a school committed to its vision and evangelising mission, provides high quality Religious Education and cares for students through its pastoral care and student wellbeing policies and practices. Staff have indicated that OLMC is a learning community which sets high expectations, provides meaningful feedback and looks at ways to improve.

Staff generally feel that their knowledge, opinions, skills and work are valued. They express appreciation to work in a school which is characterised by a culture of mutual respect and collaborative professional relationships.
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 2014 year is detailed below:

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$4,029,774</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$2,352</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,422,642</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$1,993,911</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$231,584</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$7,459,221</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$706,347</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$5,275,835</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,619,444</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$7,601,626</strong></td>
</tr>
</tbody>
</table>

For the 2014 year the Our Lady of Mercy Catholic College Burraneer received $47,202 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.