Our Lady of Mercy Catholic College Burraneer, Cronulla
Annual School Report to the Community
2015

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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.
SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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 2015, the College focused on its Catholic culture and its learning culture on specifically continuing the implementation of the Australian Curriculum, improvement in numeracy, feedback, 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. The first stage of our building project was completed, providing us with modern facilities for Music, Drama and Dance. The second stage is scheduled for completion early in 2016 and should facilitate a contemporary learning environment that is engaging, inspiring and flexible and one which supports 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 2015.

Parent Body Message

OLMC ensures parents feel part of the community. We have many opportunities to interact with staff both formally and informally. Our daughters’ progress can be monitored through emails and phone calls between parents and teachers as well as through parent-teacher interviews and information evenings. Our views are valued and communication is open, clear and prompt. The College uses a number of means to keep parents informed including the Parent Advisory Council, Skoolbag App and annual College Calendar. This year, OLMC introduced SMS to provide instant information regarding attendance. Parents enjoy the social events provided by the College such as the Mother-Daughter and Father-Daughter dinners, High Tea and Pool Party. We can get involved in school activities by helping in the canteen, learning support and fundraising events. The recent extension to the Mercy Centre has meant that our daughters now have access to excellent facilities for Music, Drama and Dance. This year’s profit from our fundraising went towards furnishing these facilities. We are excited about the current building project with its contemporary facilities for Technology and Science and flexible learning spaces.

Student Body Message

OLMC is a school where girls are encouraged and challenged to realise their potential as women. The College achieves this by providing a wide range of subjects, ample co-curricular and extra-
curricular activities and many social justice initiatives. The teachers adjust the learning to meet our individual needs. They make the learning engaging, interactive and relevant. Students who enjoy getting involved in social justice can do this through the Mercy Action Group (MAG). Students who enjoy the Creative and Performing Arts (CAPA) can join the musical, choir, band, dance troupe or drama group. Students who enjoy sport can compete in the weekly Friday sport competitions or progress to representative levels. We can achieve the Duke of Edinburgh Award, join the public speaking or debating teams and participate in wellbeing initiatives such as RUOK Day and Bullying No Way. Being a 7-10 secondary college means OLMC students get to be the leaders at an earlier age than most other secondary schools. We feel the benefits of being a girls’ only school through ways the teachers design and deliver the lessons. OLMC is a school where relationships and community matter and so we feel valued.
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 1943 and relocated 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 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. OLMC leadership staff, parents and teachers engaged with CEO personnel and architects on the building project, scheduled for completion early in 2016. This project will 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 the Newman Project, 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 has also continued its involvement in the Duke of Edinburgh scheme. Talent in the creative and performing arts was showcased through performances of the choir, the OLMC/De La Salle Combined College Band and 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 2015:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>555</td>
<td>0</td>
<td>111</td>
<td>555</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 2015 was 91.18%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
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</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>
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</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 twenty-one Year 10 students are as follows: one hundred and nine to De La Salle Catholic College Cronulla, nine to other high schools, two to Technical and Further Education (TAFE) and one to a private college.
The following information describes the staffing profile for 2015:

<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>17</td>
<td>60</td>
</tr>
</tbody>
</table>

* This number includes 31 full-time teachers and 12 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</th>
<th>Professional Learning Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Learning Culture: Sessions 1 and 2 - Putting Faces on the Data (focusing on Year 8 students); Session 3 (Choice): Jon Bergman’s Flipped Classrooms, Maker Model of Questioning or Putting Faces on the Data (focusing on the Year 7 Newman (Gifted) Class).</td>
</tr>
<tr>
<td>Term 2</td>
<td>Student Culture: Session 1 - Helping Educators Defuse Difficult Conversations (Combined with De La Salle Catholic College Caringbah); Session 2 – Disability Standards for Education; Session 3 (Choice) – Student Charter, Restorative Justice Philosophy and Practices or Safe Schools Hub.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Catholic Culture: Staff Spirituality Retreat “Wake up to the Call for Mercy. Session 1 - Keynote Speaker: Sr Gaye Lennon rsm, “Mercy in the World”; Session 2 (Choice) - A New Call to Mercy on Pope Francis, Australia’s Response to the Call or Mercy as a Lifestyle Choice; Session 3 – Staff Liturgy.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Learning Culture: Sessions 1 and 2 - Workplace Behaviours (utilising the SALT online training modules); Sessions 3-5 - Personnel Performance, Planning and Review and the Professional Standards for Teachers.</td>
</tr>
</tbody>
</table>
Staff at OLMC have engaged in a variety of professional learning initiatives focused on improving the already high quality, authentic teaching and learning which takes place. Staff have attended workshops on Flipped Learning, Reading in My Classroom, and FACES on the Data, a case management approach to teaching involving using data to profile the needs of our students. Staff have also undertaken courses in gifted education, special needs, and literacy and numeracy. Our focus has been on understanding the learning needs of students at all levels, and tailoring our teaching to meet those needs.

**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 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 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 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 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”.

OLMC students are 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 fosters cultural awareness such as Mamre House visits.

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>
</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, Philosophy, 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:

- Newman Gifted Stream in English, Mathematics, Science and core subjects for more able students.
- Acceleration 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.
- School Academic Transition Program, "Year 7 Passport to Learning Success": lessons occur once a week 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 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 and competitions are provided for students with particular talents, including Sparkathon, the Writer’s Workshop, Maths Enrichment, Mind on Maths, Stream Watch, Bushcare, and State and internal College competitions and challenges, such as 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, 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.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>34.00%</td>
<td>28.79%</td>
</tr>
<tr>
<td>Reading</td>
<td>38.26%</td>
<td>28.99%</td>
</tr>
<tr>
<td>Writing</td>
<td>37.33%</td>
<td>15.87%</td>
</tr>
<tr>
<td>Spelling</td>
<td>45.33%</td>
<td>31.23%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>28.00%</td>
<td>26.07%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>22.86%</td>
<td>17.11%</td>
</tr>
<tr>
<td>Reading</td>
<td>26.62%</td>
<td>21.59%</td>
</tr>
<tr>
<td>Writing</td>
<td>21.58%</td>
<td>13.65%</td>
</tr>
<tr>
<td>Spelling</td>
<td>29.29%</td>
<td>24.11%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>25.90%</td>
<td>24.42%</td>
</tr>
</tbody>
</table>
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 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 2015.

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 of 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 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 2015**

In 2015, priorities for the Annual Improvement Plan were:

- Catholic Life and Culture and Parent Engagement
- Learning Culture
  - planning, programming & evaluation focusing on literacy, numeracy, meaningful and timely feedback, diverse needs of learners, Australian Curriculum
  - professional learning and development of staff focusing on the Professional Standards for Teachers and the OLMC building project
- Student Culture focusing on rights and responsibilities and stewardship

Key achievements endorsed by staff, students and/or parents were:

- Catholicity is evident in College life and engrained in its culture
- Curriculum provision and delivery is of high quality and meets the diverse needs of students. The introduction of the Year 7 Newman cohort targeting our gifted students as well as the strong Year 9 NAPLAN results in numeracy, writing and reading were testaments to this. There was significant improvement in the process for tracking, monitoring and use of student data in both learning outcomes and wellbeing. Teachers and students have engaged in learning about meaningful and timely feedback and students are increasingly becoming reflective and growth focused in their learning and behaviour.

**Priority Key Improvements for 2016**

The key improvement priorities for 2016 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 Sydney Catholic School's strategic improvement plan, New Horizons: Inspiring Hearts and Minds. In 2016, OLMC will focus on its culture of improvement and learning with special attention to Catholic culture, learning culture and student culture.

In 2016, the key improvements will be to:

- enhance and diversify the faith formation and religious leadership opportunities for staff
- provide experiences of learning which engage, challenge, extend and empower students through alignment with the principles of Authentic Learning
- support and challenge teachers to improve their practice against professional standards to enhance student outcomes and equip
- support school staff with skills and strategies to effectively manage challenging student behaviour
- provide vibrant and innovative learning spaces that enhance learning and teaching.

Significant attention will be given to professional development of staff, focusing on contemporary learning research, gifted education and the Professional Standards for Teachers.
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**

OLMC recognises parents and the College as partners in learning and faith. Parents appreciate this relationship with the College and see their position as the primary educators as valued and respected. The Parent Advisory Council is the key parent forum where parents can be informed and provide input and feedback into the current and future directions in teaching and learning. Parent evaluations indicate a strong degree of satisfaction with the College. They see OLMC as a College that honours its Catholic identity and history, upholds its values and nurtures every student. A love of learning is promoted, effort is acknowledged and excellence is cultivated and celebrated. High expectations of students are balanced with high quality teaching and learning. Parents believe that the girls’ environment and middle school design provide a strong foundation for senior schooling. OLMC is recognised as a school that strives to improve and welcomes the opinions of parents. Enrolment interviewees have indicated a high degree of satisfaction with the College’s reputation, level of care, academic success, educational provision and extra-curricular offerings.

**Student Satisfaction**

Students enjoy and are proud of OLMC, displaying strong school spirit through their involvement in co-curricular and extra-curricular programs, high attendance and retention rates. Student opinions indicate a high degree of satisfaction with the academic provisions of OLMC and appreciation of special activities on offer, especially those pertaining to Catholic identity, performing arts, sport and wellbeing. They value that OLMC is always looking for new ways to inspire their love of learning and desire to make a difference, such as the Youth Frontiers Project and the Newman Project introduced this year. They also appreciate that OLMC continues those special activities and events that they very much enjoy such as MAG, Duke of Edinburgh Award, Mercy Day and Picnic Day. Student voice is valued at OLMC, providing feedback through the SRC, surveys and assemblies. They are proud ambassadors of the College, volunteering at special events such as Open Day. Their teachers motivate them and set high standards for learning and behaviour. The extensive building project has been challenging, however, they are now enjoying new facilities and are excited about the near completion of the project.

**Teacher Satisfaction**

2015 has been a challenging year for all members of the OLMC community with the College undergoing a vast building project. Nevertheless, teachers and support staff have kept their...
morale high and are looking forward to the innovative teaching and learning that will occur in the new learning spaces. Staff retention rates, attendance rates, feedback from staff meetings and responses to surveys indicate a high level of satisfaction.

Teachers appreciate the professional development opportunities provided to them. The focus on Catholic Culture, Learning Culture and Student Culture means that professional learning covers a wide range of areas and so enhances the quality of their teaching and their capacity to support the students in their care.

Teachers are passionate about their Key Learning Area and enthusiastically provide students with co-curricular and extra-curricular opportunities some of which extend beyond the school day. They enjoy organising excursions, musicals, sporting, debating and public speaking competitions and providing students with social justice initiatives. They volunteer their time to take students on overnight excursions and Duke of Edinburgh Scheme expeditions.
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 2015 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>$4,409,961</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,368,538</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$2,333,591</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$234,739</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$8,346,829</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$12,575,295</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$5,917,773</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,495,621</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$19,988,689</strong></td>
</tr>
</tbody>
</table>

For the 2015 year the Our Lady of Mercy Catholic College Burraneer received $41,818 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.