

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

2017



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Principal

Miss Gilda Pussich

ABOUT THIS REPORT

Our Lady of Mercy Catholic College Burraneer is registered by the NSW Education Standards Authority (NESA), 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 NSW Education Standards Authority 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 prides itself on outstanding results and offers students with a vast range of opportunities to make 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 2017, the College focused on its Catholic culture promoting an attitude of gratitude and on its learning culture, specifically, improvement in numeracy and literacy, transition to Stage 6, 21st Century teaching and learning, the learning environment and gifted education as part of the Newman Selective Gifted Program. We were successful in a range of pursuits in the academic, creative and performing arts, and sporting fields.

Students flourished in our new contemporary facilities for Technology, Science, Music, Drama and Dance. The changes to the school environment stimulate engagement and innovation, and support our pedagogical principles of authentic, self-directed and interactive learning. Thank you to all members of the OLMC community for your contribution to the College's achievements in 2017.

Parent Body Message

OLMC provides our daughters with a range of experiences to develop into articulate, intelligent, civic-minded women with a strong sense of social justice. The Mercy values and faith formation of our daughters provides them with spiritual and moral grounding. The College caters for the academic, creative and sporting abilities and needs of our daughters, providing a balance of opportunities for success and challenge.

The teachers at OLMC genuinely care for our daughters and the results achieved in NAPLAN and HSC at De La Salle Catholic College (DLS) Cronulla are testament to the quality teaching. Parents are provided with formal and informal opportunities to meet teachers, our daughters' friends and their parents. Communication is open and effective with the Parent Advisory Council operating as an effective model of this.

The facilities provided by the College are outstanding, especially the Catherine McAuley Building with its open plan library and modern science laboratories and technology rooms. A priority is placed on continual enhancement of the facilities for our daughters such as the new outdoor fitness circuit and refurbished basketball, volleyball and handball courts.

Student Body Message

OLMC is a school that supports and encourages us to succeed in all areas. Some students do this through the academic program, others through the sport program or creative and performing arts program and others through the Mercy Action Group (MAG), Australian Catholic Youth Festival or the Duke of Edinburgh Award.

The facilities at OLMC are amazing. The new Catherine McAuley Building has state of the art technology, an inviting library, incredible science laboratories, technology rooms and general classrooms that are vibrantly coloured and fitted with moveable and varied furnishing. We particularly like the pool, amphitheatre and new fitness circuit.

OLMC promotes community spirit amongst us students and the staff. There are lots of opportunities for us to be with our own cohort learning, developing friendships and pursuing our interests. The vertical homerooms mean that we spend time everyday building relationships with students in other year groups as well as our own. The House Cup brings with it a healthy rivalry that promotes school spirit.

We feel very privileged to be part of a school that understands and appreciates how girls learn and focuses on our development.

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

OLMC is the only Girls College in the Sutherland Shire and has an enrolment of approximately 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 Labouré Gympie and Our Lady Star of the Sea Miranda. OLMC is the Years 7-10 girls feeder school to De La Salle (DLS) 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 colleges, 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 recently completed providing 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/DLS Combined Musical and Band, and Performing Arts 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 include swimming, athletics, netball, Oztag, surfing and Australian Football League (AFL).

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2017:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
41	16	57

* This number includes 30 full-time teachers and 11 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 developments days this year with areas of focus as follows:

Term 1	Student/Staff Culture: Session 1 - Sydney Catholic Schools (SCS) policies and procedures, Staff health and wellbeing, Work, health and safety; Session 2 - Student behaviour management system; Session 3 - Key Learning Area (KLA) programming and assessment
Term 2	Learning Culture: Session 1 - Newman Selective Gifted Education Program accreditation process; Session 2 - Differentiation: KLA planning and programming for differentiated learners; Session 3 - Plenary session between teachers of Newman classes, sharing resources and strategies
Term 3	Catholic Culture - Mercy Pilgrimage to Parramatta: Session 1 and 2 - Visits and lectures on historical venues connected to the Sisters of Mercy Parramatta Congregation; Session 3 - Plenary session and liturgy
Term 4	Learning Culture: Session 1 - Grattan report on student engagement, development of College framework on learning in classrooms; Session 2 - MindMatters modules; Session 3 - Teacher accreditation, Anaphylaxis Training

Teaching staff have been engaged in a variety of professional learning activities that align with

our strategic improvement plan and the Professional Standards for Teachers. Professional learning is designed to enhance our Catholic, learning and student/staff culture and enhance the quality of the teaching and learning at the College. Our focus has been on ensuring that the needs of the students are met and teachers develop their professional knowledge to improve their practice. Specific focus centred on classroom teaching, Newman accreditation, use of data, student wellbeing and management.

Teacher Standards

The following table sets out the number of teachers who fall into each of the two categories determined by the NSW Education Standards Authority (NESA):

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, liturgy, Catholic pedagogy and curriculum, pastoral care and by 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. Students have a key part in college liturgies sharing 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 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 a Cronulla priest at a parish Sunday 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 the 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	28.78

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.

SECTION SIX: CURRICULUM

The College follows the NSW Education Standards Authority (NESA) 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.

OLMC offers Years 7-10 NSW Education Standards Authority (NESA) 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 students elect to study a subject externally such as Italian. In all years students study Catholic Studies.

Particular features of the curriculum include:

- Gifted education: A Newman Selective Gifted stream exists for English, Mathematics, Science and core subjects. Programs may include extension, acceleration and curriculum compacting.
- 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 integrated into all Key Learning Areas.
- Academic Transition Program: Year 7 Learning Authentically Nurturing Challenge (LAUNCH) is a school based subject aiming to develop skills in thinking, study, research, Information Communication Technology (ICT), literacy and numeracy, and project 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 and Transition Officer support students in Stage 5. Year 10 students engage in work experience.
- Competitions and external opportunities: Extension programs, challenges and competitions are provided for students with particular talents, including Spark, the Writer's Workshop, Maths Enrichment, Davinci Decathlon, 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 biennial College Musical, OLMC Choir, Dance Troupe, Vocal Ensemble, Chamber Group and Combined OLMC/DLS College Band.
- Students participate in public speaking and debating competitions.
- Friday afternoon sport and physical activity program: All students participate in competitive or non-competitive sport or activities 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, Oztag, football, cross country, netball, basketball, tennis, AFL and water polo.
- Students provide community service through MAG, participating in Duke of Edinburgh Bronze and Silver Awards or engaging in environmental stewardship.
- An overnight retreat and camp program.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar & Punctuation	29.00%	28.70%	4.00%	18.90%
	Reading	23.00%	29.10%	5.00%	16.20%
	Writing	38.00%	16.60%	13.00%	28.40%
	Spelling	46.00%	33.00%	8.00%	15.70%
	Numeracy	37.00%	32.90%	9.00%	13.90%

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar & Punctuation	27.00%	19.40%	11.00%	25.30%
	Reading	31.00%	21.00%	6.00%	21.30%
	Writing	35.00%	15.40%	13.00%	36.90%
	Spelling	30.00%	22.20%	11.00%	21.90%
	Numeracy	26.00%	24.00%	4.00%	15.90%

In 2017 the number of students issued with a RoSA	1
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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 from which the College is based. 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. At OLMC processes exist to develop the school as a truly Christian and caring community. The community draws its inspiration from the examples of Jesus' teachings as recorded in the Gospels.

The framework of restorative justice adopted by the College embraces the Mercy ethos through quality relationships where each student can experience support, encouragement and education in Mercy traditions. 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, mental health, cyber safety and drug awareness.

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 all members of the College respect the dignity as well as the rights and fundamental freedoms of individuals. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters and assemblies, 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 Teaching and Learning, is the pathway for subject based matters. Both the Leaders of

Wellbeing and Teaching and Learning meet with the Assistant Principal regularly. Issues of extreme seriousness are referred to the Principal.

In 2017, this policy was reviewed and a student Code of Conduct, Student Management flowchart and new Merit Card were introduced.

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 updated and approved in September 2017.

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

OLMC strives to cultivate an environment in which all members of the College community feel welcome, safe, secure and valued. It is in such an environment that learning best takes place and that students grow in their own sense of self-esteem and self-respect and are able to more effectively extend esteem and respect to others.

Respect and responsibility is promoted within the College through the new Student Code of Conduct and Guidelines for Student Behavioural Management. This has encouraged students to be more responsible for their own behaviour and demonstrate respect for themselves, the College and each other.

OLMC has introduced a revamped Merit card to recognise student achievement in some the following areas: academic achievement, effort, contribution to school life and improved conduct. This has promoted respect and responsibility by raising awareness and being rewarded for respectful behaviours. The distribution of Merits also builds positive relationships between staff and students.

Students displaying respect and responsibility are acknowledged through awards at Year and College assemblies. Students belong to a House: Carita, Coolock, McAuley or Mercedes, and their contribution and participation in College events 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 of social consciousness as evidenced by the numbers of students involved in the Mercy Action Group and participation in Catholic social justice initiatives.

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 2017

Achievements:

- Promoted an attitude of gratitude
- Staff and student faith formation
- Transition to Stage 6
- Diverse needs of learners focusing on the Newman Selective Gifted Education program
- Teacher accreditation
- Student management focusing on implementing new policy and practices
- Effective teaching practices.

OLMC engaged in the external Inquiry and Review process for its Strategic Renewal Year. The panel validated the College's self-review report and provided this statement:

"The strategic leadership provided by the Principal and College Leadership Team, engenders great relational trust from all members of the community. This deeply reflective leadership team has created a vibrant culture of optimism and commitment to improving the religious life of the school and the individual learning gain sought for each student. This is clearly evidenced by a collaborative approach to driving an explicit and detailed school improvement agenda. Analysis of student performance and data tracking are clearly evident in improving outcomes for all students. The wellbeing of all members of the school community is paramount, not only socially and professionally but in deepening their spiritual awareness. "

Priority Key Improvements for 2018

The key improvement priorities for 2018 are chosen from the 2018-2021 Strategic Improvement Annual School Report to the Community 2017

Plan and reflect the most recent OLMC Inquiry and Review process. They are aligned to the SCS Strategic Improvement Plan, *New Horizons: Inspiring Hearts and Minds*. In 2018, OLMC will focus on its culture of improvement and learning with particular attention to Catholic culture, learning culture and student/staff culture.

In 2018, the key improvements will be to:

- Develop a learning framework with a focus on SCS Authentic Learning.
- Review assessment policy, processes and practices with a focus on SCS Authentic Assessment.
- Enhance cultural awareness of Indigenous Australians amongst staff and students.
- Support teachers in their specific stage of accreditation.
- Integrate the four key principles of Numeracy (Fluency, Communication and Reasoning, Problem-solving, and Understanding) within all KLAs.
- Identify and respond to the diverse learning needs of students including EAL/D and gifted students.
- Strengthen the Student Leadership Program.
- Increase teacher capacity through the development of a framework around learning walks and observations.

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

The parents of OLMC students feel welcome when they visit the College and informed about school news and activities. They recognise that OLMC is a safe and just environment that sets high standards for their daughters' learning, behaviour and presentation. The College has effective processes regarding student well-being, attendance and punctuality and is recognised in the community for its pastoral care and academic achievements.

Parents believe that teachers encourage, support and have high expectations of their daughters to do their best and to succeed. Teachers willingly give of their time to speak with parents and keep parents informed of any concerns.

Members of the Parent Advisory Council, which meet once per term, appreciate the opportunity to provide timely and face to face feedback. They acknowledge the open and honest communication that exists between members of the Council and the College Leadership Team and appreciate the respect awarded to all parents by offering an open invitation to attend any or all meetings.

Student Satisfaction

The students at OLMC report feeling safe at school and having a strong sense of belonging. They feel well connected with their cohort and have friends at school they can trust and who encourage them to make positive choices. They believe that school structures and opportunities, in particular the vertical homeroom structure, has fostered positive relationships between year groups in which they feel accepted and valued.

OLMC students value schooling. They believe that education will benefit them personally and professionally, and will have a strong bearing on their future. Thus they take on the additional tasks and challenges provided by teachers. The students particularly enjoy the co-curricular and extra-curricular provisions such as the excursions, incursions, retreats, camps and Duke of Edinburgh's Award hikes.

OLMC students like the new merit card system because they can immediately see their progression towards higher awards. They appreciate that the merit system covers a whole range

of areas including academia, social justice, creative and performing arts and sport. They also appreciate that teachers acknowledge their effort as well as their achievements when awarding merits.

Teacher Satisfaction

The teachers of OLMC believe that the school provides a safe, inclusive and orderly environment for teaching and learning and that they can effectively contribute to a positive culture. They feel that there exists high expectations of students in learning, behaviour and school involvement, which are supported by solid school structures and processes.

Teachers state via meetings and discussions that school leaders have created a strong culture of collaboration, which can be seen at a whole school, KLA and classroom level. Teachers enjoy learning from one another and demonstrate a high level of collegiality. They appreciate that opportunities are provided to participate in professional learning and dialogue that focus on enhancing student engagement, teacher practice and quality teaching, and that they can feed forward into future planning for the College.

The teachers have a strong desire to make a difference to the lives of the students. They are personally invested in creating a learning community that imbues the Mercy charism and thrives on strong pedagogical practice.

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME		RECURRENT and CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants ¹	\$NDA	Capital Expenditure ⁶	\$NDA
Government Capital Grants ²	\$NDA	Salaries and Related Expenses ⁷	\$NDA
State Recurrent Grants ³	\$NDA	Non-Salary Expenses ⁸	\$NDA
Fees and Private Income ⁴	\$NDA	Total Expenditure	\$NDA
Other Capital Income ⁵	\$NDA		
Total Income	\$NDA		

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.