

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

2018



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Principal

Ms Ann Freeman

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 Ltd (SCS) as trustee for the Sydney Catholic Schools Trust, 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 offers outstanding opportunities for students aimed at making our College vision of *encouraging girls – empowering 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 2018, the College focused on its dual moral purpose of promoting firstly our Catholic culture, specifically in relation to Aboriginal spirituality, and secondly our learning culture, concentrating on authentic assessment, 21st Century teaching and learning, the learning environment and gifted education as part of the Newman Selective Gifted Program.

The ongoing changes to the school environment are designed to stimulate engagement and innovation, and support our pedagogical principles of authentic, self-directed and interactive learning. Our contemporary facilities for Technology, Science, Music, Drama and Dance enable this engagement.

Thank you to all members of the OLMC community for your contribution to the College's achievements in 2018.

Parent Body Message

OLMC caters to a wide range of abilities and talents within a learning environment that is faith filled, supportive and challenging. Our daughters are strongly encouraged and supported in pursuing their academic, creative and sporting interests and these are showcased in the *Newman* and *Learning Authentically Nurturing Challenge* (LAUNCH) symposiums, with further acknowledgement of high achievements at presentation evenings.

Communication is open and effective through clear channels such as the Parent Advisory Council, Parents in Touch evenings, newsletter, calendar as well as the OLMC Skoolbag App, email, SMS and student diary. We appreciate the efforts of the College to provide a variety of communication channels to ensure prompt and timely sharing of information.

We are encouraged and welcomed at all school activities beginning with the Year 7 Pool Party and continuing with other events including the Mother Daughter dinner, Father's Day breakfast, College musical, swimming and athletics carnivals, and Trivia fundraising night.

The College is constantly updating the facilities and learning spaces to cater for contemporary learning. We look forward to the ongoing plans for 2019.

Student Body Message

As Mercy Girls, it is an understatement to say that OLMC has empowered us. Being at OLMC has taught us that as young women we are capable of achieving anything that we put our minds to. The College has encouraged us to be successful in a range of different arenas and has enabled us to move forward into women of the future. The College has provided us with many opportunities throughout our time to support us in achieving our goals. Extra curricular activities such as debating, public speaking, *Mercy in Action*, *Duke of Edinburgh* as well as creative and performing arts opportunities have been abundant. Of particular note for 2018 was the musical *Aladdin Junior* in which many girls participated.

We are privileged to have excellent resources at OLMC. Modern buildings and technology enable a conducive learning environment for all students. This is complemented by our outdoor areas of the basketball court, pool and fitness circuit.

Being a Years 7 – 10 College empowers students to take on leadership roles at a younger age. The Student Leadership Team has been adjusted for 2019 with the establishment of School Captains and House Leaders for the College.

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 the capacity for approximately six 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 Gynea 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 6* group of colleges, which includes OLMC Parramatta, Monte Sant' Angelo Mercy College North Sydney, Catherine McAuley College Westmead, Mercy College Chatswood and Emmaus Catholic College, Emu Plains. Each year students are involved in *Mercy Action* initiatives with other students from the *Mercy 6* schools and teachers immerse themselves in the *Mercy 6* 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. The College is continually adding to its recent extensive building project which provided facilities for Technology and Applied Studies, Science, and Creative and Performing Arts, with refurbishments to the Loreto Centre, change room facilities and playground aesthetics.

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.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The College caters for students in Year 7 to Year 10. Students attending this College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018:

Girls	Boys	LBOTE*	Total Students
434	0	83	434

* Language Background Other than English

Enrolment Policy

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

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

Student Attendance Rates

The average student attendance rate for 2018 was 90.57%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Year 7	91.67%
Year 8	89.74%
Year 9	90.63%
Year 10	90.23%

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 Regional Directors of Sydney Catholic Schools or designated Sydney Catholic Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom College strategies have failed to restore regular attendance.

Student Post School Destinations

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

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

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
39	16	55

* This number includes 28 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	Staff and Student Culture: Session 1 - Sydney Catholic Schools Policies and Procedures; Learning Culture: Session 2 - Putting Faces on the Data and Traffic-Lighting Activity; Staff and Student Culture: Session 3 - Work, Health and Safety Induction
Term 2	Learning Culture: Session 1 - Authentic Assessment, Guest Presenter: Kevin Carragher; Session 2 - Newman Assessment and Differentiated Assessment, Guest Presenters: Penina Barry and Bernadette Bentley; Session 3 - Faculty-based workshops to implement knowledge and skills
Term 3	Staff and Student Culture: Mental Health and Resiliency Professional Learning Workshop, Guest Presenter: Jim Clifford; Catholic Culture: Aboriginal Spirituality, History and Culture, Guest Presenter: Karen Armstrong
Term 4	Learning Culture: Faces on the Data and Newman Handover forums

Teachers were engaged with a number of professional learning opportunities that were registered to support teachers' maintenance of proficiency. These were aligned with the Australian Professional Standards for Teachers (APSTs) as well as the strategic improvement plan

for OLMC. Each session was designed to address either the Catholic Culture, the Learning Culture or the Staff and Student Culture of OLMC. There was a high degree of emphasis on Viviane Robinson's *Reduce Change to Increase Improvement* and authentic and differentiated assessment, literacy, numeracy and gifted education.

Teacher Standards

The following table sets out the number of teachers who fall into each of the four Australian Teaching Standards categories as accredited by the NSW Education Standards Authority (NESA):

Australian Teaching Standards		Number of Teachers
1	Provisional or conditionally classified teacher	4
2	Proficient teacher	40
3	Highly Accomplished teacher	0
4	Lead teacher	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.

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Students in Years 8 and 10 in Catholic schools in the Archdiocese of Sydney undertake the Archdiocesan 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 RE. Further information about the Archdiocesan RE Curriculum and the RE Tests may be accessed on the Religious Education and Evangelisation site on the Sydney Catholic Schools website.

OLMC provides faith formation opportunities for students and staff and works in partnership with parents to forge strong links with local parishes. We pride ourselves on providing collaboratively developed, relevant, prayerful and engaging liturgies for our students and College community. We gather for Commencement, Mercy Day and Year 10 Farewell Masses and other liturgies commemorating Ash Wednesday, Easter, ANZAC Day, the Assumption, Remembrance Day and Advent. Our Year 10 students attend a two-day retreat whilst our Year 7, Year 8 and Year 9 students have reflection days where they reflect on their life, faith and community.

OLMC students are keen participants in many evangelisation events including Sydney Catholic Schools (SCS) Evangelisation and Social Justice Days, Youth Forums and Mercy Immersions to Perth and Bathurst.

number of students being 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.

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	27.66

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

The College follows the NSW Education Standards Authority (NESA) Teaching & Educational Standards (BOSTES) 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 (SCS). The Sydney Catholic Schools Statement on Authentic Learning outlines our beliefs about how students learn. It provides a foundation for teachers, school leaders and system leaders as they aspire to enable learning which engages and empowers students to become lifelong learners, who contribute to society, and the wider world, as active and discerning citizens.

OLMC offers mandated and approved courses by the NSW Education Standards Authority (NESA). In Years 9 and 10, students undertake two, 200-hour electives from Commerce, Philosophy, French, Music, Visual Arts, Drama, Dance, Food Technology, Textiles Technology, Design and Technology, Industrial Technology-Multimedia, and Physical Activity and Sports Studies. In addition, some subjects are studied externally, for example, Dance.

Particular features of the curriculum include:

- Newman Selective Stream in English, Mathematics, and core subjects for higher ability students, identified using quantitative and qualitative means through the Newman Application process and teacher and parent nomination.
- Acceleration and curriculum compacting in Mathematics is available for suitable students and was offered to a student in Year 9.
- Learning support: specialist teachers and teachers' aides programs in the Learning Support Centre that follow Individual Adjustment Plans.
- Reading assistance: a reading program is conducted with identified students requiring remediation. Targeted numeracy programs: Numeracy intervention program supported individuals and small-groups,
- Year 7 Transition, *LAUNCH*: one lesson per week to develop skills in thinking, study, research, digital citizenship, literacy and numeracy, and problem-based learning.
- Stay After School Homework (SASH) Club and Maths At Lunch is available to students on various school days.
- Careers: a Career's Adviser is employed to ensure that careers education is provided to all students in Stage 5.
- Competitions and external opportunities: extension programs, challenges and competitions are provided for students with particular talents, including transition classes for Stage 6 Maths for Advanced and Standard, *Da Vinci Decathlon*, *Write4Fun*, *Spark Writing Competition* and various International Competitions and Assessments for Schools (ICAS) tests.

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, and Combined OLMC/DLS College Band. Students enjoy and excel in public speaking and debating competitions. Friday afternoon sport and physical activity program: all students participate in competitive or non-competitive sport or an activity such as dance, gymnastics, fitness classes, yoga, drama, surf awareness and walking. Representative sport: from the Shire Combined Catholic Colleges (SCCC) competition students can access elite levels in a range of sports: swimming, athletics, softball, hockey, touch football, OzTag, football, cross country, netball, basketball, tennis, Australian Football League (AFL) and water polo. Students provide community service through MAG, participate in the *Duke of Edinburgh* Bronze and Silver Awards and engage in environmental stewardship.

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

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists College planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The College results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Reading	42.59%	27.80%	4.63%	17.10%
	Writing	27.78%	16.10%	21.30%	29.90%
	Spelling	37.96%	34.10%	5.56%	15.70%
	Grammar & Punctuation	30.56%	31.00%	12.96%	17.10%
	Numeracy	31.19%	31.10%	2.75%	14.60%

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Reading	15.74%	21.70%	11.11%	17.90%
	Writing	19.44%	14.20%	17.59%	38.90%
	Spelling	25.93%	26.40%	11.11%	20.00%
	Grammar & Punctuation	17.59%	20.90%	20.37%	20.30%
	Numeracy	15.89%	28.30%	12.15%	14.50%

In 2018 the number of students issued with a RoSA without finishing the HSC	2
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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 on which the College is based. Restorative practices have been integrated into the policy. These practices provide structures and procedures which encourage 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 mental health and wellbeing, anti-bullying, social relationships, personal strengths, cyber safety, and drug awareness.

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 College 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 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.

No changes have been made to this policy for 2019.

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

At OLMC the students are encouraged to take responsibility for their own actions and the impact these actions have on others. A focus on specific Mercy values such as justice, excellence, hospitality and stewardship have assisted students to understand and act on these values. At school in vertical homeroom and year assemblies, students are reminded of the importance of these qualities and are encouraged to respect God, their peers, their teachers and parents, the environment and themselves.

Students displaying respect and responsibility are acknowledged at assemblies and through the Annual School Report to the Community 2018

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

It is clear that students at OLMC possess a high degree of social consciousness as evidenced by the numbers of students involved in the MAG and their involvement in Catholic social justice initiatives and environmental stewardship.

The College implements the Sydney Catholic Schools' Inquiry and Review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. The School's Strategic Improvement plan and Inquiry and Review cycle is based on the Sydney Catholic Schools Strategic Plan: [New Horizons](#)

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 2018

Achievements:

- Development of a faith formation plan with a 2018 focus on Indigenous Australian Spirituality
- Review of assessment policy and processes
- Investigated the implementation of Science, Technology, Engineering, Mathematics (STEM) initiatives
- Aligned staff professional development with the APST
- Teacher accreditation
- Maintained Newman Accreditation
- Updated the Student Leadership Program and roles.

Priority Key Improvements for 2019

The key improvement priorities for 2019 are chosen from the 2018-2021 Strategic Improvement 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, Jesus Christ: The Heart of the Matter, and National School Improvement Tool (NSIT). In 2019, OLMC will focus on its culture of improvement and learning with particular attention to Catholic culture, learning culture and student/staff culture.

In 2019, the key improvements will be to:

- Develop a learning framework with a focus on SCS Authentic Learning

- Promote attendance and participation of nominated students at Australian Catholic Youth Festival (ACYF)

- Enhance the connection with Alumni

- Enhance school and parish links

- Introduce Mercy service opportunities for the students

- Implement the following new syllabus - 7 and 9 PDHPE, Year 7 and 8 Technology (Mandatory), 9 French

- Investigate and implement STEM initiatives to improve student outcomes with the intention to embed into teaching and learning programs in Mathematics and Science

- Strengthen the model for Student Leadership Program to include student voice.

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the College has used a variety of processes to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent Satisfaction

Parents have the opportunity to express their opinions through a variety of forums such as the Parent Advisory Council and the newly formed Parents in Touch meetings. Parents have communicated that it is beneficial to hear of the progress on various matters, processes and events that make their daughter's experience well rounded. Parents have appreciated the opportunity to raise suggestions in an open and sharing environment. Parents have stated that they appreciate the discussion with other parents in attendance.

Parents of a feeder school were invited to a consultation meeting with the new principals of De La Salle and OLMC to provide feedback regarding the Colleges' strengths and areas for growth.

Parents also had the opportunity to complete an online survey at the Parent Teacher Interviews regarding Teaching and Learning. Further meetings were held with parents of Newman students to gauge parent satisfaction with workload and wellbeing. As a result, the assessment program and all assessment tasks are currently under review.

Evidence of parent satisfaction is shown through the high attendance of parents at a range of events including Mother Daughter Dinner and Liturgies.

Student Satisfaction

Students have stated that they have a strong sense of belonging and are aware of the values of safety and wellbeing in the community. High attendance is maintained through school spirit and participation in school events.

At the end of 2018, students were interviewed regarding their learning, and this data is being used to inform our 2019 teaching and learning framework.

At the completion of each unit students complete Evaluation Surveys which are used to inform teaching and learning across KLAs. Teachers also invited their classes to complete the Pivot Survey which provided feedback regarding teacher strengths and areas for growth.

The many co-curricular opportunities such as the Newman Symposium and STEM Days challenge

students to fulfil their potential. Events promoting mercy and service, including *Duke of Edinburgh*, evangelisation and MAG excursions establish strong communication skills and respect through mercy for others.

Following consultation during pastoral care, students expressed the desire to continue building school spirit through house competition. The student leadership team subsequently changed from year groups to house groups with elected student house leaders.

Teacher Satisfaction

Teachers value relationships with colleagues, students, and the parent community. This relational attitude, pride in the physical school environment and the work they do as educators, is something visitors to the College notice and comment on. Teachers feel respected by the Leadership Team and know that their contributions will be heard and valued as evidenced through changes to student management procedures. KLAC and staff meetings are positive, productive and open to learning and change. For example, the introduction of *Wicked Questions* has brought focus and structure to this shared, forward-looking vision for the College.

Teachers are committed to student learning that extends beyond the school day. This is evidenced through social justice activities, liturgies, sport, debating and public speaking competitions, band camp, *Duke of Edinburgh Award* expeditions and the College musical.

Teachers engage enthusiastically with College-led and external professional learning opportunities, with particular emphasis on identifying and focusing on student growth, using *Putting Faces on the Data*. Time to discuss and implement such learning into teaching strategies is highly valued.

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 2018 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.