



CATHOLIC SCHOOLS
Broken Bay

2021

ANNUAL SCHOOL REPORT



Mercy Catholic College

101 Archer Street, CHATSWOOD 2067

Principal: Mrs Brenda Timp

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About this report

Mercy Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Mercy Catholic College is a Catholic secondary school for girls, Years 7 to 12. It is one of the eight secondary schools that belong to Catholic Schools Broken Bay, established in the Mercy tradition. Located in the heart of Chatswood, it is supported by a well developed transport infrastructure including buses, trains and the metro which enable girls from near and distant locations to belong to attend the College. Underpinned by the Catholic faith, the College provides an environment that nurtures the faith development, academic achievement and development of sporting and other talents of its students. The College enjoys a strong sense of community.

The College offers a broad curriculum that provides students with a range of options and courses in core subjects and a number of vocational based alternatives and life skills courses. Our team of highly qualified and professional teachers provide students with exciting learning experiences that cater for all learners. In addition, students are able to participate in many co-curricular activities including many sports, creative and performing arts, debating, and the Duke of Edinburgh scheme.

The 2021 school year was significantly shaped by the COVID-19 pandemic. The extended lock down that lasted for the whole of Term 3 and well into Term 4 meant that for the first time ever, students in Year 12 were required to complete their Higher School Certificate trial examinations online from home, and Year 11 students completed their Preliminary examinations in the same way. In spite of this challenge these students all achieved well, and students in years 7-10 also coped well with their online learning.

Parent Body Message

The Mercy Catholic College Parents and Friends Association (P&F) utilised a social media platform in 2021 to encourage parent interaction during the COVID-19 pandemic, when face to face parent social functions were not available. Fortunately, the College's Open Day and the Mother's Day breakfast were held before restrictions were in place and many generous parents volunteered to welcome and feed our visitors. We thank these parents who set up individual year Facebook pages and worked so hard to provide other parents with information and a sense of community. The second hand uniform and text book Facebook pages were also created this year and continue to be monitored by wonderful parents from our school community

The P&F acknowledged the exceptionally smooth transition back to Home Based Learning for students. We recognised the tremendous emotional and wellbeing management and support provided by so many staff; in addition to the Executive, College Counsellor and Year

Co-ordinators. The College, yet again, demonstrated a commitment to high quality teaching and learning in a supportive, caring and enjoyable environment for our daughters.

At its final meeting for 2021 the P&F was dissolved, to be replaced in 2022 by a Parent Advisory and Engagement Group. The rationale for this was two-fold: there is no longer a P&F levy, and it was agreed that more contemporary ways of supporting parent engagement, with a focus on student learning, should be developed.

In winding up its finances, the P&F donated just under \$5,000.00 that remained on its books to the College to contribute to the procurement of a statue of Catherine McAuley.

Although the P&F will no longer continue to operate in its existing fashion, parent representatives from each year will continue to provide opportunities for the sharing of information and social opportunities as we continue throughout next year.

Student Body Message

Students at Mercy College are fortunate to experience a strong sense belonging and community through the school's emphasis on its core values of respect, compassion, integrity, excellence and hospitality. As a faith community, students focus on how they can be of service to others. The Social Justice activities of the mercy Action Group play a central role in College life. Such initiatives as Caritas Appeals provide an opportunity for students to exercise compassion and heighten social conscience, and to equip them with the tools to continue serving those less fortunate well after leaving school. Additionally, students are supported in their personal faith development through Spirituality Days, the Year 11 and 12 Retreats, Chapel Mass on Monday mornings before school, and in various masses liturgies at the beautiful Our Lady of Dolors Chatswood Catholic Church.

At Mercy students enjoy a holistic education which allows them to study across a wide variety of academic and vocational fields, and to engage in many co-curricular activities. While in sports the girls are able to represent the College in club sport and through Catholic Schools NSW Sport, those whose interests lie in the creative and performing arts showcase their talents at the annual Creative Arts Showcase. The College also provides many leadership opportunities through the Big Sister programme and the House and Prefect systems.

Mercy girls are encouraged and supported to develop in their faith, to love learning, and to develop their gifts and talents. They are nurtured by the College to tackle any challenge that they may face on the way to achieving their dreams.

School Features

Mercy Catholic College Chatswood, is a Catholic systemic girls school, established by the Sisters of Mercy in 1890. The Sisters of Mercy administered the College until 1989 and since then it has been part of the Diocese of Broken Bay system of Catholic schools.

A member of the Mercy Secondary Schools of Australia Association (AMSSA), Mercy Catholic College has strong links with all Mercy schools throughout Australia and internationally. Catherine McAuley's (foundress of the Sisters of Mercy) teachings continue to guide and inspire our young women to follow the College motto to Strive for Better Things.

When students enrol at Mercy College, the whole family is welcomed to the community as we work in partnership with parents and carers to provide a caring and nurturing environment, which enhances student development.

Parents and carers offer strong leadership and support in many aspects of College life through the Parents and Friends' Association and as coaches and managers of our sporting teams.

The College caters for girls from Years 7 to 12, with a diverse range of subjects and co-curricular activities. Our academic results are always well above the State average and HSC results for 2021 were outstanding, with the College ranked 107 in NSW.

We are interested in the development of the whole person not just the academic, so we offer numerous opportunities for students to participate in enrichment and co-curricular activities.

The Mercy Action Group (MAG) is an integral part of our Social Justice programme, meeting weekly to discuss and plan initiatives which will support and assist the poor or marginalised.

While generally overseas immersion opportunities are offered, these did not take place during 2021 due to the continuing impact of COVID-19.

A variety of sport is offered through the College's competitive sports programme or the Broken Bay Secondary Schools Sports Association (BBSSSA). Our students can move through local competitions to represent at Regional, State and National levels.

There are many Clubs for students who have a special interest such as the Drama, Dance, Walking, Movie, Maths, Science, Art, Film, Book and Writing Clubs. There is also the Homework Club for a student who would like a quiet space to complete work or might need extra assistance from a teacher.

The College runs the Duke of Edinburgh Award scheme, which encourages students to develop independence, new skills and a strong sense of service to the wider community.

Each year we have a large number of students moving through Bronze, Silver and Gold levels.

Mercy College has had another successful year fulfilling our Mission to work “within the Catholic tradition and Mercy charism to educate, empower and inspire independent young women to achieve academic, social and spiritual growth.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
719	0	191	719

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2021 was 94.39%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95.49	93.46	93.31	94.70	94.42	94.93

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Student Retention Rate

Of the students who completed Year 10 in 2019, 84% completed Year 12 in 2021.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2021	
% of students undertaking vocational training or training in a trade during the senior years of schooling	0 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

The majority of Mercy students proceed to tertiary studies at university, studying across a range of disciplines. Of the 2021 cohort, we were proud to have one student enter a trade in the field of mechanics, and another obtained a scholarship to play sport at an international college.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	79
Number of full time teaching staff	44
Number of part time teaching staff	18
Number of non-teaching staff	17

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

The key focus of staff development during 2021 was on the development and implementation of the Diocesan Towards 2025 Strategy, with time at each staff meeting allocated to understanding the work of the various Towards 2025 teams. All staff participated in the System Staff Development day at the end of Term 2. Additionally, staff met every fortnight in their professional learning teams to analyse, plan and evaluate strategies to sustain and increase student engagement.

Key Learning Area Leaders worked together with external consultant Linda Bendikson to implement a Leading Improvement programme, where the focus was on improving student reading comprehension.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Two significant liturgical celebrations bookmarked the year - the Mass to celebrate 200 years of Catholic Education in Australia and the Mass celebrating 35 years of Catholic Education in the Diocese of Broken Bay. In these, we were led by our new Chatswood Parish Priest, Father David Ranson. Father David, Father Joey and Deacon Aldrin celebrated Chapel Masses at the College every fortnight, and we were thrilled to have our Chatswood clergy present to offer the Sacrament of Reconciliation and to celebrate Mass at our Year 11 and 12 Retreats. Other important liturgical celebrations included the College opening Mass where the new Principal was commissioned, The Easter Liturgy and the end of year liturgies. Mercy is blessed to be located directly opposite the Chatswood Church, where these liturgies were celebrated. Students in Years 7-10 were invited to reflect on their faith development at their respective Reflection Days.

Despite the challenges and uncertainties that we collectively faced this year, the beauty of the Mercy Spirit and Charism shone through in the way our community led and participated in

our various youth these included: ministry initiatives and drives that give expression to our Catholic call to serve others. This year these included:

- Project Compassion Lenten Drive | Caritas
- Cans and Goods Drive | Jesuit Refugee Service and St Vincent De Paul
- Vinnies Winter Appeal| St Vincent de Paul
- Vinnies Hampers and Christmas Appeal | St Vincent de Paul
- ERC Justice Through the Arts Initiative | Edmund Rice Centre
- Crazy Sock Day - Socktober Fundraiser | Catholic Mission
- #cuprescue | 7eleven

The Mercy Action Group also provided an opportunity for students to stand up for the issues in the world that they are passionate about, including:

- “Gratitude Challenge”
- “Mercy Action News” for the Mercy Newsletter
- “Wellbeing and Mindfulness”
- Vinnies Winter Appeal

This year a number of Year 10 students volunteered to serve the school through becoming Extraordinary Ministers of the Holy Communion and undertook a training and formation day where they were given the opportunity to encounter Christ in participating in the Holy Mass with the Parish.

Staff in the Religion Faculty participated in the Diocesan initiative to commence the development of a new Religious Education curriculum, and all staff participated in a staff spirituality day that focused on our role as stewards of the environment.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The past year at Mercy has been a significant year of celebration for both students and staff. Noteworthy achievements in student academic growth across all Year levels and continued focus on professional development of staff have been reflected in strong NAPLAN and Higher School Certificate results. Year 7 and 9 NAPLAN feedback indicated continued above state average performance by our students. To mitigate changing reading habits as more technology is accessed by students, however, teachers will focus on the development of reading comprehension in 2022. The De Courcy analysis of HSC results indicated significant value had been added to all students' learning from Year 7 to Year 12. Students participated in 36 different subjects, reflecting the breadth of the curriculum offered at the College.

Mercy has continued to promote and encourage best teaching and learning practice, with fortnightly reviews and discussion of teaching strategies and implementation of current curriculum research. Professional development of staff focussed on maintaining and enhancing student engagement. In the Human Society in its Environment (HSIE) Faculty, teachers collaborated with the College Teacher Librarian and Learning Support Coordinator to develop engaging resources and teaching and learning activities that were delivered through team teaching. This model provided a sound pilot for the development of a reciprocal reading programme that will be delivered in a similar way during 2022 to support the goals of the Learning Improvement programme.

Staff and student capability in the use of digital technology to support learning was further developed due to the return to Home Based Learning. For the first time ever, Year 12 students participated in their Trial HSC examinations in an online environment. Students and staff rose to the new challenge and students excelled. The effort involved in developing a seamless online examinations process was worthwhile, as Year 11 students were compelled to complete their final Preliminary examinations online too.

Student Performance in Tests and Examinations

NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	43%	26%	0%	23%
	Reading	42%	28%	0%	16%
	Writing	51%	20%	0%	25%
	Spelling	55%	31%	0%	15%
	Numeracy	48%	33%	0%	17%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	34%	21%	8%	26%
	Reading	34%	21%	8%	24%
	Writing	40%	14%	5%	36%
	Spelling	33%	21%	7%	22%
	Numeracy	35%	22%	2%	18%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

Noteworthy achievements in student academic growth across all Year levels and enhanced professional development of staff have been reflected in strong NAPLAN and Higher School Certificate. Our Year 7 and 9 NAPLAN feedback indicated continued above state average performance by our students. Focus will now continue in the areas of numeracy and literacy for 2021. In the HSC, the College was ranked 107th in the state, placing Mercy in the top 13% of schools in NSW. 22% of the cohort achieved first place in 18 courses in the Diocese of Broken Bay. The College presented over 40 courses for the HSC examinations. There were 90 mentions in the Distinguished Achievers' List (Band 6 in courses) and 1 All Rounder Award. A number of students presented for their TAFE Certificate III. Nominations were also received for Showcases of major works in TEXTILE, SHAPE and ENCORE. The De Courcy analysis indicated that statistically significant value was added to the learning growth of students.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2019		2020		2021	
	School	State	School	State	School	State
Ancient History	56 %	36 %	75 %	33 %	63 %	34 %
Modern History	82 %	40 %	75 %	58 %	75 %	38 %
Music 1	83 %	66 %	100 %	64 %	100 %	64 %

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. In 2021, the number of students issued with a RoSA was 0.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Innovation and student voice at the forefront characterised Pastoral initiatives during 2021. The newly formed Student Wellbeing group worked with the Student Leadership group to create weekly wellbeing videos that focused on positive and respectful relationships, effective study, R U OK Day, safe and respectful use of the internet and leadership.

Student leaders regularly joined staff at the College gate to welcome students as they arrived in the mornings; the power of a friendly smile and welcome as one enters school cannot be underestimated!

In response to the consent debate that characterised the first half of the year, student leaders collaborated with student leaders from St Pius X College to develop a *Respectful Relationships* programme for Year 9 students. Due to COVID this programme could not be run during 2021, but it will be run in 2022.

During Home Based Learning, the Student Leaders collaborated with the Pastoral team to build community spirit and remain connected through such activities as sharing messages of gratitude, sharing images of their pets, participating in zoom versions of annual events such as Book Week.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In the area of Evangelisation and Catechesis all staff in the Religious Education Faculty participated in a rigorous review of the existing Religious Education curriculum, and participated in the design of a new curriculum which will provide the opportunity for students to engage with scripture and Catholic teachings in a more relevant and meaningful way.

All Key Learning Area (KLA) leaders participated in a Learning Improvement programme with Dr Linda Bendikson. The ability of KLA leaders to analyse data was enhanced and the team developed measurement tools and resources to upskill teacher in the explicit teaching of reading to improve student reading comprehension.

Students began using the COMPASS portal to write a personal, learning, and an aspirational goals for each Term, and to reflect on the extent to which they have been achieved. The objective of this is to engage students more critically in planning and evaluating their own learning growth.

Priority Key Improvements for Next Year

During 2022 the Learning Improvement programme will be delivered to all teaching staff, with a view to developing a consistent approach to the explicit teaching of Reading across the College.

Plans are well underway for the refurbishment of the Technology and Applied Sciences learning space, which will give students access to a bright, modern facility equipped with the latest tools and machinery.

In the area of Mission, opportunities for students to access faith development activities is to be expanded.

Community Satisfaction

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

Parent satisfaction

Parent satisfaction was gauged through conversations at Parent and Friends Advisory meetings and through parent engagement in College activities, such as, information evenings and social events such as, Open Day, which were all well attended. Parents were encouraged to complete a parent survey "Tell Them from Me".

Parents acknowledge the commitment teachers have in supporting students' wellbeing and learning and encouragement for students to do their best at all times, whether it be academic, sporting or co-curricular. The parent comments from the survey "Tell the From Me" indicated a happy, safe learning community. During Home Based Learning in 2021 they indicated the nurturing nature and commitment ensure the wellbeing and learning of each of their students continued.

Parents recognise the number of opportunities for their daughter through activities, such as co – curricular, social justice, and sport.

Student satisfaction

Student satisfaction was determined through various avenues including Tutor Group discussions, Student Leaders' meetings, Year Group meetings, student surveys during Home Based Learning and informal discussions. Students felt they had a voice in the organization and decisions made in school activities.

Students indicated that school spirit and a positive climate is encouraged and enhanced through activities such as carnivals, fundraising activities, music and drama performance, sporting events and Inter house competitions. (which were limited due to Covid). Students during Home Based Learning engaged in online communication to keep their connectedness as a community, through "What are you grateful for" padlets, house competitions, and posting of their favourite pets. The Student leaders initiated online study sessions to keep Year 12 students connected during the protracted HSC year. Students indicated a high level of satisfaction with their relationships with each other and with their teachers.

Students indicated from the "Tell Them from Me" survey a positive sense of belonging and that there is a high expectation in learning and to use their time effectively. They also indicated they are encouraged to achieve to the best of their ability in all that they do.

Teacher satisfaction

Teacher discussions at staff meetings, workshops, and department meetings were used to discern staff satisfaction.

Staff emphasised a strong focus on the connectedness of positive wellbeing and learning as being great outcomes in student learning. The continued Professional Learning Groups engaged positive experience allowing the building and shaping of pedagogy. The experience of Home Based Learning during 2020 had equipped teachers to transition smoothly back to this mode of teaching and learning during 2021.

Teachers expressed pride in student achievements in the classroom, HSC results and outside the classroom. They expressed a great satisfaction in the quality of education and wellbeing of students and teachers, and continue to see the value of the vertical Tutor group system where positive relationships between students and between students and staff are formed.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$6,490,542
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,793,016
Fees and Private Income ⁴	\$4,545,753
Interest Subsidy Grants	\$29,722
Other Capital Income ⁵	\$91,039
Total Income	\$12,950,071

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$133,617
Salaries and Related Expenses ⁷	\$9,462,555
Non-Salary Expenses ⁸	\$3,343,304
Total Expenditure	\$12,939,477

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.

END OF 2021 REPORT