



2020

ANNUAL SCHOOL REPORT



Mercy Catholic College

101 Archer Street, CHATSWOOD 2067

Principal: Mrs Suzanne Kavanagh

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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's students enjoy a strong profile in the local community as learners, thinkers, leaders and most importantly, young women of action and compassion. This is because students, staff and parents work in partnership to ensure that opportunities are available to assist each student to fulfil her potential.

The formation of our students in Christian discipleship is pursued within the Mercy charism which stresses the importance of hospitality, shared ministry and a concern for the poor and the marginalised. This is achieved through ongoing reflection on the action of God in our lives and the many religious rituals we celebrate as a Catholic community.

The College motto Strive for Better Things lead the Mercy community to make 2020 a year where we ensured that our students and staff were well cared for during the pandemic crisis. The College managed their learning and wellbeing during the COVID-19 lockdown and upon the return to face-to-face learning. Staff were dedicated to providing the best on-line lessons during the Home Based Learning phase and endeavoured to ensure there was no loss of learning for our students.

Our HSC results were once again outstanding with many individual "personal best" achievements. The top ATAR was 99.75 and the College was ranked 93 in the State, placing us in the top 11% of all schools State wide.

Mercy College is a place where students work hard to support each other, where solutions are found collaboratively, where learning is celebrated and, most importantly of all, our values of hospitality, integrity, respect, excellence and compassion are expressed and put into action.

Parent Body Message

The Mercy Catholic College Parents and Friends' Association (P&F) utilised a social media platform in 2020 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 was held before restrictions were in place and over one hundred generous parents volunteered to welcome and feed our visitors.

Regular P&F meetings were held on line and pleasingly, this resulted in increased attendance. This option will continue in 2021. The P&F was sensitive to parents reduced capacity to contribute financially in this time of increased unemployment. P&F contributions towards capital works programs were held over until 2021. P&F funds did support Student

Awards (effort and commitment) and Presentations/Workshops on Leadership and Study Skills as in previous years.

The P&F acknowledged the exceptional smooth transition 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 Coordinators. The College, yet again, has demonstrated a commitment to high quality teaching and learning in a supportive, caring and enjoyable environment for our daughters.

Student Body Message

At Mercy College, the strong sense of community enables students to form lasting bonds with each other, while being supported and nurtured by dedicated staff. Students are encouraged to participate in the many co-curricular activities on offer such as sport, dance, drama, music, the Duke of Ed program, public speaking and debating. Through the STAR programme for Year 7 students and the Rise Program across all Year groups, student wellbeing is supported. Such initiatives as Fun Friday and programmed Tutor Group focus discussions on current issues equips students with strategies to support them achieving a balance between study and leisure. Each year many students participate in the Blue and Gold and Honour Programs which recognise student achievement in their academic, co-curricular and social justice endeavours. To achieve this, students complete a volunteer module which sees students engaging with the broader community.

The College's Catholic faith is an integral part of school life. Students are encouraged to grow in their own faith during Tutor Group prayer, Mass, Reflection days and Retreats. Religious education not only teaches girls the foundation and values of Catholicism but also how to be tolerant, accepting and aware of other religions as well as how to form their own informed opinions on the world around them. Social justice is another core aspect of College life with the Mercy Action Group, which involves students in the raising of awareness and fundraising for various social justice issues.

Mercy's holistic approach to education allows students to have balanced and enjoyable schooling. The College encourages girls to put their best into everything they do, inside and outside the classroom, in order for them to realise their potential and be proud to say they are Mercy girls.

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 Catholic Schools 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 and as volunteers in other capacities.

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 2020 were outstanding, with the College ranked 93 (top 11% of schools) 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 marginalized.

An overseas immersion experience is offered annually as part of our social justice programme, so that senior students experience first-hand how words of empathy can be put into deeds of action. For the past several years the College has been involved in building schools in central Vietnam.

Another overseas experience sees our students in Europe, with intensive immersion in language (French and Italian), and the study of European Art and History.

A variety of sport is offered through the College's competitive sports programme or the Broken Bay Secondary Schools Sports Association (BBSSSA). These sports include: Netball, Touch, Basketball, Soccer, Hockey, Swimming, AFL, Cross-Country and Cricket. 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, 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 of fulfilling our Mission of working “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 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
706	0	175	706

* Language Background Other than English

Enrolment Policy

The College follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy 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 2020 was 94.13%. 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
94.45	93.63	93.09	94.47	95.02	94.09

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 School Review and Development (SRD) 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 (password required).

Student Retention Rate

Of the students who completed Year 10 in 2018, 92% completed Year 12 in 2020.

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 2020	
% of students undertaking vocational training or training in a trade during the senior years of schooling	2 %
% 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.

In 2020 94 percent of students received offers of a place at a university, largely across Sydney and the metropolitan areas. A wide range of degree courses were applied for and multiple offers were given to students, including Engineering, Science, Law, Criminology and medical related degrees. Four percent of students continued with TAFE or Private College studies.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this College are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

The focus of professional learning for 2020 was increasing student engagement. With the need to move home-based learning half way through Term 1, the emphasis shifted as teachers needed to be able to engage students in an online environment. All teachers completed the Google for Education online course to ensure that the Google platform could be optimised to enhance home-based learning. Teachers also participated in fortnightly Professional Learning Groups to develop their knowledge of and ability to effectively use a variety of online tools, such as using Screen Castify and Zoom so that student engagement could be maximised.

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 educate and form young people in the Catholic faith. The College provides 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.

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 explores the rich diversity of the Catholic faith and ways in which we live it.

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.

Mercy Catholic College shares the mission of Catholic Schools Broken Bay to inspire our students to know Christ, love learning and use their gifts and talents to serve their community. The College is enriched by the charism of the foundress of the Sisters of Mercy, Catherine McAuley. In partnership with parents, as the first faith educators of their children and the local parish community, the College strives to educate and form young people in the Catholic faith. This year our College celebrated its 130th Anniversary and we were blessed to have the Most Reverend Bishop Anthony preside at our Mercy Feast Day Mass. Our College community was guided by the scriptural theme "Listen to what the spirit is saying." (Rev 2:7) Students were invited to listen to the Holy Spirit in their hearts and share their unique spiritual gifts to fulfil the mission of Christ in the community. The College has provided various faith formation opportunities for students, including reflection days, tutor prayer, Eucharistic Ministers course and the Alpha for Youth Online Program. Our fortnightly Chapel Mass has offered a regular opportunity for the community to gather in prayer and communion, celebrated by our Parish Priest, Fr Jim. Our Chapel Mass has been enriched by the music from our growing liturgical band and choir. Mercy Week is the highlight of the year as it allows us as a community to have a special focus on our Mercy charism as we are called to live out the mission of Catherine McAuley, 'to love the poor' and be disciples of Christ. The entire

College community engaged in various fundraising, advocacy and social justice initiatives which allowed us to form strong partnerships in the local and broader Church community. The Mercy Action Group leads our school in social justice initiatives where students learn about current issues in society and volunteer to support Catholic organisations such as Caritas, Jesuit Refugee Services and St Vincent de Paul in a true expression of Jesus' call to 'love our neighbours'. The Religious Education curriculum has provided students with a rich and meaningful learning experiences and an encounter with Christ through prayer and reflection. Year 8 students participated in the Bishop's Religious Art Award in which a student was awarded Honourable Mention. Year 9 and 10 Religious Education students completed student-centred guided inquiry projects investigating topics on Catholic ethical teachings and social justice respectively, which engaged students in critical thinking and investigating the Catholic teachings on these issues.

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 for both students and staff as they quickly learned how to continue the business of teaching and learning in a home-based context, and in a context of continued uncertainty throughout the year. Teachers quickly turned their attention to developing their skills to deliver effective home-based learning, and to continuing to accommodate absent students in their learning off-site as the requirement for unwell students to remain at home remained in place. In spite of this, there was noteworthy student academic growth across all Year levels and the high standard achieved by Mercy students in the Higher School Certificate was maintained.

Mercy has continued to promote and encourage best teaching and learning practice, with fortnightly reviews and discussion of teaching strategies. All teachers completed the Google for Education online course in order to support their delivery of home-based learning.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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%.

The HSC results in 2020 were testament to the continued diligence of students, and the support of their teachers, in spite of the COVID context that resulted in several weeks of home-based learning. With an offering of 40 HSC courses, Mercy College ranked 93rd out of 810 schools in News South Wales, placing it in the top 11 per cent of schools in the State.

The three top ATARs achieved were 99.75, 99.7 and 99.4. Two students were recognised as All-Rounders, two achieved in the Top Achievers and 38 percent of the cohort were recognised as Distinguished Achievers.

These results reflect the academic rigour that characterises the College; this rigour is borne out of the desire of our students and parents to position students to have the widest range of choices for their post-school endeavours, and out of the commitment of teaching staff at Mercy to the highest standards of professionalism.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2018		2019		2020	
	School	State	School	State	School	State
Ancient History	89 %	36 %	56 %	36 %	75 %	33 %
Biology	42 %	37 %	53 %	32 %	50 %	31 %
Business Studies	79 %	37 %	55 %	33 %	55 %	35 %
Chemistry	7 %	42 %	50 %	46 %	71 %	43 %
Community & Family Studies	50 %	29 %	50 %	37 %	43 %	34 %
Dance	-	55 %	100 %	54 %	-	58 %
Design and Technology	82 %	47 %	85 %	47 %	40 %	47 %

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 2020, the number of students issued with a RoSA was 1.

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 2020.

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 2020.

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 2020.

Initiatives promoting respect and responsibility

Every student at Mercy College has the support of their Tutor, Teachers and the Pastoral Team. The Pastoral Team works in partnership with parents to support and nurture their daughter to be a compassionate and resilient young woman who has the skills and confidence to deal with situations and make informed decisions.

The College's Student Wellbeing program aims to build a supportive environment where students have a sense of belonging and connectedness to the College. It also aims to develop students' resilience; ability to foster positive relationships and to incorporate the values of the Mercy charism. The RISE Program, (based on positive psychology) enables students to develop and incorporate Goal setting, Strengths, Mindfulness and Growth Mindset into their learning and wellbeing. The RISE Program is scheduled during Year Group meetings and Tutor Group time. The Year Co-ordinator delivered the program along with their RISE Facilitator who is a teacher who volunteered to help implement and support the Year Co-ordinator. The RISE Program that was designed uniquely for each Year group during 2019 and which originated from student surveys and focus groups was further developed during 2020, so that lessons reflected the needs of students.

The vertical Tutor Group structure strengthens the House system and provides an opportunity for the students to feel known, valued and to build positive relationships with their peers. Research has shown a positive environment and good wellbeing helps the student engage in their learning and improve their academic performance. Tutor Group activities provide students with the opportunity to show self-awareness, empathy, respect for others, and to build their relational skills, which will assist them in subject activities.

Throughout the year, the students participated in activities and programs such as the Big Sister Program, Fun Friday dance, and RU OK day. These experiences provided students with the opportunity to develop their leadership skills, learn how they can be a voice of change and the actions they can take to make their environment a better place for themselves and others. This year the Student Leadership team worked cohesively to build school spirit and maintain strong connections between students in each cohort through the Tutor Group structure.

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

2020 was an extraordinary year as teaching and learning became disrupted due to COVID-19 restrictions. Students went to Home Based Learning (HBL) for a period of six weeks at the end of Term 1 and into Term 2. This required rapid adjustment to change for both teachers and students. Teachers used Google Classroom to post student work and Screencastify to hold online lessons. The majority of students and staff met the challenge and learning continued successfully.

Students were surveyed on their return to gauge their thoughts on HBL, with many enjoying the more flexible regime of working from home. Students also gained benefit from the work being more accessible online, though they did miss the classroom discussion and interaction.

The College took the learnings from this survey to utilise staff professional learning time around the use of technology, with many teachers being accredited as Google users. This will benefit the students in future years as teachers are now more confident in using technology in the classroom to enhance student engagement.

It was a year to keep both students and teachers focussed on learning, whilst ensuring their wellbeing.

Priority Key Improvements for Next Year

Next year sees a new approach to our Strategic Plan to align with Catholic Schools Broken Bay's Towards 2025 Vision.

Mission Goals:

Goal:

1. For students to be engaged in catechesis through quality learning in Religious Education lessons.
2. Students demonstrate commitment to their faith life and the mission of the Church.

Student Achievement Goals:

1. To increase student engagement, and therefore maximise their learning growth.
2. To continue to develop a culture where students feel connected and valued, through positive interactions.
3. To develop a more agile community by strengthening the relationship between student wellbeing and academic engagement.

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 the various Parent and Friends Advisory Committee 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 acknowledged the commitment teachers have in supporting our students' wellbeing and their learning, as well as the encouragement of students to do their best at all times, whether it be academic, sporting or co-curricular. The parent comments from the survey "Tell Them From Me" indicated a happy, safe learning community. During Home Based Learning in 2020 parents indicated the nurturing nature and commitment ensured the wellbeing and learning of each of their daughters continued.

Parents recognise the number of opportunities for their daughter/s through activities, such as co – curricular, social justice, and sport (even though limited in 2020).

Student satisfaction

Student satisfaction was determined through a number of different avenues including, surveys, Tutor Group discussions, responses to the RISE Program, Student Leaders' meetings, Year Group meetings and informal discussions. Through the Student Leaders' meetings, students felt their ideas and opinions were listened to, which led to the introduction of a Student Wellbeing Committee. They also 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 COVID19 restrictions). Students during Home Based Learning engaged in online communication to keep their connectedness as a community, through "What are you grateful" padlets, House competitions, and posting of their pictures and stories of their pets. These were initiatives of

the Student Leaders. 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 ("Tell Them from Me" survey 75%). 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, surveys 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. Home Based Learning was a steep learning in technology and the positive practice in pedagogy. They expressed increased collaboration across departments in building a connected learning environment through sharing resources developed in Home Base Learning. The reflective practice has enhanced the learning in the classroom. Teachers indicated goal setting has given them the opportunity to develop their own professional learning and teaching practices.

Teachers expressed they are proud of 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.

There is continued recognition of the benefits of the vertical Tutor Group system. Staff comment on the positive relationships that continue to build between teacher and amongst students within Tutor Group.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$5,951,538
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,696,541
Fees and Private Income ⁴	\$4,024,537
Interest Subsidy Grants	\$35,481
Other Capital Income ⁵	\$485,405
Total Income	\$12,193,502

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$546,974
Salaries and Related Expenses ⁷	\$9,172,082
Non-Salary Expenses ⁸	\$2,793,192
Total Expenditure	\$12,512,248

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 2020 REPORT