Educational and Financial Reporting

The Education Act requires each registered non-government school to prepare an annual report of a kind determined by the Minister on the school’s performance measures and policies as identified by the Minister. (from the BOSTES Registered and Accredited Individual Non-government Schools (NSW) Manual).

This School Annual Report is publically available on the College’s website (www.monte.nsw.edu.au) and in printed format at College Reception.
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MESSAGES FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIRMAN OF THE COLLEGE BOARD: Mr Steven Rubic

The College Board met nine times in 2014. There were significant events, accomplishments and developments overseen by the Board in 2014, which were:

Recognition of Leadership of former Principal, Catherine Alcock

Catherine Alcock made an extraordinary and significant contribution to the lives of thousands of Monte students, staff and community during her ten-year leadership of the College. Her leadership ensured the traditions of the College and the Mercy values were imbedded in the College culture and that students were equipped to be lifelong learners and global citizens in a rapidly changing world. As a visionary leader, she built her success on a platform of dedication, devotion, discipline and determination.

There were a number of College community events held during 2014 to acknowledge her contribution, with the main service and Recognition of Leadership being held on Thursday, 18 September.

The Commissioning of the new Principal, Nicole Christensen

Mrs Nicole Christensen was appointed the College’s third lay principal and began her term on 1 July 2014. Her Commissioning was held on 27 November. We look forward to supporting her work and vision for the College.

Strategic Vision 2012-2020

The Board continued to support the College and its Executive in implementing the Goals of the Strategic Vision 2012-2020. Higher level planning took place with the Board and the Executive, facilitated by internationally renowned educator, Frank Crawford.

Significant events and achievements in 2014 included:

Completion of the O'Regan Arts and Cultural Common (Goals 2, 5)

The O'Regan Arts and Cultural Common was officially opened on Sunday 19 October by Professor The Honourable Dame Marie Bashir AD CVO and blessed by Bishop Terence Brady DD VG in the presence of the Sisters of Mercy North Sydney, members of the College Board and Board Committees, parents, students and staff.

This highly significant landmark project was designed and built for stimulating minds as well as providing a place for the community to gather to celebrate creativity and innovation. The College acknowledges and thanks the Sisters of Mercy North Sydney, past and present College Board and Committee members, staff, the Parents’ and friends’ Association, the Ex-Students’ Association, and parents and friends of the Monte community for their passion, time and financial support in helping to bring this vision to life.

Timor-Leste Immersion Program (Goal 1)

The first trip for both students and staff to Timor-Leste was a success. The trip is an integral part of the nutrition and education program supporting students in Maliana, and it provides for important development in cultural and social understanding for our students.

Collaborative Professional Attainment (Goal 4)

After a successful pilot program in 2013, the Collaborative Professional Attainment (CPA) model was fully implemented at the College. The CPA has put our College in a strong position for the future in teaching and teaching standards, accreditation and compliance.

The Class of 2014

The College Board congratulates the Year 12 Class of 2014 for their high standard of achievement in both the HSC and IB Diploma Programme. There was an impressive range of success across many subject areas; students have excelled and received state honours.

Congratulations to:

• Sandra Kanjian and Carly O'Sullivan  HSC Duces of the College
• Isobel McDonald  IB Diploma Dux of the College
SENIOR SCHOOL

The Main Objectives of the Senior Leaders from 2014 were:

- To launch and regularly promote the ‘Unity...it starts with YOU’ campaign that would encourage every student to appreciate and accept the diversity, both within our College and externally. It also tries to focus on individuals, demonstrating to them their ability to unite the College through becoming involved in many different aspects of Monte’s life.

- To encourage vertical year-group friendships and relationships through interactions and initiatives with the younger year groups, such as:
  - Working with Year 10 students to encourage them to show respect toward others and to encourage them to take on the challenge of being a role model as the new members in the senior school;
  - Working with Year 8 to encourage acts of kindness and to show appreciation of individuals through affirmations from Tutors and SRC members, tying in with the Unity campaign;
  - Attending year group meetings to support Year 7s as they begin secondary school, acting as positive role models and encouraging them to get involved in all school activities and create friendships;
  - To forge stronger relationships with students in Years 9 and 11, mentoring and working with them as they move into leadership roles.

- To strengthen bonds amongst all leaders including Senior Leaders, House Captains and Co-Curricular Captains through Leadership Lunches and other joint initiatives:
  - Leaders organised and assisted in the supervision at the Year 7 and 8 Dance in Term 4.
  - An initiative being developed is ‘Monte Mosh’, a Captain initiative, which provides the chance for all year groups to come together in an informal environment once a term, to bring spirit throughout the school.

- To develop and strengthen relationships between members of the Executive and Senior Leaders through mentoring, discussion about leadership styles at meetings and shared Morning Teas.

Portfolio Roles

Each Leader chose a portfolio of interest to take responsibility for and grow as necessary. The portfolios included:

- Meeting Manager
- Assembly Coordinator
- Social Events Coordinator
- Leadership Liaison Officer
- Campaign Director (Logistics)
- Campaign Director (promotion profile of Senior Leaders and connections between the student body)

Areas where Senior Leaders offered Leadership:

- Through focusing on ‘Unity...it starts with YOU’ the Senior Leaders have developed a sense of vertical unity between the year groups and encouraged all students to accept one another’s diversity in order to enhance the unification of the community. We have achieved this through our own behaviours and attitudes, assembly presentations, emphasising our theme, and reiterating the significance of this theme throughout all our initiatives. We have also promoted our theme through making badges and welcoming the girls into school with music and lollies, to reward good uniform - every second Monday morning - which we call "Good Morning Monte". This also emphasises, to the girls, the importance of embracing their Monte identity and taking pride in the privileged education they receive.

- Running Year 12 Morning Pastoral Meeting initiatives including:
  - The Year 12 Snap Box - anonymous positive affirmations for different students to show gratitude;
  - Year 12 Birthday ‘Shout outs’;
  - Inspirational videos that link in with our theme of Unity.
• Role modelling appropriate behaviours at assemblies, school events, wearing the uniform correctly, interactions with staff and other students, supervision and organisation of the Monte Year 7 and 8 Dance and other boys’ school dances (i.e. Riverview and St Aloysius), and ICE (Information, Clarification, Education) Videos.

HOUSE CAPTAINS
The House Captains of 2014/15 have attempted to re-invent the face of spirit for the College. Both individually and as a team, we have worked to make school and, more specifically, House spirit more approachable for students of all ages. We made sure each year group engaged in the concept of spirit, in a way appropriate to their stage of schooling. For example, we have focused on welcoming Year 7s by enforcing a strong personality of each House, as well as stressing the communal and familial nature of the Houses. Following the Senior Leaders initiative of ‘Unity…it starts with YOU’, the House Captains fostered a sense of good sportsmanship and togetherness at events such as the Year 7 Camp talent show, Spirit Week events, and Carnivals. With the introduction of House Monte Connect pages, we were able to effectively communicate with girls, as well as offering us a place to seem more present and involved with House matters. The House Captains of 2014/15 have thoroughly enjoyed our time leading our Houses - although we unanimously agree that this year’s style of leadership has been more inclusive and unifying, and certainly more approachable for all girls - shy or confident - to feel part of their House. Finally, we look forward to the creation of our initiative dealing with dignity, as well as House Plays, and experiencing the emergence of the next generation of House Captains.

MIDDLE SCHOOL 2014
The Middle School SRC was established in 2005 as a separate but integral part of student leadership and representation at Monte Sant’ Angelo Mercy College. Its membership consisted of two representatives from each Tutor Group in Year 7 and one representative from each Tutor Group in Years 8 and 9. Four Middle School Leaders led the Middle School SRC.

In 2014, a new proposal was introduced, that of increasing the number of Middle School Leaders from four to six. One of the main reasons for this was to give greater responsibility to a larger group of students and decrease the image of exclusivity as a Leader.

In order for this to be equitable for all, the voting process that had taken place in the past continued, with all students having the opportunity to nominate and vote for both an SRC Representative and a Middle School Leader.

As such, the 2014 Middle School SRC consisted of six Middle School Leaders, an SRC Representative from each Tutor Group in Years 8-9, and two SRC Representatives from each Tutor Group in Year 7.

The activities that the Middle School SRC participated in for 2014 included:
• SRC forums that focused on problem-solving, open communication, Q&A with the Acting Director Middle School, Coordinator of ICT Services, Deputy Principal Pastoral Care and Sports Program Manager;
• Participation in the SRC Training Day (presented by Rising Generations);
• Consultation regarding Middle School Planner; Rowing (as a new sport) introduced after consultation with the Sports Program Manager; Canteen Board introduced after consultation with Canteen Manager;
• ‘Montegram Girls Can…’ campaign (this initiative was based on the concept of Instagram). The Middle School SRC led a four-week activity that encouraged connectedness in homerooms, and the creativity and positivity that Monte students encapsulate. The four themes were: Montegram Girls Can, Girls Thank, Girls Do and Girls Kill The Clique. The winning entry for the week was used as the Banner on Monte Connect);
• Christmas Drive campaign.
MESSAGE FROM THE PARENTS & FRIENDS REPRESENTATIVE COUNCIL

Anna Willis, Co-President of the Parents and Friends Association

It has been a pleasure to be Co-President of the Monte P&F.

Monte enjoys a strong sense of community and there is an amazing amount of support for the work performed by the P&F from the management and staff at the College.

Our role has been made easy by the large amount of willing volunteers for canteen, for exam supervision, the uniform shop, and for the many other school and community activities.

The role of the P&F is to keep parents connected and involved in College life.

Our goals this year included:

• Supporting the school with the Arts and Cultural Common fundraising;
• Consolidating and expanding social activities, especially encouraging dads to participate;
• Creating a list of parent volunteers to support College activities;
• Supporting school events – Open Day; Blue and Blue Lunch; Rugby Lunch, Grandparents’ Day, and others;
• To ensure the increasing viability of the P&F Raffle;
• Review the provision of services provided by the canteen; and,
• To facilitate parent education forums.

From October last year the P&F has provided many opportunities to engage the community: last year we had the Melbourne Cup lunch, the Trivia Night, and various other Christmas celebrations. The 2014 year started with the distribution of the 2014 Calendars, welcoming Year 7 families, and new families to the school, and then the whole College welcome party.

The highlights from Term 1 were the Father/Daughter movie under the stars, where we had 270 fathers and daughters relax and watch Cool Runnings. From there we held morning teas, Year cocktail parties, art gallery visits and many other activities. We also held - what appears to be a first - the Class of 2014 Year Coordinators hosting of a reunion of parents. Our feedback is that parents want to continue some sort of engagement with the College - a good sign of their happy memories at Monte.

The P&F Executive has been keen to promote and facilitate education forums for parents. The feedback from parents is that they want to attend education seminars that will provide tools and information to produce better family relationships and outcomes.

We commenced parent information forums in 2012, starting with Danielle Miller and her presentation on girls navigating the world. Last year, Brett Lee gave us an insight on online safety and cyber bullying. This year, Jill Arkell presented Influencing with Impact, about leadership and mentoring teenage girls. All of these forums have been well attended, we have received very positive feedback, and we are proud to be able to continue to facilitate parent forums.

We are in a strong financial position due to the continued take-up of raffle tickets by the school community.

We were proud to provide $16,000 towards a Monte Bursary, on behalf of the Monte community. This means one child will receive a Monte education that would have otherwise missed out due to family financial issues.

Whilst the P&F is not a funds-raising body where we have excess funds, it is customary to have a discussion with the Principal on how the P&F can contribute towards facilities so that current and future students can receive a benefit.

In the past the P&F has contributed towards McQuoin audio-visuals and the website update, and last year funds were allocated towards upgrading the Year 12 common room and courtyard.

In consultation with the school, the P&F has a series of funding proposals and these include:

a. A review of the Canteen including an electronic ordering system. This proposal was initiated by parents and we are pleased that the College wants to continue to upgrade these facilities.

b. Library – sound attenuation - reducing of sound.

c. Building an Interactive tutorial room, including module furniture.

These proposals will be finalised in 2015.
Message from the Parents and Friends Representative Council continued...

Finally the work of the P&F is not possible without the generous support of our volunteers, particularly the Year coordinators and class mums.

I would also like to thank the Monte P&F Executive Team:

Lauren – a truly loyal, dedicated colleague who shared the role with me. Lauren has amazing aptitude, and many hidden talents. Thank you for your vision, your can-do attitude and your soup that provided much needed sustenance. The school community are lucky to have your skills.

Sue – as a past president you have offered lots of support. We are so grateful for your continuing input, your refreshing outlook and your positive spirit. Thank you for your contribution to the P&F over the past 3 years.

To the treasurer Jenny Carmody, working behind the scenes, without a fuss, and just getting things done. Thank you for not only patiently keeping all the finances in check but taking the role to a new level and reviewing our banking practices and bringing them in line with best practice. We are very grateful for your input.

Geoff Morel and Kip Morel – thank you for dedicating your time to maintaining TryBooking, and being willing to help out at any time.

To Therese – our secretary extraordinaire, who has an amazing ability to multitask across everything. Organised, efficient and dependable. You have made a big job look easy, taking notes, sending out agendas, and coordinating the raffle. Thank you.

Joanne Raheb-Mo and Bernadette Gates who are great listeners, very specific in your comments. Thank you for your generous support at every meeting.

Nicole Upfold and Cheryl Newtown – the heart and soul of our social activities. You are a powerhouse of activity, managing not only the big picture, but every single detail to ensure each event is successful. Thank you for sharing your energy and passion.

Steven Cahill – for over 3 years has attended meetings, driven by a need to make a difference and to ensure our decisions support the values of the school. Steve believes that Monte students are privileged to receive an excellent education, and should be grateful to their parents for the gift of this education. Your contribution and strong values will be missed.

We would like to thank the Development Team, particularly Ann Buchanan and Pat Clarke for the continued support - we could not communicate with parents without them. We acknowledge Karen Gair for her support, welcome Deanne O’Shea as Director Development and Community Relations, and look forward to working together.

We thank Nicole [Christensen] for her wise input and support at all our meetings.

Finally, thank you to the P&F Executive for engaging parents and creating the strong supportive culture than we enjoy at Monte.
Monte Sant’ Angelo Mercy College is an independent Catholic secondary day school for girls, Years 7-12. Founded in 1875 by the Sisters of Mercy under the aegis of Mother Ignatius McQuoin, the College continues a tradition of excellence and innovation in Catholic education in the Mercy tradition. Monte has a strong academic record; in 2007 it became the first Catholic girls school in New South Wales to offer both the International Baccalaureate Middle Years and Diploma Programs. Monte’s mission statement is expressed through the College motto: Religio Scientia Cultus - we are shaped and directed by what we believe, by what we know, by what we value. The Mercy values of respect for human dignity, compassion, justice, service to others, and commitment to the poor are central to school life. Students are actively involved in justice initiatives, e.g. St Vincent De Paul Night Patrol, Fair Trade Campaign, and Reconciliation. A diverse curriculum is supported by an extracurricular program including Music, Debating, Student Leadership, 16 sporting options, international tours and language-exchange opportunities. Students are supported by a sound pastoral care program. The learning environment is assisted by state-of-the-art digital learning resources and contemporary learning spaces.

COLLEGE MISSION

- To provide girls with a quality education rich in diversity of opportunity.
- To encourage students to realise their potential within a strong, nurturing community based on Mercy values.
- To prepare students for life by challenging them both academically and spiritually and motivating them to make a positive contribution to their world.

VALUES OF THE MERCY TRADITION

The Mercy tradition holds the following values:

**Mercy**, which means
To be COMPASSIONATE
To provide HOSPITALITY
To celebrate our TRADITIONS

**Human Dignity**, which means
To be RESPECTFUL
To value DIVERSITY
To EMPOWER each other

**Justice**, which means,
To work for the COMMON GOOD
To be RESPONSIBLE STEWARDS
To be ADVOCATES

**Service**, which means,
To foster EDUCATION
To ensure QUALITY
To address COMMUNITY NEEDS

**Option For The Poor**
To be AWARE of the poor
To make a COMMITMENT to the poor
To EMPOWER the poor
CHARACTERISTICS OF THE STUDENT BODY

From the My School website:

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<th>School ICSEA value</th>
<th>Average ICSEA value</th>
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<td>Data source: Parent Information</td>
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<th>Distribution of students</th>
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<td>Language background other than English</td>
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STUDENT POPULATION (as at 29/1/2014)

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THEME 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

NAPLAN results for 2014 have been uploaded to the My School website (www.myschool.edu.au/). Available are: Average NAPLAN scores for each domain in 2008, 2009, 2010, 2011, 2012, 2013 and 2014 (results in graphs, numbers and bands); NAPLAN results for matched students (Student Gain); and comparison with students from statistically similar backgrounds.
THEME 4

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

All students completing Year 10 at the College were eligible for the Board of Studies Record of School Achievement. However, as this is a school leaving credential and 100% of students continued in formal secondary education, no students requested a Record of School Achievement. No students elected to sit for the literacy and numeracy test in 2014.

HIGHER SCHOOL CERTIFICATE

Twenty-two percent of the Class of 2014 achieved an ATAR of 90 or over.
Monte was placed 79th in the state, according to HSC Band 6 percentages (Source: *The Sydney Morning Herald* 18/12/2014). This result does not include the IB cohort’s achievements.

In total, 46% of the HSC cohort (71 students) achieved a mark of at least 90 in an HSC course, i.e. Band 6 or the equivalent in Extension courses. The list of Distinguished Achievers is too extensive to include in this document. Notably, 93% of the cohort achieved a Band 5 or 6 in one or more subjects.

In total, 46% of our students were Distinguished Achievers, gaining at least one Band 6 placement in a total of 148 examinations. One student was an All Rounder (students who achieved 90% or more in ten or more units).

One student gained a State placing: 16th place in Business Studies.

In the following subjects, the school mean was more than 10 percentage points above the state mean: Ancient History, Community and Family Studies, Design & Technology, Geography, Legal Studies and Mathematics General.

In English, the only compulsory HSC subject, twelve percent of students achieved a merit listing in one of the HSC English courses.

Comparison with Other Schools

According to the list of school rankings by percentage of Distinguished Achievers, as published in *The Sydney Morning Herald*, Monte was placed 79th in the state in the 2014 HSC. Given the percentage of students who successfully completed the IB this statistic fails to portray the full picture for Monte Sant’ Angelo Mercy College.

By extrapolation of 2014 IB data into overall HSC Leagues tables, as published by *The Sydney Morning Herald*, the following conclusions can be drawn:

- Equating IB Grade 7 to a BOS Band 6, Monte would be placed at 75th in the state.
- Equating both IB Grades 6 and 7 to a BOS Band 6, Monte would be placed 56th in the state.

Regardless of whether analysis is based on published data or extrapolated data, the ranking of the College against other schools dropped from the peak results of 2013.

HSC Course Report: Historical Analysis of % cohort in Bands 5/6 (overleaf...
HSC Course Report: Historical Analysis of % cohort in Bands 5/6

(figures rounded to nearest whole number)

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*Studied elsewhere*
### HSC Table of Band 6 Percentages and School/State Variations

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* This column shows the difference between the mean of the school’s Scaled Examination Marks and the mean of the Statewide Scaled Examination marks. A positive difference means that the school candidature, on average, has performed better than the total state candidature for that course.
† Studied elsewhere.
‡ This data includes external students.
### IB Diploma Achievements 2014 and Comparative Historical Data

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*Three awarded in 2012, Two in 2010

### IB Diploma Course Report and Summary 2014

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Monte IB School/World Grade Comparisons

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<th>Av. Grade (World-Wide)</th>
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VET COURSES AND HSC/VET/IB QUALIFICATIONS

The College provides for one VET course onsite, Hospitality, and 11% of the Year 12 cohort undertook this course. All VET students attained their VET qualification. All 154 students who undertook the HSC attained this qualification, and all 25 students who undertook the IB DP gained their Diploma.
PROFESSIONAL LEARNING, TEACHING STANDARDS

PROFESSIONAL LEARNING

College-funded professional development and professional learning is an essential part of the pastoral and professional care of staff at Monte Sant’ Angelo Mercy College, and is provided to enable staff to better meet the needs of students. All teachers are required to update and develop the knowledge and skills pertaining to their work. The professional learning of the teaching staff is guided by the following principles:

1. All teachers participate in professional development and/or professional learning opportunities;
2. Professional learning aims to meet the needs of teachers;
3. Professional development and professional learning aim to improve students’ learning outcomes;
4. Professional development and professional learning aim to meet the needs of the College;
5. The planning of Staff Meetings, faculty and pastoral planning time and Staff Conferences is a collaborative process and aims to enhance student and teacher learning;
6. Teacher participation in professional development and professional learning activities is fair, equitable and inclusive;
7. Professional development meets the requirements of the NSW Institute of Teachers and supports teachers in maintaining their level of accreditation;
8. Increasingly, the College is aware of the value of College-based professional learning and enabling teachers to embed their learning needs within their role as educators at the College, particularly through the process of Collaborative Professional Attainment (CPA).

In 2014, all teachers participated in professional development activities organised by external providers and/or through the Staff Conference and meeting program of the College. On average, every teacher participated in 2.3 days of professional learning through external providers (excluding those provided by the International Baccalaureate Organization), and 7 days through the Staff Conference program, averaging at around 60 hours per teacher across the year, excluding International Baccalaureate training.

Approximately eighty per cent (93/114) of teaching staff participated in professional development courses facilitated by external providers during 2014, with the providers including the Association of Independent Schools (AIS), Teacher Training Australia (TTA) and professional associations affiliated with the Professional Teachers’ Council of NSW (PTC) dominating. These courses related primarily to the following areas:

- Curriculum areas, with content and pedagogical updates dominating across all Key Learning Areas;
- Courses aimed at improving Student Outcomes using Data; Higher School Certificate and RoSA results, including BOSTES Marking and learning skills and assessment enhancement across all Key Learning Areas;
- Pastoral Care;
- Teacher Accreditation; and,
- Leadership and Management.

The registration of the College as a BOSTES Endorsed Professional Development Provider in 2014 ensures that all teachers have access to Professional Learning QTC endorsed courses. This will support all teachers in maintaining their Professional Learning QTC registered hours to meet accreditation requirements. This is reflective of current policy and research evidence, suggesting that professional learning that is context-specific and undertaken within the workplace is the most effective.

In addition to this, 40 teachers participated in training workshops for the International Baccalaureate Middle Years Programme or Diploma Programme. These workshops took place in locations across Sydney, Singapore, Bangkok and Melbourne with courses averaging three days.
The "Breakfast Club" training programs continued in 2014. These were a series of early morning training modules for teachers in areas of teaching and learning pedagogies that can be enhanced through the use of appropriate ICTs. The sessions focused specifically on the use of Monte Connect (the College intranet), online learning resources, A Teachers Digital Footprint, creating digital publications, using Monte Connect, Youtube, Mac Apps for your Monte Macbook, using Keynote, online tools for learning and collaborating, GarageBand. The ICT Integration Project Manager facilitated these sessions along with the faculty based e-Learning facilitators.

The profile of teacher accreditation was enhanced in the College with now two teachers maintaining accreditation at the level of Professional Accomplishment and Professional Excellence. We have 7 teachers currently collecting evidence to apply for Highly Accomplished Teacher Accreditation, each of these teachers is supported by the scholarship offered by the College. A further 3 teachers were successfully accredited at Experienced Teacher and 3 at Proficient Teacher. At the conclusion of 2014, 36 teachers were maintaining accreditation at Professional Competence or Proficient, with 39/114 (34%) of our teachers formally accredited through either the NSW Institute of Teachers (NSWIT) or the Independent Schools Teacher Accreditation Authority (ISTAA).

In addition, 10 teachers undertook postgraduate tertiary study through the College’s Staff Scholarship Program.

The Middle Leaders of the College continued their participation in the Continuing Leadership Learning (CLL) program, participating in a one-day College Leader’s Conference in January and a further 4 sessions across the year. These workshops are designed to enhance their understanding of the nature of leadership in educational contexts and to include Middle Leaders in the implementation of the College’s Strategic Vision. Their focus in 2014 was on a range of areas, including Using the ACEL Leadership Capability Framework, Leading and Managing, Productive Problem Solving and successful Collaboration/Delegation, Adaptive Leadership, Goal setting in Leadership and Making Meetings Work.

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**TEACHING STANDARDS**

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<th>No. of teachers</th>
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<td>Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.</td>
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<tr>
<td>Teachers who do not have qualifications as described above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.</td>
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TEACHERS’ QUALIFICATIONS

AssocDipArts (Graphic Design), Sydney Institute of Technology
BA (Ec/Psych), Sydney
BA/LLB, Sydney
BA (Hons)(Theology), NUI
BA (Vis. Arts), Newcastle CAE
BA (Visual Arts), Sydney CAE
BA(Hons), Sydney (x3)
BA (History) (Hons), Ottawa
BA, ANU
BA, Brighton
BA, CSU
BA, Indiana
BA, Leicester
BA, Natal
BA, Notre Dame
BA, Sorbonne
BA, Sydney (x16)
BA, UNE (x 2)
BA, UNSW (x2)
BA, UOW (x 2)
BA, UTS
BAppSc, UC
B AppSc, UTS
BAppSc, UNSW
BAppSci, ANU
BBus&Hospitality, La Trobe
BBus, CSU
BComm, Auckland
BComm & Admin, Victoria Uni, NZ
BE (Chemical)(Hons), Sydney
BEd, Sydney
BEd (Dist), UoN
BEd (Hons), Natal
BEd (Human Movement)(Hons), Sydney (x3)
BEd (Hons), Sydney
BEd (Human Movement), Sydney (x 6)
BEd (Physical Ed/Sc), UTS
BEd (Physical), Kuringai CAE
BEd (RE), CCE
BEd (Social Sciences), Hunter TAFE NSW
BEd (TAS), ACU
BEd (TAS), CSU
BEd (TAS), Sydney
BEd, ACU (x6)
BEd, Canberra
BEd, Griffith
BEd, Sydney (x4)
BEd, UNSW
BEd, UQ
BEd/BSc, Sydney
B Eng (Civil), RMIT
B Eng (Electrical), Wollongong
B Fine Arts, UWS
BFineArts/BEd, UNSW
BHistSc (Human Movement), ACU
BHumanMov (Education), ACU (x2)
BME, Syd Con (x2)
BME, UoN
BMus, UNE
BPharm, Sydney
BPsych, ANU
BSc (Hons)(Biological), DIT
BSc (Hons), Sydney
BSc (Maths)(Hons), Hull
BSc (Maths), Coppernus
BSc (Maths), Sydney
BSc (Maths), UNSW
BSc, Macquarie
BSc, Melbourne
BSc, Sydney (x4)
BSc, UNSW
BSc, STC
BTeach, Charles Sturt (x2)
BTeach, UTS (x2)
BTeach, UWS
BTeach/BA, ACU
BTeach/BHPE, UoN
BTh, MCD (x2)
BVA, SCA
Cert Gifted Ed (Hons), Sydney (x2)
Cert IV Hospitality (Catering Ops), TAFE
Cert in Italian Advanced Language, Perugia
Cert IV in Training and Assessment, TAFE (x3)
Cert TESOL, Sydney College of English
CertRE, Aquinas Academy
CertRE, CEO (x6)
CertSecLOT, ACU DipArts(Design), Comm Arts Training College
DipEd, ACU (x 2)
DipEd, CSU
DipEd, Flinders (x2)
DipEd, Macquarie (x 4)
DipEd, Manash (x2)
DipEd, Sydney (x13)
DipEd, Sydney CAE
DipEd, Sydney Teachers College (x3)
DipEd, UTS
DipSecEd (Social Sciences), Newcastle CAE
DipTeach, CCE
DipTeach (Theatre Arts), Goulburn CAE
Grad Cert Education, Chester
GradCert (Maths), ACU
GradCert (Maths), Charles Sturt
GradCert (RE), ACU (x4)
GradCert (Sci & Tech), ACU
GradCert (TAS), ACU
GradCert (TAS), Sydney
GradDip (SpecEd), UTS
GradDipEd (Maths), UTS
GradDipEd, ACU (x3)
GradDipEd (Hons), Trinity Dublin
GradDipEd, Charles Sturt
GradDipEd, Macquarie (x6)
GradDipEd, Notre Dame
GradDipEd, Newcastle CAE
GradDipEd, Southern Cross
GradDipEd, Sydney (x2)
GradDipEd, UC (x2)
GradDipEd, UNE (x 2)
GradDipEd, UoW (x2)
GradDipEd, UTS (x2)
GradDipTeach, Adelaide CAE
GradDipTeach, Melbourne
Higher National Dip in Structural Eng, Brighton Polytechnic
HigherDipEd, Natal
MA (Ed Admin), Macquarie (x2)
MA (e-learning), UTS
MA (Theology), ACU
MA, Sydney (x2)
MA, UTS
MB, Karolinska Institutet
MBus Mgmt, Sorbonne
MDesignScience, Sydney
MED (Creative Arts), UTS
MED (Curriculum), Sydney
MED (Human Resources and Management), Sydney
MED (Leadership), ACU (x2)
MED (Leadership), UWS
MED (RE), ACU
MED (Special Education), CSU
MED (Teacher Librarianship), CSU
MED, Deakin
MED, Sydney (x5)
MED, UNSW
MEnvironmental Mgmt, Macquarie
MItalian, Indiana
MItalian, Sydney
MRE, ACU
MSC (Chemistry), UoW
MSC, NIT
MTh, CUAI
MTeaching (Hons), Sydney
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MSC, NIT
MTh, CUAI
MTeaching (Hons), Sydney
MTeaching, Sydney (x 3)
MVA, Sydney
MEd, Sydney
THEME 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

<table>
<thead>
<tr>
<th></th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time</td>
<td>Part Time</td>
</tr>
<tr>
<td>Full Time</td>
<td>97</td>
<td>19</td>
</tr>
</tbody>
</table>

THEME 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

STUDENT ATTENDANCE

<table>
<thead>
<tr>
<th>Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>97.20%</td>
</tr>
<tr>
<td>Year 8</td>
<td>95.10%</td>
</tr>
<tr>
<td>Year 9</td>
<td>95.80%</td>
</tr>
<tr>
<td>Year 10</td>
<td>95.30%</td>
</tr>
<tr>
<td>Year 11</td>
<td>97.00%</td>
</tr>
<tr>
<td>Year 12</td>
<td>97.20%</td>
</tr>
<tr>
<td>All Years</td>
<td>96.60%</td>
</tr>
</tbody>
</table>

MANAGEMENT OF NON-ATTENDANCE

The College has well-established procedures in place to record and monitor attendance at school. The Absentee Office staff record and monitor attendance using systems such as the College database, and work closely with the Year-level Pastoral Teams and the Deputy Principal Pastoral Care to ensure students are provided with a quality education in a safe, supportive environment. Procedures include:

- Rolls are taken each morning by Tutors;
- Reports are completed by the Absentee Office by 12.00pm each day and issued to staff via email periodically throughout the day;
- Phone calls from home are required to explain absence in the morning;
- If no reason for absence is provided an SMS is sent by 12.00pm;
- Notes are required the following day for absence if no other reason is forwarded to the Absentee Office;
- Tutors are instructed to contact the student’s home after three days of absence and notify the Absentee Office;
- Heads of Year monitor absences of students;
- The Absentee Office sends Heads of Year the names of students who are regularly absent for follow-up;
- The Absentee Office sends letters to parents twice per term asking for explanations of student absences;
- Reports are created in the College database (Edumate) weekly and are monitored by the Deputy Principal Pastoral Care;
- Staff have access to all attendance records of students in Edumate on a daily basis;
- The Absentee Office records and files all phone calls and absence notes;
- All teachers mark attendance rolls online in each lesson so that the Absentee Office can monitor attendance;
- Any requests for extended leave of absence must be submitted to the Principal for approval, using the Application for Exemption from Attendance at School form.

Please also refer to the Attendance Policy Rationale in Reporting Area 10.
RETENTION RATES (Year 10-Year 12) AND POST-SCHOOL DESTINATIONS

90.96% of students who completed Year 10 (2012) continued on to complete Year 12 (2014). The reasons for students leaving were primarily relocation (overseas/interstate) or going to other schools (personal, health).

At the end of Year 12, 97% of our students received first round university offers in NSW (some of these students were also involved in GAP Schemes), some took up employment or enrolled at TAFE and private colleges, overseas and interstate universities.
ENROLMENT POLICIES

ENROLMENT POLICY

Monte Sant’ Angelo Mercy College is an independent Catholic School for Girls from Years 7 to 12. The College Mission Statement asserts:

- We provide girls with a quality education rich in diversity of opportunity;
- Students are encouraged to realise their potential within a strong, nurturing community based on Mercy values;
- We prepare students for life by challenging them both academically and spiritually;
- We motivate students to make a positive contribution to their world.

POLICY

This policy has been developed in order to provide guidelines for the enrolment of students to ensure that all enrolment applications are dealt with justly and consistently.

The College receives applications for enrolment in two categories:

- To commence at the beginning of Year 7;
- To join the relevant cohort at any time after the beginning of Year 7.

The College seeks to enrol girls:

- Whose families have similar attitudes, values and priorities as the College;
- Who will avail themselves of the academic opportunities;
- Who will participate in the co-curricular life of the College;
- Who will abide by the College regulations.

Religious Commitment:

All students in Years 7-12 participate in the spiritual and liturgical life of the College and study Religious Education. Year 12 students study the Board of Studies course, Studies of Religion, for the Higher School Certificate examination. The College promotes the knowledge and experience aspects of faith development and an attitude of tolerance and respect for the beliefs held by others.

PRINCIPLES AND PROCEDURES

1. Enrolment

1.1 Criteria

The following are the priorities, approved by the College Board, for the enrolment of students for whom an Enrolment Application has been received by the College:

- Children of Catholic families, who are actively associated with the Catholic Church;
- Siblings of accepted, enrolled, attending or past students;
- Daughters/granddaughters of ex-students;
- Children of families of other religious denominations who identify with the philosophy and values of the College.

Applications in these categories are considered according to the chronological order of their receipt by the College Registrar.

Special consideration is given to daughters of families transferring from interstate or overseas, and from other Mercy or Catholic Colleges.

1.2 Conditions

For a student to be enrolled at the college, or to be placed on a waiting list, the following apply:

- Parents/carers need to complete and return the signed Enrolment Application and non-refundable application fee;
- Parents/carers need to provide a copy of the Certificate of Baptism (if applicable) with the application;
- For students entering at Year 7, they must have completed the appropriate level of primary education, or its equivalent;
- Enrolment of students after Year 7 is dependent upon places being available.

1.3 Principal’s Discretion

The Principal has discretionary authority in relation to the enrolment of any student at the College.
1.4.1 **Enrolment at Year 7**

1.4.1 On receipt of an Enrolment Application the College will respond in writing either:

1.4.1.1 Offering a place on a confirmed class list for the relevant intake (Letter of Offer); or,

1.4.1.2 Advising of placement of the applicant’s name on the relevant waiting list according to the enrolment guidelines.

1.4.2 To accept the place offered, a non-refundable Acceptance Fee is payable to secure your daughter’s place at Monte.

1.4.3 The College will seek to finalise families’ Confirmation of Enrolment at the beginning of the year in which the student is in Year 5 in primary school. Parents are invited to attend an Information Session at the College. At this session the College will outline:

1.4.3.1 The Year 7 Program including Curriculum, Religious Education and Pastoral Care Program;

1.4.3.2 Co-curricular activities available;

1.4.3.3 The Fees Policy and requirements.

1.4.4 At this time, the College requests the following information:

1.4.4.1 Receipt of a signed **Contract of Enrolment**;

1.4.4.2 Receipt of a signed statement of account responsibility;

1.4.4.3 Payment of the non-refundable Confirmation of Enrolment Fee;

1.4.4.4 A copy of the student’s Year 4 End of Year Report.

1.4.5 When first-round places have been finalised any available places will then be offered from the waiting list. Priority on the waiting list is given to daughters and grand-daughters of ex-students, siblings, and then Catholics in chronological order of receipt of application, and non-Catholics in chronological order of receipt of application.

2. **Orientation**

2.1 The College facilitates the best transition for beginning Year 7 students. In the final Term of Year 6 enrolled students are invited to attend an orientation program at the College. Students are requested to bring with them a copy of their Year 5 Basic Skills Test results. Students will also attend a luncheon with the current Year 7s, receive a copy of the Year 7 Handbook and be given an appointment time for purchase of the uniform at the College Shop.

2.2 At the start of Term 1 in Year 7 all newly enrolled students attend an orientation morning in preparation for them joining the Monte community.

3. **General Information and Procedures**

3.1 The College reserves the right to terminate a student’s enrolment.

3.1.1 Enrolment may be reviewed at any time if the behaviour or progress of a student is deemed to be unsatisfactory. The College may review any student’s enrolment from time to time and may cancel the enrolment if the College, in its absolute discretion, considers that it can no longer appropriately meet the student’s needs.

3.1.2 Enrolment will be reviewed at the end of Year 10. Progression from Year 10 to Year 11 should not be considered automatic.

3.2 Fees are charged for Academic Tuition and Co-Curricular Activities payable in advance.

3.3 Tuition fees are determined by the College Board and are subject to rules and variations. All College fees are payable in advance on the Fees Due Date. Where a parent owes monies to the College and all fees have not been paid during the year, or if arrangements agreed by the parent and the College have not been honoured by the parent, the daughter(s) cannot be enrolled at the College in the following year.

3.3.1 The Principal must be given, in writing, a term’s notice of the withdrawal of a student. A term’s fees will be charged in lieu of notice.

3.3.3 A sibling discount applies when three or more girls from a family are attending the College concurrently.

3.3 The College seeks the financial support of parents via contributions to the College Building Fund and the College Foundation for the on-going provision of resources.

3.3.1 Donations are sought from the new and current parent community in order to fund the continued improvement of College facilities.
3.4 Students wishing to join the College any time up to a year on exchange or for a short term stay are expected to:

- Participate as fully as possible in the life of the College;
- Obey all school rules;
- Wear the uniform supplied through the College Shop if a lengthier stay (more than 2 weeks) is considered;
- Complete a Short-Stay Enrolment Form that provides the College with suitable details should an emergency ensue;
- Make a donation to the College at the level set by the Board;
- Nominate a guardian who will act in loco parentis with whom the College has easy contact.

3.5 Enrolment for students wishing to join the relevant cohort at any time after the beginning of Year 7 is conducted as follows:

- A copy of the student’s most recent School Report is to be provided with the Enrolment Application;
- The student(s) and parents are required to attend an interview with the Principal or delegate;
- Parents are notified of the availability/unavailability of a position. If a position is available, a commencement date and arrangements are also notified;
- Payment of the Confirmation of Enrolment Fee (pro-rata and non-refundable) needs to be made before the student(s) commences at the College.

3.6 Information collected and held during the enrolment process will be treated in accordance with the College Statement on Collected Information.
OTHER SCHOOL POLICIES

Full policies are available to all staff and students on the College intranet
(The staff access policies via the staff intranet, and students access via their Year-level pastoral pages)

POLICIES FOR STUDENT WELFARE

Child Protection Policy

Rationale
It is the right of all students at Monte Sant’ Angelo Mercy College to experience a safe, secure and nurturing environment. Employees (and school authorities) owe a duty of care to students. This duty of care is to take reasonable steps to protect students from a reasonably foreseeable risk of harm. The Mission Statement of the College is explicit in its promotion of a safe environment and seeks to promote the values of justice, compassion and dignity for all members of the College community. It is this environment that the Child Protection Policy of the College is designed to protect.

Specifically, the Policy details:

PART A: Legislative Requirements
PART B: Definitions
PART C: Types of Reportable Conduct for EXTERNAL allegations
PART D: Procedures to be followed in the event of an allegation made or suspicion of risk of significant harm by an external person
PART E: Types of Reportable Conduct under Part 3A of the Ombudsman Act
PART F: Procedures to be followed in the event of an allegation made against an internal risk of significant harm

The mere allegation of some form of harm shall not be constituted as proof of harm. The policy of the College regarding confidentiality shall be observed by all members of staff in regards to internal and external threats.

Purpose
To document formal procedures to be followed in the event of an allegation of risk of significant harm to a student or reportable conduct either by an external person not employed or engaged with the College or an internal employee.

Pastoral Care Policy

Rationale and Overview
Every student enrolled at Monte Sant’ Angelo Mercy College has the right to encounter the love of God through her experience of being treated with dignity and compassion while at school. It is hoped that through this experience she may grow into a young adult, confident in herself and capable of acting towards others with honesty and integrity. The care of adolescents and young adults should take place within a creative culture, with an emphasis being placed on the positive aspects of choice. Students are encouraged to be active in the whole school community through a wide variety of activities and to make their own varied and positive contributions to the mutual support of their fellow students.

Effective Pastoral Care aims at ensuring that every student is cared for within both the formal and the informal curriculum. The College is committed to the involvement of all staff in the care of our students.

Pastoral Care is also an integral part of every aspect of the formal academic curriculum, whether through subject content or classroom management. The students are then better prepared to meet the challenges of life through their participation in a Pastoral Care Program. All students participate in a formal and integrated pastoral program which is timetabled into the school curriculum.
Pastoral Care Policy continued...

Access to specialist care services is available as required for students with specific needs.

**Purpose**

To document the system of pastoral care provided by the College staff.

To identify the responsibilities of staff for student Pastoral Care.

**Attendance Policy**

**Rationale and Purpose**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff - as part of their duty of care - monitor part or whole day absences. The College has procedures in place to record and monitor attendance at school. This ensures students are provided with a quality education in a safe, supportive environment. *This Policy has been updated in accordance with the NSW Education Act 1990 (the 'Education Act').*

**SUMMARY OF ANTI-BULLYING POLICY**

**Harassment and Anti-Bullying** *(Excerpt printed in student planner)*

**Rationale**

Every student enrolled at Monte Sant’ Angelo Mercy College has the right to experience a learning environment free from intimidation and humiliation and feel safe whilst at school. The care of students should take place within a safe environment to prevent any form of harassment or bullying. Through this positive learning environment, students grow into young adults, confident in themselves and capable of acting towards others with honesty and integrity. The College is committed to the involvement of all staff in the care of students. All students participate in formal and integrated Pastoral programs and documentation which include reference to Bullying Prevention and consequences. The College works towards achieving conflict resolution through conflict management strategies. The College is committed to the principles of acknowledging God’s presence in the world and, therefore, demonstrating respect for others, personal responsibility and integrity.

**Purpose**

To identify bullying behaviours;

To communicate the student grievance procedure to all members of the College community;

To enable staff to respond to any incident of bullying and to process student grievances.

**POLICIES FOR STUDENT DISCIPLINE**

**Student Responsibility**

**Rationale**

The Student Responsibility Policy and Procedures of the College is one of a number of College policies which document the Pastoral Care provided at Monte Sant’ Angelo Mercy College. The College is committed to the principles of acknowledging God’s presence in the world and therefore demonstrating respect for others, personal responsibility and integrity, and a commitment to use one’s talents for the good of the whole community. It is expected that both staff and students model the values of mercy and justice in their interactions at school.

**Purpose**

To document the application of discipline in the context of the wider Pastoral Care of students. It is essential that staff are seen to be fair and consistent in the use of the Student Responsibility Policy and Procedures so that students are encouraged to practice self discipline.
Substance Abuse

Rationale
It is the policy of Monte Sant’ Angelo Mercy College that drugs, other than those medically prescribed, are not to be used by or be in the possession of students on the College grounds or at College functions.

It is the duty of all members of the College staff to treat the use of drugs as a serious problem and neither by word nor by action, ignore or make light of violations of the College Policy.

It is also the duty of all members of the College staff to encourage the upholding of the law and the Policy of the College.

Students have access to educational information on the dangers of drug abuse through the Personal Development, Health and Physical Education syllabus and through the Pastoral Care programs. A Policy on Substance Abuse makes clear to students that such abuse is not acceptable and should assist them to develop the understanding that a healthy lifestyle requires freedom of choice and an understanding of consequences.

Purpose
To clarify the actions taken if a student is reasonably believed to be abusing substances such as alcohol, medically prescribed drugs, non medically prescribed or illegal drugs, or to have such drugs in their possession whilst at school or at a College function.

To clarify appropriate sources of assistance either within or connected to the College.

To clearly state the procedures which will be followed if a reasonable belief regarding student drug abuse exists.

Changes to Policies for Student Welfare, Anti-Bullying, and Student Discipline

<table>
<thead>
<tr>
<th>POLICY</th>
<th>CHANGES IN 2014</th>
<th>ACCESS TO FULL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Policy</td>
<td>Minor changes to this document. Addition to the Common Leave Pass section: ‘This is a requirement by law and students must carry this pass whilst off the premises.’</td>
<td>Staff have access to this full policy on the Monte Drive. Parents and students can find all details on the College intranet.</td>
</tr>
<tr>
<td>Child Protection Policy</td>
<td>Change of name from CCYP to Office of the Children’s Guardian</td>
<td>Parents and students can find all details on the College intranet. This College policy was issued to all employees at the annual Child Protection presentation at the January 2014 Conference, which is compulsory attendance for all staff and is available on the Monte Drive.</td>
</tr>
</tbody>
</table>
POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

Policy for Dealing with Concerns and Complaints *(Information for Parents and Community)*

The following policy and procedures have been developed by the College Executive to assist parents in communicating with the College. We have updated and consolidated this information:

1. In recognition of the increased availability of multi-mode and immediate communications sources, especially mobile phones and email.
2. In recognition of social practices assuming more immediate communications and responses.
3. To assist parents in readily locating the most appropriate person in the College to contact relating to matters affecting their daughter’s schooling.

**Purpose**

To provide information about the principles and procedures pertaining to the making of and response to concerns and complaints from parties outside the College.

This Policy is established as a set of procedures and guidelines for concerns and complaints within the context of Monte Sant’ Angelo Mercy College parents, students, the College Community (including Board or other formal committee) or the public.

**Communications Structure: Summary Information for Parents and Students**

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>FIRST DIRECTED TO</th>
<th>NEXT LEVEL</th>
<th>FURTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. General complaint or concern regarding a specific staff member or student wellbeing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o In class issues/behaviour</td>
<td>Subject Teacher</td>
<td>HOD</td>
<td>DP Curriculum</td>
</tr>
<tr>
<td>o Homework</td>
<td>Subject Teacher</td>
<td>HOD</td>
<td>DP Curriculum</td>
</tr>
<tr>
<td>o Student Marks</td>
<td>Subject Teacher</td>
<td>HOD</td>
<td>DP Curriculum</td>
</tr>
<tr>
<td>o Treatment of Student</td>
<td>Subject Teacher</td>
<td>HOD</td>
<td>DP Curriculum</td>
</tr>
<tr>
<td>o Issues between students</td>
<td>Tutor</td>
<td>HOY</td>
<td>DP Pastoral Care</td>
</tr>
<tr>
<td>o Welfare/well-being</td>
<td>Tutor</td>
<td>HOY</td>
<td>DP Pastoral Care</td>
</tr>
<tr>
<td>o Locker/Possessions</td>
<td>Tutor</td>
<td>HOY</td>
<td>DP Pastoral Care</td>
</tr>
<tr>
<td>2. Academic Matters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Curriculum/Subjects/Classes</td>
<td>HOD</td>
<td>DP Curriculum</td>
<td>Principal</td>
</tr>
<tr>
<td>o IB MYP Programme</td>
<td>Dir., Middle School</td>
<td></td>
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<tr>
<td>o IB DP Programme</td>
<td>Dir., Senior School</td>
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<tr>
<td>3. Pastoral Matters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Student behaviour – playground/absences</td>
<td>HOY</td>
<td>DP Pastoral Care</td>
<td>Principal</td>
</tr>
<tr>
<td>o Student Responsibility policy</td>
<td>HOY</td>
<td></td>
<td></td>
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<tr>
<td>o Whole Year activities – camps/dances/performances</td>
<td>HOY</td>
<td></td>
<td></td>
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<tr>
<td>4. Co-Curricular Programs</td>
<td></td>
<td></td>
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<tr>
<td>o Sport – general</td>
<td>Sports Program Mgr</td>
<td>DP Pastoral Care</td>
<td>Principal</td>
</tr>
<tr>
<td>o Sport – specific (netball, swimming, etc)</td>
<td>Sport Coordinator</td>
<td></td>
<td></td>
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<tr>
<td>o Music</td>
<td>Head of Music Perf.</td>
<td></td>
<td></td>
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<tr>
<td>o Duke of Ed/Debating</td>
<td>Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. College Organisation and Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o College fees</td>
<td>Dir., Finance &amp; Resources</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>o Invoices</td>
<td>Finance Manager</td>
<td>Dir., Finance &amp; Resources</td>
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</tr>
<tr>
<td>o Privacy</td>
<td>College Archivist</td>
<td>Privacy Officer</td>
<td></td>
</tr>
<tr>
<td>o Transfer and travel</td>
<td>College Reception</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THEME 10

SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Ongoing items from 2014

The College continued its outreach work via the implementation of the Timor-Leste Immersion Program (established in 2013). The AITSL Teacher Performance and Development Framework via the College’s specially devised Collaborative Professional Attainment Pilot Program was fully implemented. In the Curriculum area of the College, implementation of the National Curriculum was completed for selected subjects in Years 7 to 10. In addition, subject specific requirements of MYP ‘The Next Chapter’ were programmed in preparation for teaching in 2015.

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Identity and Mission</td>
<td>To continue to develop the spiritual and religious education programs in the College</td>
<td>New staff inducted on Mission and charism at the January Conference Professional Learning opportunities were made available for staff (e.g. Mercy 5 Formation Program) Spirituality Program for Years 7 and 8 implemented</td>
</tr>
<tr>
<td></td>
<td>To plan and develop a program to celebrate the Sesquicentenary of the Sisters of Mercy North Sydney in 2015</td>
<td>Committee formed to plan events with the Sisters of Mercy</td>
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<tr>
<td></td>
<td>Continuing work in Social Justice through immersion programs</td>
<td>Implementation of the Timor-Leste Immersion Program</td>
</tr>
<tr>
<td></td>
<td>Expansion of the Bursary Program</td>
<td>Head of Biamunga and Community Outreach appointed to implement strategic objectives</td>
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</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Learning</td>
<td>Further integration of National and State Curriculum under the IB MYP Next Chapter framework</td>
<td>Implemented National Curriculum changes in Science, Maths, History and English for Year 8 and 10 students Integrated MYP Next Chapter subject specific requirements into teaching programs and assessments for 2015</td>
</tr>
<tr>
<td></td>
<td>Broaden number and nature of IB Diploma subject choices</td>
<td>Investigation of the implementation of Sports, Exercise and Health Science for the IB Diploma program. IBDP Design and Technology was introduced and Indonesian was reintroduced in HSC and IBDP Indonesian</td>
</tr>
<tr>
<td></td>
<td>Adapt and focus pedagogical practices to better facilitate a concept-based curriculum</td>
<td>Integration of key concepts in Years 7-10 programs begun</td>
</tr>
<tr>
<td></td>
<td>Expand topics and approaches in curriculum delivery to facilitate student contextual learning and problem-solving skills</td>
<td>Global Education Project Network joined and the College designated the Northern Sydney Hub</td>
</tr>
<tr>
<td>Area</td>
<td>Priorities</td>
<td>Achievements</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Pastoral Care</strong></td>
<td>Education of staff in making pastoral connections with students</td>
<td>Staff educated and engaged via a number of means including ACER Social Emotional Wellbeing Survey results, attendance at Year 11 Retreat, enhancement of Year 8 camp structure</td>
</tr>
<tr>
<td></td>
<td>Education of parents on current student wellbeing issues and research</td>
<td>Forums and presentations by wellbeing professionals organized for the parent community</td>
</tr>
<tr>
<td></td>
<td>Provide staff with professional development in identifying and managing students with low levels of social and emotional wellbeing</td>
<td>Literature made available for parents via Monte Matters and regular email updates</td>
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<tr>
<td></td>
<td>Evaluation and improvement of the transition program</td>
<td>Individual professional development courses undertaken and shared</td>
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<td></td>
<td></td>
<td>Mindfulness workshop modelling in Pastoral Planning meetings</td>
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<td></td>
<td>Explore and pilot programs for positive psychology</td>
<td>Elevate Education (Year 11)</td>
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<td></td>
<td></td>
<td>Guest speakers (e.g. Prue Salter) engaged to discuss anxiety and organization</td>
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<td>Year 7 &amp; 8 Art Club – voluntary lunchtime activity to provide a safe environment where new friendship can be developed</td>
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<td></td>
<td>Creating Connections (Year 8) – to assist change of tutor in classes from Year 7 into Year 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Program of preparation for Year 8 students going into Year 9</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>Allocation of learning spaces in the College during capital works, which will result in space restrictions</td>
<td>Throughout 2014, all students’ classes were able to allocated in GLA’s, despite major work across the Campus. In Term 4, the ACC was opened, allowing our Music and Drama classes to operate in this new facility.</td>
</tr>
<tr>
<td></td>
<td>To maintain high success rate of subject selection for students</td>
<td>The continued success of subject selection meant that over 98% of selected subjects by students in Years 9 and 11 were achieved. New courses were available in Indonesian (IB and HSC) and IB Sport, Exercise and Health Science</td>
</tr>
</tbody>
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## Priorities and Achievements

### Staff Services and Attainment

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Achievements</th>
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<tbody>
<tr>
<td>Towards implementing the AITSL Teacher Performance and Development Framework (Teacher professional review)</td>
<td>Collaborative Professional Attainment (CPA) program successfully implemented. Excellent feedback from Australian Institute for Teaching and School Leadership (AITSL) on progressive and well implemented program. A model for the application of the Australian Professional Standards for teachers.</td>
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<tr>
<td>Supporting higher levels of teacher accreditation</td>
<td>6 Accreditation scholarships were funded by the College for 2014. This was an increase on the previous year indicating a strong interest and support for higher levels of teacher accreditation at the College.</td>
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<tr>
<td>Supporting teachers with accreditation.</td>
<td>The College now has up to 35 College PD programs officially endorsed by BOSTES for teachers to use in their maintenance of accreditation log.</td>
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### Resources and Facilities

<table>
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<tr>
<th>Priorities</th>
<th>Achievements</th>
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<tbody>
<tr>
<td>Construction of an Arts and Cultural Common (ACC) to showcase innovative and creative student learning, especially in the Visual Arts, Performing Arts and Design and Technology</td>
<td>College completed the ACC Project in 2014 and commenced use in Term 4 2014. Official opening was held on 19 October. 2014.</td>
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<tr>
<td>Identify and assess opportunities to expand College resources</td>
<td>College completed the refurbishment works to the Masalou Building late 2014 with additional and new facilities for staff and students with associated benefits to the entire campus.</td>
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<tr>
<td>Capital projects and facilities management are undertaken within a brief of best practice for environmental responsibility</td>
<td>Effectiveness review of site usage undertaken with additional investigation to maximise benefits required.</td>
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THEME 11

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives undertaken at the College in 2014 were:

Values in Action

• Staff and student participation monthly in the St Vincent de Paul night patrol, serving food to the homeless. Students provide food each week for the Vinnies van.
• The College values of respect for human dignity and service are promoted explicitly in curriculum programs and College services activities.
• College assemblies provided an opportunity to make specific reference to issues of respect and responsibility.
• Naidoc Week was celebrated with significant events to promote indigenous issues.
• Collaboration between the Monte community and the indigenous community of Wreck Bay NSW promoted respect and cultural understanding.
• Following the abduction of Nigerian students/young women, an awareness-raising activity of the need for advocacy of women took place at the College assembly (Bring Back our Girls). Petitions calling for the release of the girls were sent to the Government.
• Cross-year group activities: students from Year 11 and Year 7 participated in knitting squares to make blankets which were distributed to nursing homes and St Vincent de Paul.
• Prayer Services honouring mothers, fathers and grandparents took place.
• Staff and student morning Chapel services focused on values education.
• A group of students attended the Young Global Leader’s Conference in New York learning about leadership responsibilities and international cooperation.
• To promote respect for indigenous culture, a Handover Ceremony from Year 12 to Year 7 honoured the custodianship of the Bindarray.ga pond area in the College grounds.

Advocacy

• Mercy Action Group initiatives
  o International Women’s Day Breakfast focus was the empowerment of women and guest speakers were from the Australian Indigenous Foundation and the Ready to Read Foundation.
  o Students attended the Law and Justice Leadership Conference which covered a number of advocacy issues.
  o Senior students attended a forum on Homelessness at ACU.
  o Year 10 students produced projects for the Mercy Foundation Youth Award program on Homelessness.
  o Fair Trade Cafe – ongoing support of donations to the Monte Library in Colombia in South America.
  o Students participated in the Mamre House Annual Disability Day and ran sessions for the attendees.
  o Environmental advocacy is the focus of the MEGA (Monte Environmental Group Action). Activities included reducing printing at the College, recycling bottles and mobile phones, and conservation of endangered species, and attendance at the 1 million Women Power Summit.
  o In Refugee Week, focus was on removing children from detention – "Detention for Detention".
  o Following the bush fires in the Blue Mountains the College supported St Columba’s College Springwood with an $8600 donation.
  o Advocacy for the homeless of Sydney by participating the St Vincent de Paul Night Patrol.
• The first Timor-Leste Immersion took place in July for students of Year 11. A program for improving children’s nutrition and learning needs resulted from this trip and ongoing fundraising took place.
• Advocacy on behalf of indigenous Australians is a major focus of the Central Desert Program (Mutijulu community) and the Wreck Bay program, and through the Biamunga indigenous action group at the College
Initiatives Promoting Respect and Responsibility continued...

**Fundraising Support**
- Fitness programs for Years 7 and 8 engaged the students in activities to promote their health and wellbeing whilst raising awareness and funds for a health program for secondary students in Yarapos PNG, and assisting with the building of an early childhood learning centre in Maliana in Timor-Leste.
- Project Compassion – the College supports Caritas Australia’s Aid and Development Program and the students raised $11,000.
- Student fundraising supported the building of a school in Pakistan for the Untouchables.

**College Fundraising Total**
- Project Compassion for Caritas Australia: $14000
- Bushfire Appeal for St. Colombia’s Springwood: $8,600
- Fair Trade Cafe Library for Colombia: $5,000
- Mercy Foundation for community projects: $5,000
- Mercy Works for PNG and Timor-Leste: $1,000
- UNHCR for Syria Emergency Relief: 1,000

**National Pride**
- The National Anthem is sung at each College assembly and the Acknowledgement of the Land begins all celebrations.
- Anzac Day is marked with a formal memorial service.
- There is a daily ceremonial of raising the Australian flag; flags also flown to represent the national days of other countries.
- Regular participation in College events by Yuin elder, Uncle Max and the indigenous advisor to the College, Aunty Julie Smith, a Kalkadoon woman.
- Year 7 engagement with Walangari Karntawarra who spoke of the creation and his Aboriginal culture.

**Pastoral Care**
- Students were engaged with the Gospel and shared the Eucharist at both College and year level occasions.
- The Celebration of significant College events – the Celebration of Leadership for Catherine Alcock, the Commissioning of the ninth College Principal – Nicole Christensen, the Opening of the O'Regan Arts and Cultural Common.
- Connections were built with Year 6 feeder school students and Year 7 students as a ‘buddy system’, and with Year 8 and 12 through regular events and meetings to offer support.
- Peer tutoring by Senior School students to Middle School students in Mathematics.
- Peer support by Year 8 students – transition of new students into the College.
- Year 11 two-night/three-day spirituality retreats.
- Pastoral Care camps, e.g. Year 7 & 8 three-day camps: themes were developing respect for self and respect for others through Land Care activities and the transition into high school.
- Years 7-11 participated in spiritual reflection days.
- Global Citizenship Tour to Chiang Mai.
- Pastoral Care program, e.g. visiting speakers:
  - Dannielle Miller (Year 9 Information Evening looking at Teenage issues)
  - Paralympians for Year 7
  - Jill Arkell on experiencing the power of mentoring your teenage daughter for parents
  - Elevate Education for Year 11 looking at study skills and mindfulness
  - Prue Salter discussed the keys to reducing anxiety
  - Careers forum presented by Monte Alumni
Initiatives Promoting Respect and Responsibility continued...

- Year 10 Welcome to Senior School.
- Year 10 alternative week program.
- Senior Leaders campaign - *Good Morning Monte*.
- House Captain Leaders campaign – Kill the Cliqué.
- Active SRC groups in Middle and Senior school; committees within these SRC bodies, e.g. “Monte Environmental Group for Action (MEGA)”.
- Student leadership training and induction with the attendance at the Women in Leadership Forum.
- ‘Thank you’ and ‘Good Luck’ cards for the senior students from Year 8 students upon graduation.
- Connection to local police personnel via the Youth Liaison Officer and School Liaison Police Officer.
- Engagement of aboriginal artist to work with Year 9 on their unit on the Berry Island Reserve.
- College undertaking of the ACER Social and Emotional Wellbeing Survey.
- Stewardship of the surroundings with the Monte Environmental Group for Action initiatives.

Service to the Community

- A whole-school Community Service Program Years 7-12; students are engaged in service to their local community.
- A collection of food and toiletries for the House of Welcome for refugees at Carramar was undertaken the Middle School.
- CAS program for senior students undertaking the International Baccalaureate programme.
- Collection of Christmas gifts for the Mercy Foundation.
- Sand dune rehabilitation and tree planting at Long Reef, encouraging respect for the environment.
- Student participation in the St Ignatius’ College, Riverview Ignatian Camp for disabled children.
- Wreck Bay Service program.
- Timor Leste immersion program.
- Central Desert program.

Community Events

- Grandparents’ Day reflected the students’ love and respect for the elderly.
- Year 7 Welcome Dinner and Mass.
- Mothers’ and Fathers’ Day celebrations where students reflected on appreciation of family, values and respect.
- Ex-Students Luncheon enabled students to engage and reflect with older ex-students on their schooling and life choices.
- The visit of the Central Desert artists for one week provided opportunities for respectful engagement and collaboration by staff and students.
- “Food for Thought” raising awareness of the children and lack of food in Timor-Leste.
- Year 12 Mother Daughter High Tea, Father Daughter Dinner Dance, Graduation Dinner, Graduation Mass, Graduation Ceremony.
PARENT, STUDENT AND TEACHER SATISFACTION

On behalf of the College, MYP Corporation, an independent research organisation specialising in the education sector conducts annual surveys of our students, parents and staff across a range of key performance satisfaction areas. On an ongoing basis, the College also regularly canvasses the opinion of its stakeholders through Parents & Friends Association meetings and Staff forums.

From September to December 2014, the College conducted four confidential online surveys of students, parents and staff with MYP Corporation. Overall the College recorded an excellent/good outcome of (3.96 out of 5). Response rates were high with 93.9% of final year students, 76% students, 79% of staff, and 44% of parents completing the survey. Respondents were asked to consider a range of statements across a number of key areas including but not limited to: Values and Culture, Curriculum, Teaching Standards, Reporting, Behaviour, Leadership and Direction, Co-curriculum, Environment, Parent Engagement, Resources and Facilities, Empowerment, Recognition School Communication, Learning Environment, Homework, Student Engagement, and Student Transition. A summary of these results is below.

The information from the surveys is reported to the College Executive, College Board, Staff, Parents & Friends Association and the student body.

PARENT SATISFACTION

Monte recorded an overall “excellent” rating in satisfaction from parents with an overall score of 4.09 out of 5. MYP Corporation defines an “excellent” rating as indicating a real commitment on behalf of the College to address the key performance areas in a tangible and relevant manner.

Responses by Key Area

Fifteen key areas covering parent engagement and satisfaction were surveyed.

Eight areas received an “excellent” rating of 4 or above including: Resources and Facilities (4.41), Learning Environment (4.38), Co-curriculum (4.35), Curriculum (4.34), Leadership and Direction (4.24), and Values and Culture (4.20), Parent Engagement (4.07) and School Communication (4.03).

Seven areas received a “good satisfaction” rating above 3.5 out of 5 including; Pastoral Care/Wellbeing (3.99), Teaching Standards (3.97), Student Engagement (3.89), Reporting (3.86), Homework (3.85), Learning and Extension (3.79) and Student Transition (3.79)

Responses by Statement:

The following key statements received the highest satisfaction rating (strongly agree):

Monte Sant’ Angelo Mercy College;

- Has a very welcoming and supportive culture
- Constantly strives to improve its educational offer to students
- Provides relevant communication on issues effecting the school community
- Offers a broad and relevant curriculum
- Provides a curriculum which prepares students for the technological demands of society
- Offers students opportunities to be involved in an extensive selection of co-curricular activities
- Buildings and grounds are well presented
- Each child is encouraged to achieve to the best of their ability
- I respect the leadership team
- I have confidence in the future direction of the College
- The resources and facilities provided at the College are suitable
- My child feels valued and respected at the College
- I recommend the College to others as a “school of choice”
STUDENT SATISFACTION

Monte recorded an overall "excellent" rating in satisfaction from students with an overall score of (3.87 out of 5).

Responses by Key Area

Sixteen key areas covering student engagement and satisfaction were surveyed.

Six areas received the highest "excellent" rating of student satisfaction, including: Student engagement (4.46) Values and Culture (4.24) Resources and Facilities (4.16) Co-curriculum (4.27), Reporting (4.10) Student Transition (4.10).

Ten areas received a "good" rating in student satisfaction, including: Learning (3.9), Environment (3.89) General (3.87) School Communication (3.81), Behaviour (3.76) Leadership and Direction (3.67) Curriculum (3.67) Teaching (3.37) Homework (3.36) Parent Engagement (3.09)

Responses by statement

The following key statements received the highest student satisfaction rating (strongly agree):

• I am proud to be a student at Monte Sant’ Angelo Mercy College
• I am encouraged to do the best I can
• I am involved in school activities outside of the classroom
• There are many resources in the classroom that I can use to help me learn
• The school has the equipment I need to enjoy the activities outside the classroom
• The library is a great place to visit and work
• I understand the information in my school reports
• Gives me the confidence to face future challenges
• Doing my best at Monte is important to me
• I am learning critical and creative thinking skills in my classes

TEACHER/STAFF SATISFACTION

Monte recorded an overall staff satisfaction score of 3.91 out of 5.

Responses by Key Area

Fifteen key areas covering staff engagement and satisfaction were surveyed.

Five areas received an "excellent" rating for staff including; Resources (4.45), Organisation (4.38), WH&S (4.18), School Leadership (4.03), Training/PD (4.06).

Ten areas received a "good" rating including; Staff engagement Empowerment, Work/Life Balance, Teamwork, Communication, Career, Team Leadership, Equality, Procedures and Recognition.

Responses by statement:

The following key statements received the highest staff satisfaction rating (strongly agree):

• Monte provides high quality services to parents and students
• I have confidence in the future direction of Monte
• I respect the leadership team of Monte
• The P & F is effective in the work it undertakes
• Staff and parents at Monte work cooperatively to deliver high quality educational outcomes for students
• The resources I need to do my job effectively are readily available
• The school grounds, buildings and outdoor facilities are well presented
• The College provides the equipment training and resources I need to do my work safely
• The College provides me with the training, professional development I need to do my job well
• I am proud to be a staff member at Monte
THEME 13

SUMMARY FINANCIAL INFORMATION

INCOME 2014

- Commonwealth Recurrent Grants: 38%
- State Recurrent Grants: 18%
- Other Capital Income: 4%
- Fees & Private Income: 70%
- Capital Grants: 0%

EXPENDITURE 2014
(excluding major Capital Projects)

- Salaries & Related Expenses: 64%
- Non-Salary Expenses: 31%
- Capital Expenditure: 5%