



Monte Sant' Angelo
Mercy College

School Year Annual Report

2021

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 NESA Registered and Accredited Individual Non-government Schools (NSW) Manual).

This School Annual Report is publicly available on the College's website (www.monte.nsw.edu.au)
and in printed format at College Reception

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THEME 1

MESSAGES FROM KEY SCHOOL BODIES

MESSAGE FROM THE CHAIRMAN OF THE COLLEGE BOARD: *Mr Brian Bissaker*

As we reflect on 2021 and the many challenges faced, the College can be immensely proud of its achievements. We provided students with a quality education and sound decision-making by the College Principal and Executive Team, ensured continuity of both learning and business. The outstanding academic achievements of the Class of 2021 and the high levels of staff and student retention, are testament to those efforts.

At the end of 2021, after 10 years of exceptional service, Mr Steven Rubic retired from the Board and as Chairman, I would like to acknowledge the great work he has led during his tenure. I look forward to working with the College as Chairman.

The College Board met eight (8) times in 2021. There were significant accomplishments and developments overseen by the Board in 2021, which included:

- The College's ability to pivot and adapt during the ongoing COVID-19 pandemic and continue to provide exceptional education and a safe environment for our staff and students.
- Seamless transition between online learning mode and face to face learning.
- The introduction of exceptional processes and practices to navigate the successful delivery of online HSC Trials and Year 11 examinations.
- The College's provision of a diverse and enriching pastoral and co-curricular program focused on adapting activities to a new format throughout the year.
- The expansion and refinement of the Industry Partnership Programs including the launch of the Entrepreneur and Inspiring STEM programs.
- The integration of Mercy House, a new dedicated space for Year 12 students to study 7 days a week with extended hours.
- The care and compassion for our community through ongoing connections and the campus remaining open for students and staff during extended lockdowns.
- Progression of the Scientia Project – which is now in the construction phase having completed the excavation and remains due for completion at the end of 2022. The Scientia Project is about ensuring an enhanced learning experience in facilities that are fit-for-purpose, empowering young women to succeed in the world. It will create a place where Monte students can develop their freedom, strength and independence in equitable learning spaces. The College Board shares the excitement and anticipation of students and staff occupying the learning spaces, enabling the diverse opportunities created by the Scientia Project and the significant transformation that it will provide to the Monte campus.
- Outstanding academic results in both the NSW Higher School Certificate (HSC) and the International Baccalaureate Diploma Programme (IBDP).
- Maintenance of diligent financial management to ensure a strong and sustainable College.
- Ongoing provision of financial and community support to assist families impacted by COVID-19.

Strategic Vision 2021-2030

Whilst recognising the past and current strengths, in terms of strong enrolments and high academic standards, the Board is mindful of the need to keep a focus on the future. Considerable time is allocated to monitoring the execution of the College's Strategic Vision.

The Board, Principal and College Executive continue to strive to strengthen the broad goals of:

1. Sharing in the mission of mercy of Jesus Christ and the lived spirituality of Catherine McAuley.
2. Activating a passion for lifelong learning through inclusive and diverse opportunities and empowering our students to be responsible global citizens
3. Holistically developing students to be courageous and compassionate, empowered and principled
4. Attracting, developing and retaining high performing professionals engaged with a culture of innovation and collaboration
5. Creating and sustaining meaningful reciprocal relationships that enrich our community and partnership
6. Generating a positive local and global impact through the responsible custodianship of our campus.

On behalf of the Board, I would like to thank the College Principal, Executive team and all staff and volunteers at the College. I would also like to thank our community for the support of the College as we continue to deliver a world class education and experience for our students.

The Class of 2021

The College Board congratulates the Year 12 Class of 2021 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. Through their work ethic and resilience, the Class of 2021 have contributed to the College's tradition of academic excellence and accomplishment.

Congratulations to:

- Phoebe Thompson *HSC Dux of the College*
 - Bridget Cunningham *IB Diploma Dux of the College*
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SENIOR SCHOOL

The Main Objectives of the Senior Leaders from 2021 were:

- To launch *Mercy through Service – Seek to Serve* campaign that encourages every student to consider what they could do to help others through acts of service.
- Development of a number of videos to keep the College community connected through COVID.
- To encourage vertical year-group friendships and relationships through interactions and initiatives with the younger year groups (as appropriate during COVID restrictions), such as:
 - Attending year group meetings to support Year 7 students as they begin secondary school, acting as positive role models and encouraging them to get involved in all school activities, creating friendships and encouraging gratitude for others by nominating their friends for acts of gratitude to be read at year assemblies.
 - Holding *Find the Common Day* – wristbands were made with questions for staff and students to ask each other in conversations in classes throughout the day. Finding a common interest helps to build relationships and form new connections:
 - #FTC – What is Service?
 - #FTC – How will you Seek to Serve?
 - #FTC – How do you feel when you help others?
 - #FTC – What can you do today to Serve?
 - Working with Year 8 to encourage acts of kindness and recognising these students through ‘snaps’ at year assemblies. These were also nominated by tutor staff.
 - Mentoring the Year 9 Middle School Leaders and the Middle School Representative Council encouraging the students to be involved and active members of the Monte Community.
 - Senior and Middle School Leaders focused on Mercy Miles 4 Minds – a College Community wellbeing initiative to keep everybody active while at home and on their return to the College. This was a hugely successful initiative motivated by the House Captains to see which House was able to log the most miles.
 - The Social Justice Captains launched their advocacy posters into ACTA each day each week:
 - MAG Monday
 - Green Team Tuesday
 - Wellbeing Wednesday
 - Biamunga Thinking Thursday
 - Fair Trade Friday
 - Senior Leaders produced posters each week for 6 weeks focusing on a pillar of GROWTH to remind and inspire students while at home what they could be doing to bring GROWTH to life in their everyday lives.
- Building on the work from 2020, the Senior Leadership Team continued to strengthen bonds amongst all leaders within the group through joint meetings and other initiatives.
- Assisting the Deputy Principal Pastoral Care and the House Captains with new whole school, vertical pastoral session initiatives.
- To be mentored and to work with the College Executive in relation to leadership styles and shared experiences, which has enabled relationships between students and Executive staff to be strengthened.

The College Captain has a number of extra duties and commitments as part of her role. The College Captain has led many key events and activities, such as preparation of the main initiative for the year, *MercyMiles4Minds*; presented inspiring and engaging speeches for assemblies, College tours and more.

Portfolio Roles

Each of the six Senior Leaders chose a portfolio of interest to take responsibility and to report back to the group.

The portfolios included:

- Meeting Manager (duties were to organise the agenda, record minutes and organise documents), contacting other leaders and College staff for items and meeting dates.

- GROWTH Leader – new in 2020-21 to bring to attention the pillars of GROWTH within each year group.
- SRC Leader – new in 2020-2021 to bring SRC Student Voices together once per Semester.
- Assemblies and Events Coordinators' duties included organising events such as the Monte Prefect Afternoon Tea and to coordinate attendance at schools Prefect Afternoon Teas and other events, and to communicate with the Deputy Principal Pastoral Care about whole school assemblies.
- The Leadership Liaison Officer has duties including to organise and coordinate leadership team meetings and to work with other leaders and support various initiatives and activities. This also includes the new College website leadership section.
- Social Justice & Spiritual Liaison Officer (duties for this new portfolio were to meet with the Liturgy Captain, MAG Captain, Biamunga Captain and Environmental Captain to discuss new agendas and upcoming campaigns/events that related to these captains and their own work and attend group meetings).

Areas where Senior Leaders offered leadership

In 2021 the focus for the Senior Leaders has centered on introducing and championing Monte's *Seek to Serve*, to actively address imbalance in a world fraught with poverty, oppression and discrimination. Throughout the year, Senior Leaders have sought to challenge the College community to contribute acts of service to help others in need, both locally and globally. They have achieved this through their own behaviours and attitudes, assembly presentations, emphasising the theme, and reiterating the significance of this theme throughout all initiatives. The leaders have continued to support the Timor Leste program, launched the 'Project Timor' campaign and have given numerous hours of volunteer time to various projects within the College. These include:

- Designing and creating a banner as a continual reminder of their *Seek to Serve* theme - and the many initiatives that support it, especially advocating for Timor (scholarships, teacher professional learning centre, 'Food for Thought').
- *Steps4Scholarships*, the main initiative for Project Timor in 2021, walking 12 hours continuously around the Holy Grass advocating and raising money for Mercy Scholarships in Colegio.
- The Ash Wednesday liturgy, the leaders launching the "Change for Timor" initiative, using the model of Project Compassion collection boxes to raise money for Colegio. This served as a springboard to ongoing fundraising (through raffle sales for House Plays), these funds will change the lives of people we know. It will buy meals that provide Colegio students with the nutrition for them to be able to think, learn and be at their best. It will build a new professional learning centre for teacher education so that more Timorese children can have the lifelong gift of learning.
- Running Year 12 Morning Pastoral Meeting initiatives.
- Role modelling appropriate behaviours on all occasions.
- Promoting and selling the blue-ribbon badges for the Blue Ribbon Bursary Appeal.
- Welcoming Year 6 students to Monte Orientation Day.
- Assisting the College Registrar with open mornings, speaking to prospective students & parents about student experiences at Monte and leading tours of the College.

HOUSE CAPTAINS

The House Captains for 2021 began their leadership term with enthusiasm. They demonstrated engagement, spirit and positivity in each activity they had implemented or undergone. The House Captains worked together as a team to strengthen the bonds and connections within all years of each House. All of the goals and initiatives that the House Captains underwent in 2021 were aligned with the College theme *Seek to Serve* aiming to encourage students to consider acts of service to help all in need.

Each House Captain worked on organising and implementing Spirit Week and the Swimming Carnival, which involved cooperation and organisation between all houses. This allowed the Captains to highlight their House Spirit through leading their House by example. This was the start of many opportunities to engage with students within the Middle and Senior campus which has helped to foster connections between all year levels and Houses.

Involvement with Year 7 began with welcoming the students with house spirit on their first day at school. Students were involved in house cheering, in preparation for the College Swimming Carnival and working with students to understand the importance of school spirit and forming new friendships.

MIDDLE SCHOOL 2021

From the Student Leadership Coordinator – Middle School

The Middle School Representative Council (SRC) was established in 2005 as a separate, integral part of student leadership and representation at the 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.

The 2021 Middle School SRC consisted of six Middle School Leaders, a SRC Representative from each Tutor Group in Years 8 and 9 and two SRC Representatives from each Tutor Group in Year 7.

The activities that the Middle School SRC participated in during 2021 included:

- SRC forums that focused on problem-solving, open communication and leadership.
- Consultation regarding Assessment Calendar.
- Support of *Steps4Scholarships* initiative and Sticky Note Affirmations on all student lockers
- Involvement in Mercy 6 Virtual Day.
- Games and Just Dance initiatives held in Term 4 promoting connections after COVID (in consultation with the Senior Leaders).
- Continuation of the 'You Can Sit With Me' initiative – encouraging all girls to accept everyone into their friendship groups so that recess and lunch at Monte can become a more inclusive environment.
- Continuation of Year 7 lunchtime games – encouraging students to put away their technology and spend time interacting with their peers.
- Whole school SRC Meeting to review the year and the impact of student voice.
- Planned, organised and presented two Middle School Showcases – virtually.
- Photoshoots for the College

MESSAGE FROM THE PARENTS & FRIENDS ASSOCIATION

Samantha Parker, President of the Parents and Friends Association

The Parents & Friends Association (P&F Association) is proud of the work we do in supporting the College and providing opportunities for parents and carers to meet and become involved. Our work and participation are driven by the Mercy Value of Service and this is evident in the social activities, the fees raffle, the annual donation to the College bursary and in our thoughtful and considered advice to our Principal, Mrs Nicole Christensen, and the College Executive.

During 2021 we have been able to deliver many of our events and social activities including assisting with the BBQ, café and P&F stall at Open Day, co-hosting the parents and staff welcome afternoon tea and Year 12 Father Daughter Dinner in February, the Year 12 Mother and Daughter Lunch in May as well as pizza nights, class drinks, geographical dinners, lawn bowls, weekends away and coffee catchups.

The P&F Executive Committee and all members of the general committee are thrilled that our parent community are embracing and attending so many events. Our aim is to develop a strong link between the College and families by providing a forum at P&F meetings and enabling parents to get to know their daughter's friends and parents. The P&F Association's primary focus is the social element of College life, of course, we are committed to raising funds for the bursary and having a small surplus to be able to pay deposits for venues and support projects in Timor Leste and the Mercy Kitchen. We are able to do this because of the generosity of volunteers and the financial contribution of parents.

Throughout the year there was regular media coverage and discussion about reports of sexual assaults of young women across Sydney and across the country. The College educates our girls on all aspects of consent through curriculum and pastoral work. These programs are delivered in all stages (Years 7 to 12) and include areas such as alcohol and drug use, safety online, healthy and unhealthy relationships. The College also engages with knowledgeable and professional presenters on these topics. The College also has experienced Counsellors to support and assist girls with any wellbeing concerns.

As the P&F President I was honoured to be able to support the Sexual Consent Education Information Evening held in March 2021, which answered questions, concerns, and engaged with parents to provide information on how to navigate sexual consent education.

Monte has experienced substantial family growth over the last six years, placing greater demands on the P&F to connect, support and represent our parent community. The P&F Levy is the key revenue driver, and it has remained unchanged for 20 years. The P&F has been studying ways in which it can further support its objectives of compassion, community connection and contribution to College life. During 2021 the P&F Association donated \$30,000 towards Monte Bursaries, allowing for students going through hardship to complete their Mercy education, as well as supporting the College with other community based initiatives. The Levy will allow for new projects that are at the heart of Mercy values to further develop in 2022.

THEME 2

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

FROM THE MYSCHOOL WEBSITE

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. Education Program in Timor Leste, Fair Trade Campaign, and Reconciliation. A diverse curriculum is supported by an extracurricular program including Music, Debating, Student Leadership, 22 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:

School ICSEA value	1177
Average ICSEA value	1000

Data source: Parent Information

Distribution of students	Bottom Quarter	Middle Quarters		Top Quarter
School distribution	1%	4%	20%	75%
Australian distribution	25%	25%	25%	25%

Indigenous students	0.4%*
Language background other than English	11%

STUDENT POPULATION (as at 28/1/2021)

Year 7	196	Year 9	201	Year 11	192
Year 8	198	Year 10	202	Year 12	188

T H E M E 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

Students at Monte completed the National Assessment Program - Literacy and Numeracy tests online in 2021, the results of which have been uploaded to the My School website (www.myschool.edu.au/).

It should be noted that from 2019, the method of determining which colour should be used to indicate a school's comparative performance changed. Previously, a school's performance was compared to that of up to 60 schools that had students with a similar background. From 2019 on, the school's performance is compared to the performance of all students with a similar background across the country. This provides a fairer basis for comparison.

With the exception of data for 2020, average student results for each domain from 2014 to 2021 are provided, as well as the average NAPLAN scores for students with a similar background and for all Australian students. There is also data on student progress, showing how much results at Monte have improved since the students did NAPLAN two years ago in comparison to the amount of improvement achieved by other students across the country who had the same NAPLAN score two years ago and who have similar background.

THEME 4

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

All students completing Year 10 at the College were eligible for the Record of School Achievement. This is a school leaving credential. 100% of students continued in formal secondary education.

HIGHER SCHOOL CERTIFICATE

Thirty three percent of the HSC cohort of 2021 achieved an ATAR of 90 or over.

Monte was placed 52nd in the State, according to HSC Band 6 percentages (Source: *The Sydney Morning Herald*). This result does not include the IB cohort's achievements.

In total, 61% of our students were Distinguished Achievers, gaining at least one Band 6 placement in one or more subjects. Three students were included in the Premier's All-Rounder Achievement List (for students who achieved 90% or more in ten or more units).

There were three entries in the Top Achievers list, including equal second place in Italian Continuers, equal fourth place in Italian Extension and fifteenth place in PDHPE.

In the following subjects, the school mean was more than 10 percentage points above the State mean: Modern History, French Extension, Geography, Society and Culture, Business Studies, Legal Studies and Ancient History.

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 52nd in the state in the 2021 HSC. Published HSC league tables do not include the results of the IB Diploma. IB results significantly exceeded Australian and world averages. The excellence and depth of the College's results go beyond published top-end comparisons.

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

HSC Course Report: Historical Analysis of % cohort in Bands 5/6 & E3/4

(figures rounded to nearest whole number)

Subject	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009
Ancient History	56	82	75	95	74	65	74	73	57	76	74	79	81
Biology	54	71	59	53	55	54	46	50	45	19	45	61	65
Business Studies	92	88	76	74	97	83	81	78	66	69	57	71	75
Chemistry	32	67	54	72	25	31	52	75	60	40	63	46	61
Community and Family Studies	64	63	90	73	83	74	68	89	72	80	41	88	50
Design and Technology	96	94	100	100	100	100	100	88	91	85	88	81	100
Drama	100	43	56	43	53	60	85	75	75	100	100	91	100
Economics	78	89	100	88	57	100	100	55	89	46	57	67	72
English Standard	62	23	57	63	49	40	22	32	13	61	43	28	13
English Advanced	98	83	93	92	88	76	86	82	81	85	86	82	86
English Extension 1	100	100	100	100	100	100	94	100	100	E4:46	E4:22	E4:8	E4:36
English Extension 2	67	100	100	100	50	20	100	83	100	E4:0	E4:40	E4:33	E4:0
French Continuers	100	0	67	40	100	50	75	93	86	80	75	44	100
French Extension	100	-	100	100	-	100	100	100	100	E4:33	E4:33	E4:100	-
Geography	100	92	100	100	96	100	100	90	100	100	87	100	71
German Continuers	75	100	-	67	0	100	83	33	100	67	87	71	70
German Extension [†]		-	-	-	-	-	100	-	-	-	E4:0	E4:20	E4:20
History Extension	100	100	100	92	100	100	100	50	75	100	E4:20	E4:0	E4:44
Hospitality Examination	67	55	50	90	50	60	69	94	64	58	42	83	50
Indonesian Continuers	0	100	75	83	100	75	-	-	-	-	67	40	67
Indonesian Extension	0	-	-	100	100	100	-	-	-	-	E4:50	E4:0	E4:100
Italian Continuers	100	67	83	80	83	100	83	40	100	75	60	75	57
Italian Extension	100	67	100	100	100	-	-	-	-	100	E4:0	E4:50	-
Legal Studies	84	92	92	86	95	75	89	85	90	100	78	87	78
Mathematics Standard 2	53	71	54	55	65	74	84	54	52	58	53	57	66
Mathematics Advanced	56	79	57	65	65	81	66	42	48	58	53	43	57
Mathematics Extension 1	76	100	76	100	68	81	95	82	86	83	E4:37	E4:13	E4:40
Mathematics Extension 2	80	54	100	100	100	75	100	100	100	100	E4:0	E4:0	E4:0
Modern History	100	89	88	82	84	85	88	77	84	83	67	59	79
Music 1	100	100	100	100	100	100	100	100	100	100	86	88	100
Music 2	100	100	100	100	100	-	66.66	100	100	100	100	50	86
Music Extension	-	100	-	-	-	-	100	-	100	-	E4:100	E4:0	E4:20
PD/H/PE	58	89	80	70	71	62	76	47	48	79	53	76	75
Physics	78	50	100	67	33	0	36	11	50	67	53	0	83
Senior Science#	-	-	-	67	75	-	86	-	67	93	100	-	91
Science Extension##	75	100	75										
Society and Culture	100	100	100	92	85	93	100	87	81	100	76	90	94
Studies of Religion I	79	84	89	63	75	66	79	72	78	77	75	70	83
Studies of Religion II	77	78	75	75	77	63	77	58	67	69	76	75	80
Visual Arts	94	96	95	100	90	95	86	88	95	100	86	88	100

Senior Science was no longer examined in NSW from 2019

Science Extension was examined for the first time in 2019

[†] Studied elsewhere

HSC Results Distribution and School/State Variations

Course Name	No. of Students	Monte % Band 6	State % Band 6	Monte % Band 5	State % Band 5	School State Variant*
Ancient History	9	11.11	9.58	44.44	24.77	21.21
Biology	56	7.14	7.17	46.42	24.14	22.00
Business Studies	49	32.65	9.49	59.18	26.60	55.75
Chemistry	25	8.00	10.97	24.00	49.43	-8.40
Community and Family Studies	11	9.09	5.52	54.54	26.55	31.57
Design and Technology	25	48.00	17.07	48.00	37.58	41.35
Drama	9	44.44	18.28	55.55	27.27	54.45
Economics	9	33.33	14.87	44.44	35.38	27.53
English (Advanced)	85	40.00	16.30	57.64	52.47	28.88
English (Standard)	65	0.00	0.59	61.53	16.04	44.91
English Extension 1	7	28.57	41.08	71.42	52.86	6.06
English Extension 2	3	0.00	25.15	66.66	59.17	-17.65
French Continuers	2	50.00	32.94	50.00	30.10	36.96
French Extension	1	100	24.24	0.00	55.30	20.46
Geography	26	50.00	9.25	50.00	35.17	55.55
German Continuers	4	0.00	36.84	75.00	30.92	7.24
History Extension	9	22.22	23.42	77.77	54.02	22.56
Hospitality Examination	12	0.00	6.04	66.66	23.93	32.63
Indonesian Continuers	5	0.00	29.03	0.00	20.97	-50.00
Indonesian Extension	1	0.00	41.18	0.00	41.18	-82.36
Italian Continuers	5	40.00	38.89	60.00	33.33	27.78
Italian Extension	1	100	52.78	0.00	47.22	0.00
Legal Studies	32	46.88	14.79	37.50	27.56	42.03
Mathematics Advanced	61	16.39	23.24	39.34	26.97	5.53
Mathematics Standard	76	11.84	5.63	40.78	19.12	27.88
Mathematics Extension 1	25	4.00	37.26	72.00	36.92	1.74
Mathematics Extension 2	5	0.00	42.81	80.00	43.81	-6.62
Modern History	19	47.37	10.71	52.63	27.29	62.00
Music 1	4	25.00	19.99	75.00	44.35	35.66
Music 2	1	100	45.21	0.00	43.24	11.55
PD/H/PE	43	18.60	6.95	39.53	23.98	27.21
Physics	9	0.00	12.42	77.77	28.06	37.16
Science Extension	4	0.00	10.49	75.00	61.68	2.83
Society and Culture	11	72.73	12.96	27.27	32.52	54.52
Studies of Religion 1	81	32.10	13.04	46.91	28.92	37.05
Studies of Religion 2	69	31.88	12.73	44.92	33.54	30.54
Visual Arts	17	76.47	16.95	17.64	46.23	30.94

* This column shows the difference between the mean of the school's Scaled Examination Marks and the mean of the State-wide Scaled Examination marks. A positive difference means that the school candidature, on average, has performed better than the total state candidature for that course.

IB Diploma Achievements 2021 and Comparative Historical Data

	2021	2020	2019	2018	2017	2016	2015	2014	2013
Total no. of students	36	68#	65	40	37	62	37	25	49
No. of subject entries in the session	288	544	520	317	296	496	296	200	392
No. of candidates who passed the Diploma	36	65	65	37	37	62	37	25	49
Average points obtained by candidates who passed the Diploma	40	36	38	37	37	36	36	36	37
Highest Diploma points awarded to a candidate	45*	45*	45	45*	44	45	45*	45	45
Av. grade obtained at the school by candidates who passed the Diploma	6.31	5.75	5.89	5.86	5.85	5.59	5.72	5.74	5.79
No. of students with at least one Grade 7	30 (83%)	42 (64%)	42 (65%)	24 (60%)	24 (65%)	22 (35%)	20 (54%)	15 (60%)	28 (57%)
No. of subjects in which a Grade 7 was achieved	26 (87%)	28 (78%)	29 (88%)	25 (83%)	22 (71%)	18 (67%)	19 (63%)	15 (68%)	23 (79%)
No. of students with at least one Grade 6	35 (97%)	61 (92%)	64 (98%)	35 (88%)	36 (97%)	56 (90%)	36 (97%)	22 (88%)	47 (96%)
No of subjects in which at least a Grade 6 was achieved	27 (90%)	33 (97%)	30 (91%)	27 (90%)	30 (97%)	24 (89%)	25 (83%)	15 (68%)	23 (79%)

* Four were awarded in 2021. Three awarded in 2012; Two in 2020, 2018, 2015 and 2010

Two students did not complete qualification requirements in November 2020.

IB Diploma Course Report and Summary 2021

Course Name	No. of Students	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Total % Grades 6 & 7*
English A Language & Literature HL	26	17	9	0	0	0	0	0	100.00
English A Language & Literature SL	3	0	2	0	1	0	0	0	66.67
English A Literature HL	7	5	0	2	0	0	0	0	71.43
French B SL	8	3	4	1	0	0	0	0	87.50
German B SL	4	2	2	0	0	0	0	0	100.00
Indonesian B SL	2	1	1	0	0	0	0	0	100.00
Italian B SL	7	5	2	0	0	0	0	0	100.00
Spanish ab initio SL	14	9	4	1	0	0	0	0	92.86
Spanish SL (via Pamoja)	1	1	0	0	0	0	0	0	100.00
Economics HL	10	6	2	1	1	0	0	0	80.00
History: Americas HL	14	10	3	1	0	0	0	0	92.86
History SL	1	0	0	1	0	0	0	0	0.00
Psychology HL	14	6	6	2	0	0	0	0	85.71
Psychology SL	1	1	0	0	0	0	0	0	100.00
Environmental Systems and Societies SL	14	6	6	1	1	0	0	0	85.71
Biology HL	2	1	0	0	1	0	0	0	50.00
Biology SL	6	2	4	0	0	0	0	0	100.00
Chemistry HL	3	1	2	0	0	0	0	0	100.00
Chemistry SL	14	4	8	1	1	0	0	0	85.71
Physics HL	3	2	1	0	0	0	0	0	100.00
Physics SL	1	0	0	1	0	0	0	0	0.00
Sports Exercise Health Science HL	15	10	5	0	0	0	0	0	100.00
Sports Exercise Health Science SL	2	0	1	1	0	0	0	0	50.00
Mathematics: AA HL	3	2	0	0	1	0	0	0	66.67
Mathematics: AA SL	19	9	6	4	0	0	0	0	78.95
Mathematics: AI HL	3	0	1	1	1	0	0	0	33.33
Mathematics: AI SL	11	4	4	3	0	0	0	0	72.73
Theatre HL	1	1	0	0	0	0	0	0	100.00
Design Tech HL	2	0	0	2	0	0	0	0	0.00
Visual Arts HL	5	1	4	0	0	0	0	0	100.00

*Data is accurate at the time of going to print. Percentages may increase based on re-marks.
(HL denotes Higher Level SL denotes Standard Level)

* Comparison between subjects is not valid, given the small cohorts in some subjects.

Core Components (Table 2b)

		Grade A	Grade B	Grade C	Grade D	Grade E	Highest Grade	Lowest Grade
Theory of Knowledge	36	9	20	7	0	0	A	C
<i>English</i>	13	6	7	-	-	-	A	B
<i>Environmental Systems and Societies</i>	1	1	-	-	-	-	A	A
<i>History</i>	5	-	3	1	1	-	B	D
<i>Mathematics</i>	1	-	1	-	-	-	B	B
<i>Psychology</i>	5	3	1	1	-	-	A	C
<i>Sports Exercise & Health Science</i>	10	3	6	-	1	-	A	D
<i>Theatre</i>	1	-	1	-	-	-	B	B
Extended Essay Total	36	13	19	2	2	0	A	D

Monte IB School/World Grade Comparisons

Course name	No. of students	Highest Grade	Lowest Grade	Average Grade School	Average Grade World	Overall School/World Variation** (7 Grade Points Per Subject)
English A Language & Literature HL	26	7	6	6.65	5.48	1.17
English A Language & Literature SL	3	6	4	5.33	5.72	-0.39
English A Literature HL	7	7	5	6.43	5.55	0.88
French B SL	8	7	5	6.25	5.66	0.59
German B SL	4	7	6	6.50	5.60	0.90
Indonesian B SL	2	7	6	6.50	6.22	0.28
Italian B SL	7	7	6	6.71	5.34	1.37
Spanish ab initio SL	14	7	5	6.29	5.77	0.52
Spanish SL (via Pamoja)	1	7	7	7.00	5.98	1.02
Economics HL	10	7	4	6.30	5.96	0.34
History: Americas HL	14	7	5	6.64	4.48	2.16
History SL	1	5	5	5.00	4.76	0.24
Psychology HL	14	7	5	6.29	5.59	0.70
Psychology SL	1	7	7	7.00	5.42	1.58
Environmental Systems & Societies SL	14	7	4	6.21	4.48	1.73
Biology HL	2	7	4	5.50	5.16	0.34
Biology SL	6	7	6	6.33	4.25	2.08
Chemistry HL	3	7	6	6.33	5.90	0.43
Chemistry SL	14	7	4	6.07	4.68	1.39
Physics HL	3	7	6	6.67	5.99	0.68
Physics SL	1	5	5	5.00	4.46	0.54
Sports Exercise Health Science HL	15	7	6	6.67	5.99	0.68
Sports Exercise Health Science SL	2	6	5	5.50	4.87	0.63
Mathematics AA HL	3	7	4	6.00	5.55	0.45
Mathematics AA SL	19	7	5	6.26	4.75	1.52
Mathematics AI HL	3	6	4	5.00	5.14	-0.14
Mathematical AA SL	11	7	5	6.09	4.28	1.81
Theatre HL	1	7	7	7.00	5.82	1.18
Design Tech HL	2	5	5	5.00	4.68	0.32
Visual Arts HL	5	7	6	6.20	4.82	1.38

VET COURSES AND HSC/VET/IB QUALIFICATIONS

The College provides for one VET course onsite, Hospitality, and 8.94% of the Year 12 HSC cohort undertook this course. This represents 5.76% of the whole Year 12 cohort. All VET students who undertook this course attained their VET qualification.

In the Higher School Certificate, 122 students were awarded the qualification and one student completed units towards her HSC. In the IB Diploma Programme, 65 students were awarded the Diploma in 2020. One student completed study requirements but failed the IB Diploma, and two students were still to complete all requirements at the start of 2021.

Senior Secondary Outcomes	Student %
Percentage of students undertaking vocational training	5.76%
Percentage of students attaining a Year 12 certificate or equivalent VET qualification	97.9%

T H E M E 5

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 the College and is provided to enable staff to better meet the needs of students. All teachers are required to update and develop knowledge and skills pertaining to their work. The professional learning of 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 NESA and supports teachers in maintaining their level of accreditation;
8. College-based Board Endorsed 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).

Collaborative Professional Attainment (CPA)

2021 saw full staff engagement in Collaborative Professional Attainment (CPA) in Terms 1 and 2, with all teachers at the College working towards achieving identified goals that have been set with reference to the Australian Professional Standards for Teachers. Allocated time has been used as per the planning schedule, with teachers negotiating time during the day to undertake observations. Due to the impact of COVID and the necessary pivot to online learning for Term 3, many staff selected to focus teaching practice goals around improving their use of online tools and teaching strategies and improving their approach to synchronous and asynchronous learning.

2021 saw further development in the CPA process whereby teachers were required to develop a specific Inquiry Question in relation to their Goal. An inquiry question provides a focus for teachers to improve teaching and learning. They are required to collect triangulated evidence measure the effect of improved strategies for teaching and learning.

CPA groups include:

- Teachers nominate to be part of a **mixed cross faculty group** to work on a nominated focus area and collaborate with ideas and lesson observations. In 2021 these groups included all faculties with representatives in Focus groups on; Critical and Creative Thinking; Growth Mindset; Embedding Capabilities and ATLS; Deep Learning; Active Learning; Feedback; Student Motivation.
- Teachers nominate to be part of a **mixed cross faculty group** to work on individual goals and collaborate with ideas and lesson observations.
- Teachers nominate to be part of a **faculty-based group** to focus on a common area of interest or goal. The focus area or goal for these groups will be developed by the teachers in the group, based on an area of interest in teaching and learning related to their subject area. In 2021 PDHPE, Psychology, Science, Mathematics and English worked in small faculty groups with a specific focus for improving teaching and learning. As with other CPA groupings, this group is limited to ideally four, and no more than five people; and in the case of faculty-based groups, the CPAL role will be held by someone other than the Head of Department (HOD).

As part of their collaborative CPA groups, staff are currently working towards varying degrees of standards and descriptors that align to the Australian Professional Standards for Teachers. Some key observations include:

- An observable classroom practice goal.
- *Educator Impact* is used as a tool to provide the opportunity for staff to collect data on their practice through self-reflection, student surveys and colleague observation.
- Pedagogy is strongly reflected in the goals, as evidenced from the concentration of teaching effort across Standards 2,3 4.

Based on observations and feedback, the following recommendations are made:

1. Teachers continue to have the opportunity to form their own collaborative group in 2022, based on a shared goal. Such groups need to have a clear and identified purpose, which is explicitly linked to the Australian Professional Standards for Teachers, a nominated CPA Leader, and no more than 5 participants. They may be inter or intra faculty groups. This allows for the inclusion of action research models, and other professional learning structures, as identified by the teachers. It would also allow teachers undertaking the same external accreditation process to form a professional learning community in which to work.
2. Teachers have an opportunity to engage in CPA focus areas that align with the Strategic Vision and focus for the College.
3. Teachers will be engaging with active inquiry into their practice in 2022 by collecting triangulated evidence over the year, related to their goal.
4. *Educator Impact* was continued for all teaching staff in 2021 to provide the opportunity for staff to collect data on their practice through self-reflection, student surveys and colleague observation. Changes were made for staff to select whether to use the Educator Impact SMART goals self-reflection on their feedback or to use the Monte Goal setting template. This allows for groups to begin their goal setting at the beginning of the year.
5. Teachers who do not self-nominate a group be formed into groups.
6. Groups have been formed to align to Strategic Objectives focused on developing Critical Thinking approaches to Learning.

The CPA process at the College is where all teachers meet their ongoing Maintenance of Accreditation requirements for the Mandatory Accreditation Requirements. This is complimented with additional professional development within and outside of the College. The CPA policy and process, as it is currently designed, meets the requirements of the Performance and Development Framework and the NSW Government's Great Teaching, Inspired Learning. It is therefore further recommended that future changes reflect the requirements of these documents to ensure ongoing compliance by the College.

Centre for Professional Learning (CPL)

The CPL continued to be used for staff learning and meetings in 2021. The Centre has provided a central area for staff professional learning particularly with regards to Breakfast Club and CLL meetings. Diverse staff groups and departments have utilised the space for meetings as well as individual staff spending time in the Centre to work in a space conducive to uninterrupted work time.

The Breakfast Club training programs continued in 2021, with most sessions offered via Zoom. 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 ICT's. The sessions focused specifically on the use of developing pedagogy to develop and implement engaging classroom learning. These sessions were run by staff at the College.

Teacher Advisory Group

The group was introduced in July, 2016 and was paused through 2021 due to COVID. The purpose of this group is to provide a forum for teaching staff to come together with the Principal, the Director Professional Learning (DPL) and the Director Staff Services, in an informal setting, to discuss the environment for optimal teaching and learning at the College. The group has been designed to offer an opportunity for continuous dialogue with leading classroom teachers in accordance with the philosophy of the leadership structure of the College. It is also an opportunity to develop and recognize teachers leading teaching and learning, in line with the AITSL professional standards for teachers. Eleven teachers have been invited to this group, for a two year period, based on three main criteria. These criteria ensure a cross section of teachers are represented in the group.

The criteria include that:

- Teachers are from a variety of faculties and year groups;
- Teachers have differing years of experience in the teaching profession;
- Teachers have differing years of experience in teaching at Monte.

Formation

The Head of Liturgy and Faith Formation and the Director Professional Learning work together to support staff with setting a Mercy Goal and engaging in Professional Learning on their faith journey. This Formation programme was first presented to staff in July 2016 and continues in the same format. Staff select a Mercy Goal for the year as part of their CPA process and discuss this with their colleagues and act on this throughout the year.

Experienced Teacher Accreditation

- In 2021 two staff members were eligible and applied for Experienced Teacher Accreditation through the Independent School Teacher Accreditation Authority (ISTAA). Two teachers were successful at achieving their accreditation. They have now moved to Band 3 Salary Scale.
- We currently have four staff undertaking their application for Accreditation as Experienced Teacher. They have engaged in online workshops to prepare for their application and we have introduced a comprehensive program for this group to meet with the Director Professional Learning to explore the requirements of their applications and address areas of need in their teaching practice.

Proficient Teacher Accreditation

- One teacher was successful at achieving Proficient Teacher Accreditation in 2021 and was mentored and supported by the DPL and an Experienced Staff Mentor.

Maintenance of Accreditation

- At the conclusion of 2021, all teachers not undergoing application for Proficient Accreditation were maintaining accreditation at Proficient.

Continuing Leadership Learning (CLL)

The middle management 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 four sessions across the year. Their focus in 2021 was strategic and vision focused Leadership and Service Leadership.

Professional Learning

In 2021, due to COVID, staff attendance at Conferences was not possible in most instances. Online courses and workshops (including IB courses) were the only available options for external staff professional learning. Most 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 1 day of professional learning through external providers (including those provided by the International Baccalaureate Organization), and 7 days through the Staff Conference program, averaging at around 45 hours per teacher across the year (including International Baccalaureate training).

Approximately 48% (62/128) of teaching staff participated in professional development courses facilitated by external providers during 2021, 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. This is a decrease in external professional learning in comparison to 2020 where 60% of all teaching staff engaged in external Professional Learning. This is a direct result of the impact of COVID and the availability and suitability of online courses available. As a result the College ran a number of internal Professional Learning sessions related to online learning including: the use of ZOOM; online learning apps; providing effective feedback online; clickview online and assessment tools online.

External courses related primarily to the following areas:

- Student Wellbeing
- Various Department-related curriculum workshops and network meetings
- IB curriculum development
- Educational Leadership
- Deep Learning
- Critical and Creative Thinking
- Reconciliation Convention
- Feedback and Assessment
- Learning spaces
- Coding and Game Development
- Project Based Learning
- Gifted and Talented
- Learning Differentiation
- Inclusive Education
- Literacy
- Motivating Engaging and Managing Students Effectively
- Accreditation
- Mercy Spirituality and Leadership

TEACHING STANDARDS

Category	No. of teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	120
Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	0

TEACHERS' QUALIFICATIONS

B Art Ed, CoFA UNSW	Cert Tech Teach, East Syd Tech
B Art Ed, UNSW (x2)	Dip Acting & Directing, Syd Acting School
B Art Theory, UNSW	Dip Arts, Syd Inst Tech
B Arts (Comms), UTS	Dip Ed (Languages), Giessen
B Arts (Hons), Ottawa	Dip Ed Leadership, ACU
B Arts (Hons), USyd (x2)	Dip Ed, ACU (x2)
B Arts Ed (Secondary), UTS	Dip Ed, Flinders
B Arts, ACU	Dip Ed, Macquarie (x3)
B Arts, Adelaide	Dip Ed, Syd College of Adv Ed
B Arts, CSU	Dip Ed, Syd T College (x3)
B Arts, Macquarie (x2)	Dip Ed, UNE
B Arts, Notre Dame	Dip Ed, UNSW
B Arts, Sorbonne	Dip Ed, USQ
B Arts, Sydney CAE	Dip Ed, USyd (x7)
B Arts, UNE	Dip Ed, Wollongong
B Arts, UNSW (x2)	Dip Interior Des, Comm Arts College Syd
B Arts, USyd (x12)	Dip Journalism, Macleay College
B Arts, UWS	Dip Modern Languages, Melbourne
B Arts, Wollongong	Dip Struc Eng, Brighton
B Arts (Fine Arts), UWS	Dip Teaching, ACU (x2)
B Arts/B Ed, Notre Dame	Dip Teaching, Cath College of Ed, Syd
B Arts/B Ed, UNSW	Grad Cert Ed Studies Learning Support, USyd
B Arts/B Ed, USyd	Grad Cert Ed Studies, USyd
B Arts/B Teaching, ACU	Grad Cert Interfaith Relations, ACU
B Arts/Dip Ed, Macquarie (x8)	Grad Cert RE, ACU (x3)
B Arts/PGCE, Brighton	Grad Cert Relig Ed, ACU
B Biomed Sci, UTS	Grad Cert Theological Studies, Flinders
B Bus, CSU	Grad Cert Theology, UON
B Comm (Hons), Carleton	Grad Dip Bus Mgt, UNSW
B Comm, Bombay	Grad Dip Ed, ACU (x6)
B Commerce, Melbourne	Grad Dip Ed, Adelaide
B Des/B Art & Des Ed, UNSW	Grad Dip Ed, Canberra
B Ec & Soc Sci (Hons), USyd	Grad Dip Ed, CSU
B Economics, USyd	Grad Dip Ed, Griffith
B Ed (Physical Ed), UTS	Grad Dip Ed, Macquarie (x2)
B Ed (Primary) (Hon), USyd	Grad Dip Ed, Newcastle CAE
B Ed H Mov (Hons), USyd	Grad Dip Ed, Sydney CAE
B Ed H Mov & Health (Hons), USyd	Grad Dip Ed, USyd
B Ed H Mov & Health Ed, USyd (x2)	Grad Dip Ed, UTS (x2)
B Ed Health Mvmt & Health Ed, USyd (x2)	Grad Dip Edu, CCES
B Ed Secondary Science, USyd	Grad Dip Edu, USyd
B Ed Tech App Studies, USyd	Grad Dip Psych, CSU
B Ed, ACU (x6)	Grad Dip RE, South Australia
B Ed, Canberra	Grad Dip Teach, Charles Darwin
B Ed, Griffith	Grad Dip Teaching, Curtin
B Ed, Toronto	Grad Teacher Prog, U East London
B Ed, USyd (x3)	Juris Doctor, ANU
B Ed, UTS	M App Pos Psych, Melbourne
B Ed, Wollongong	M Arts (Theology), Notre Dame
B Ed/B Arts, USyd (x2)	M Arts, City U London
B Ed/B Science, Flinders	M Arts, Macquarie (x2)
B Edu (Art), UNSW	M Arts, USyd (x3)
B Edu/B Science, USyd (x2)	M Bus Mgmt, Sorbonne
B Health Sc/Human Mvmt, ACU	M Comm, Shivalji
B Hospitality (Business Management), UWS	M Ed (Online), USQ
B Human Movement Studies, ACU	M Ed Admin, Macquarie
B Laws, Melbourne	M Ed Leadership, ACU (x3)
B Marine Sci (Hons), Wollongong	M Ed Leadership, USyd
B Mus (Hons), London	M Ed, ACU (x3)
B Music (Music Ed) (Hons), USyd/Cons Music	M Ed, Deakin
B Music Ed, USyd	M Ed, Macquarie
B Music, NSW Con	M Ed, Melbourne
B Sc, Cardiff	M Ed, UNSW
B Sc, Johannesburg	M Ed, USQ
B Sc, U West Indies	M Ed, USyd (x7)
B Sc, UNSW (x2)	M Ed, UTS
B Sc, UOtago	M Edu Leadership, ACU
B Sci (Hons), Bath	M English Studies, USyd
B Sci (Hons), James Cook	M Intl Studies, UTS
B Sci (Hons), Westminster	M Relig Ed, ACU
B Sci, ACU	M Sc, Brunei
B Sci, Macquarie	M Special & Inclusive Ed, USyd
B Sci, UNSW (x2)	M Teaching (Secondary), Deakin
B Sci, USyd (x5)	M Teaching, ACU
B Sci, UTS	M Teaching, UNE
B Sci/Dip Ed, Macquarie	M Teaching, USyd (x4)
B Teach, UWS (x2)	M Theology, Newcastle
B Teach/B Arts, ACU (x2)	Mathematics, Lancaster
B Teaching (Sec), CSU	PGCE Geo & ICT, Bath
B Teaching/B Arts, Newcastle	PGCE Maths Ed, Leeds
B Teaching (Visual Arts), UWS	PGCE, London
B Teaching/B Health & Phy Ed, Newcastle	PGCE, Worcester
B Tech (Civil Eng), USQ	PGDE, Trinity College Dublin
B Theology, Melb College Divinity	PhD Organic Chemistry, Dublin
B Vis Arts, Newcastle CAE	Post Grad Cert Ed, Johannesburg
BA Hons Dance Studies, Roehampton	Post Grad Cert Ed, Leicester
BA Theology/Music (Hons), St Patrick's Ireland	Post Grad Cert Ed, Northampton
Cert II Building & Const, TAFE	Post Grad Cert Ed, Sussex
Cert II Kitchen Ops, TAFE	Post Grad Cert Maths, CSU
Cert IV Catering Ops, TAFE	Post Grad Dip D & T, ACU
Cert IV Hospitality, TAFE	TESOL Cert, UNSW
Cert IV Training & Asses, TAFE (x2)	
Cert RE, ACU	
Cert Relig Ed, Catholic D	
Cert Relig Ed, CEO	
Cert Religious Ed, Aquinas Acad	

T H E M E 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Teaching Staff			Non-Teaching Staff		
<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>
110	9	119	40	22	62

T H E M E 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

STUDENT ATTENDANCE

Level	Attendance Rate
Year 7	94.47%
Year 8	91.68%
Year 9	91.29%
Year 10	90.73%
Year 11	90.76%
Year 12	92.42%
All Years	91.88%

** Attendance rates may differ due to COVID online learning and Health Orders requiring students not to attend school if unwell.

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 via an online database called Edumate;
- Reports are completed by the Absentee Office by mid-morning and issued to staff via email periodically throughout the day;
- Phone calls from home are required to explain absences in the morning;
- The Absentee Office will undertake all reasonable measures to contact parents promptly concerning an unexplained absence. Contact with the parent may be made either by telephone, email or SMS text message.
- Notes or an email from a parent/carer are required the following day for absences 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 to 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 an email to parents 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.

RETENTION RATES (Year 10-Year 12) AND POST-SCHOOL DESTINATIONS

98.9% of students who completed Year 10 (2019) continued on to complete Year 12 (2021) at the College. The reasons for students leaving were relocation, education or scholarship offers or going to other schools (personal).

At the end of Year 12, 95.2% of our students received first round university offers in NSW, some took up employment or enrolled at TAFE and private colleges and interstate universities.

There was interest in a variety of university courses particularly through the University of Technology Sydney, University of Sydney, Macquarie University and University of NSW.

ENROLMENT POLICIES

ENROLMENT POLICY

Monte Sant' Angelo Mercy College is an independent Catholic School for Girls from Years 7 to 12, in the tradition of Sisters of Mercy, North Sydney. 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 Catholic spiritual and liturgical life of the College in the Mercy Tradition. All students study Religious Education. Year 12 Higher School Certificate students study either *Studies of Religion I or II* and the IB Diploma Programme students study *Catholic Studies* in addition to their Diploma subjects. The College promotes the knowledge and experience aspects of faith development and an attitude of tolerance and respect for the beliefs held by others. All students undertake Mercy Action and Community Service.

Academic Commitment:

All students in Years 7-10 at the College follow the NESA, Teaching and Educational Standards curriculum together with the Middle Years framework of the International Baccalaureate. In Years 11 and 12 students elect to undertake either the NSW Higher School Certificate or the IB Diploma Program. Both programs are available to all students regardless of previous academic attainment.

PRINCIPLES AND PROCEDURES

1. Enrolment

1.1 Conditions for Year 7 Entry Enrolment

For a student to be enrolled at the College or to be placed on a waiting list, the following is required:

- Parents / carers need to complete and return the signed Enrolment Application and pay the non-refundable application fee;
- Parents / carers need to provide a copy of the Catholic Baptism Certificate (if applicable) with the application;
- Parents / carers need to provide a written family reference with the application;

1.2 Enrolment Steps for Year 7 Entry

1.2.1 On receipt of an Enrolment Application, Application Fee and the necessary documentation the College Registrar will respond in writing, with either a:

- Letter of Offer – offering a Year 7 place in the relevant calendar year intake, where vacancy exists and an applicant is Baptised Catholic. Such offers being made according to the chronological order of their receipt by the College Registrar; or;
- Wait List Placement – advising of placement of the applicant's name on the relevant waiting list according to the enrolment guidelines.

1.2.2 To accept the place offered by the College, parents/carers need to complete and return the signed Acceptance Form and pay the non-refundable Acceptance Fee.

1.2.3 Where an applicant has accepted a Year 7 place, the College will finalise Confirmation of Enrolment in the first school term of the year two years prior to the year of entry.

- For students entering at Year 7, they must have completed the appropriate level of primary education, or its equivalent.

At this time the College requests the following:

- Receipt of a signed Confirmation of Enrolment Contract that includes a signed statement of account responsibility;
- Payment of the non-refundable Confirmation of Enrolment Fee;
- A copy of relevant student information.

Additionally, sibling's / siblings' Fee Account is to be current without an outstanding balance and a demonstrated capacity to meet the fee obligations is evident.

1.3 Wait List Management Year 7 entry

Applicants placed on the Wait List will remain on the Wait List until the start of the final enrolment process two years prior to the year of entry. It will be at this time that a position may become available. Cancelled confirmed places will be re-offered to applicants on the Wait List in the following order:

1. Daughters of alumni
2. Siblings accepted, enrolled, attending or past students
3. Baptised Catholic girls attending a Catholic primary school
4. Baptised Catholic girls attending a non-Catholic primary school
5. Non-Catholic girls

Within each of the above categories, enrolment offers are made according to the chronological order of the receipt of the application. Special consideration may be given to daughters of families transferring from interstate or overseas, and from other Mercy or Catholic Colleges.

If confirmed places become available due to cancellation, prior to the final enrolment process, a place may be offered to applicants on the Wait List in accordance with the above categories and in chronological order of receipt.

1.4 Pre Admission Requirements Year 7 entry

The College requires the following information to be provided prior to commencement in Year 7:

- Year 5 Naplan Results (or equivalent)
- Year 5 Academic Report (or equivalent)
- Student medical details
- Family details to fulfil Federal and State Government Education Census data requirements

2. **Enrolment Steps for Post Year 7 Entry**

2.1 Enrolment of students after Year 7 is dependent upon places being available.

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

- Parents/carers must complete and return the signed Enrolment Application and pay the non-refundable application fee;
- Parents/carers must complete and return the Post Year 7 Enrolment Data Form;
- Parents/carers must provide a copy of the students most recent School Report with the Enrolment Application;
- Parents/carers must provide a written family reference with the Enrolment Application;
- The College reserves the right to contact a prospective students' past school to complete a financial and pastoral care check if deemed appropriate;
- The student(s) and parent(s) are required to attend an interview with the Principal or delegate;
- The offer of enrolment to any Post Year 7 Entry is made post-interview on the discretionary authority of the Principal;
- All offers of Post Year 7 enrolment will be confirmed in writing with a formal letter of offer;
- To accept the enrolment offer, Parents/carers must complete and return the signed Confirmation of Enrolment Contract that includes a signed statement of account responsibility;
- Payment of the non-refundable Acceptance fee and the non-refundable Confirmation of Enrolment Fee needs to be made before the student(s) commences at the College.

3. **Enrolment 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 and payable for Academic Tuition and Co-Curricular Activities.

3.2.1 Tuition fees are determined by the College Board and are subject to rules and variations.

3.2.2 All College fees are payable in accordance with the Due Date for the respective payment method selected.

3.2.3 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, subject to the discretion of the College Principal.

3.2.4 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 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 parent community in order to fund the continued improvement of College facilities.

4. Exchange Students & Short Term Enrolments

Students wishing to join the College any time up to a year on exchange or for a short term stay are expected to:

- 4.1 Complete a Short-Stay Enrolment Form that provides the college with suitable details should an emergency ensue.
- 4.2 Meet the following requirements:
 - Participate as fully as possible in the life of the College;
 - Obey all school rules;
 - Wear the uniform supplied through the College Shop;
 - Nominate a guardian who will act *in loco parentis* with whom the College has easy contact.
- 4.3 Make a donation to the College at the level set by the College.
- 4.4 The College will not charge tuition fees for the first term of an exchange only. Exchange students enrolled for more than one term will be charged full tuition fees for any subsequent terms.
- 4.5 Exchange students enrolled for more than four weeks will be issued with a College computer device. A fully refundable deposit will be payable by direct deposit prior to the exchange student's commencement.
- 4.6 This deposit will be refunded when the exchange student returns the College device and if the device is in the same condition as it was issued. It is the responsibility of the exchange student's family to provide the bank details to the College Registrar to enable the refund to be transferred.

5. Principal's Discretion

The Principal has discretionary authority in relation to the enrolment of any student at the College.

6. College Statement on Collected Information

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. School authorities and employees 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: Working with Children

PART D: Reportable Conduct

PART E: Procedures to be followed in the event of an allegation made or suspicion of risk of significant harm by an external person

PART F: Types of Reportable Conduct for EXTERNAL allegations

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.

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 documents 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

POLICY	CHANGES IN 2021	ACCESS TO FULL TEXT
Attendance Policy	<p>Reviewed and changes made within the recording of attendance due to the long periods of COVID isolation and online learning.</p> <p>Weeks 1-4 of isolation:</p> <ul style="list-style-type: none"> any student at home and zooming in were marked as being on "Other Activity"; students onsite were marked "Present"; students absent were marked "Absent". <p>Week 5 onwards of isolation:</p> <ul style="list-style-type: none"> any student at home and zooming in were marked as being "Present"; Students onsite were marked "On Activity"; Students absent were marked "Absent". <p>Bell times were changed within the College day to accommodate the online learning routine and need for a break throughout the day.</p>	Available publicly on the College website and for parents and students via the College intranet.
Child Protection	Reviewed and no changes required.	<p>Available publicly on the College website and for parents and students via the College intranet.</p> <p>The current policy was issued to all employees at the annual Child Protection presentation at the January 2021 Conference, which is compulsory attendance for all staff.</p> <p>Follow up sessions were undertaken throughout the year as new staff commenced.</p>
Harassment and Anti-Bullying Policy	Reviewed and none required.	Parents and students have access to this policy via the College intranet. Staff have access to this policy on the internal network.
Student Responsibility Policy	Reviewed and none required.	Parents and students have access to this policy via the College intranet. Staff have access to this policy on the internal network.

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

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

T H E M E 1 0

SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Priorities and Achievements for 2021		
Area	Priorities	Achievements
<i>Living Our Catholic and Mercy Identity</i>	Generate an invigorating Religious Education program that meets the academic, affective and spiritual needs of the students and fosters their critical and authentic participation in the contemporary culture	The process of review of the Religious Education curriculum content has begun and will be completed by January 2022. Despite COVID restrictions and lockdown, significant liturgical celebrations were held in a variety of forms, including online which has enabled students, staff and the wider community to participate in meaningful celebrations of faith.
	Investigate the richness of our Mercy heritage, spirituality and ethos as a basis for formation, education and actions in the pursuit of justice.	The leadership capacity of middle and senior leaders has been further developed through participation in sessions with the Leader of Student Formation. Focus has been on a value of service and respect for dignity of all.
	Prioritise the development of culture of wellbeing that ensures a sense of belonging and inclusivity is experienced by all.	The work of Walgan Priscilla in Biamunga has developed a greater understanding on embedding indigenous pedagogy and spirituality in the content material through a number of departments.
	Generate a shared set of principles to advance respect for the dignity of every person in our College community and beyond.	The pastoral care of students and their families was a priority through 2021 and initiatives relating to the creation of a dignity culture.
Area	Priorities	Achievements
<i>Leading Contemporary Learning</i>	Designing deep learning which prioritises conceptual understanding and the development of transferable critical capabilities	A number of learning units, across subject areas have been improved by embedding the explicit teaching of IB MYP “Approaches to Learning” skills/general capabilities and increasing the focus on inquiry. An invigorated and contemporized Monte Learning Statement has been drafted to capture shifts in emphasis.

Enabling greater student agency in their approaches to learning	<p>Leaders and teams now have a greater understanding of how much student choice currently exists in learning design. Some current opportunities were adapted during online learning and planning for more opportunities continues.</p> <p>Learning conversations and SMART goal setting routines have been established and trialled with Years 7 and 8 and planned for Year 9 and 10.</p> <p>Other manifestations of student agency, such as improved work with feedback on learning have been identified.</p>
Igniting a passion for knowledge by maximizing opportunities for learning in local and global contexts	<p>Many connections have been reviewed. Some were adapted during the pandemic and faculties have identified opportunities and plan for new engagement.</p>
Innovating pedagogical practices incorporating current evidence about learning and learning growth	<p>Reflection on changes in teacher practice during the period of remote learning has been significant. Work with the AIS consultant on designing learning to enable an emphasis on critical capabilities and measuring changes in proficiency has supported the Teaching and Learning team. Through professional learning opportunities, teachers grow in their understanding of the use of learning progressions to measure growth in particular skills.</p> <p>A number of trials have been conducted using some of the "skills learning progressions"</p>

Area	Priorities	Achievements
<i>Enriching the Student Experience for Personal Growth</i>	Evaluate current social emotional frameworks from other fields against College Self GROWTH program	Wellbeing Days introduced throughout Years 7 and 8. In preparation for the delivery of a session on Bullying, staff were inducted into the topic. CPA groups began this process of better equipping tutors.
	Research a Wellness hub – a safe, inviting space and environment	<p>Health Mind Platter is a balance of physical and mental health strategies to improve mental health and stress. This was undertaken with Year 11. An online Toolkit for study tips, wellbeing and goals were introduced in Terms 3 and 4 for the Middle School</p> <p>Students are challenged through activities on camps and throughout the College day. In particular, performance online, activities in tutor groups competing in tasks. Wellness Hub has been altered to cater for more space in the Health Centre due to COVID requirements</p>

Investigate Alumni mentorship opportunities	<p>Early start to mentoring from IB girls, class of 2021, mid Term 4; Year 10 StepUp program and alumni invited to be involved in this event.</p> <p>Alumni invited to present at GROWTH sessions and Year 12 Reflection Day. The GROWTH sessions are weekly information sessions facilitated by the Director of Senior School and Heads of Year to offer the students the latest information on curriculum, university and job requirements as well as supporting their wellbeing and transition from school.</p>
Explore platforms for students to build a profile of skills, achievements and experiences throughout their time at Monte	<p>SMART goal setting hosted by the Director of Student Engagement to enable students to learn how to set realistic goals and have these monitored. This framework within MonteConnect has been rolled out throughout Year 7 and 8 students. Further work needed to allow the system to be broad enough for skills and experiences beyond the goals. HECS program has been an area to encourage a digital portfolio. The hope is to extend this to more facets of schooling e.g. sport and academics.</p>
Transform the structure of the Creativity Activity Service (CAS) Program and Community Service Program	<p>The introduction of a specialised staff member responsible for the Community and Service Program with the combination of Head of Identity and student's leadership responsibilities. This staff member has transformed the approach of the staff working closely with Years 11 and 12 staff to align their expectations for the students. Moving into 2022, we will be working on the Year 10 students and younger year groups to support their development.</p>

Area	Priorities	Achievements
Valuing People and Culture	<p>Establish an induction framework to provide opportunities for new staff to be immersed in expectations of working at Monte.</p>	<p>An induction and onboarding process continues to include new teaching staff observing experienced teachers at the College and being observed by their HOD's. Induction sessions are run each term to ensure staff are welcomed throughout the year and are provided with an understanding of our Mercy context and excellence in professional practice at Monte.</p>
	<p>Leadership development and leadership succession is provided.</p>	<p>CLL for 2021 was engaged with Strategic Goals and Objectives and the formulation of Actions for Transformation. Guest speakers guided us through a process of developing leadership skills for school improvement.</p>

	Teaching staff demonstrate 21 st century pedagogical practices, including expert skills in the use of contemporary technologies.	<p>Engaged and motivated staff group: High participation in Professional Learning and regular sharing of expertise throughout the year including Breakfast Club Program, In Conversation Sessions and Learning Design Workshops.</p> <p>Quality External PD Keynotes and workshop leaders.</p> <p>Focus on Deep Learning Design to embed IB approaches to learning.</p>
	Teacher Accreditation is undertaken by teaching staff within national teaching standards.	<p>TAA Accreditation by NESA</p> <p>CPA Groups ~ Staff Professional Learning groups have engaged with each other to reflect on and develop their teaching practice. Staff research action projects as part of their reflective practice, interdisciplinary groups and CPA group focused on quality teaching rounds.</p>

Area	Priorities	Achievements
Connecting Community	Expansion and further development of the Industry Partnerships Programs	<p>The following programs were officially launched in 2021:</p> <ol style="list-style-type: none"> 1. Inspiring STEM+ 2.0 (with Laing O'Rourke) 2. Future Leaders in Property (with Dexu) 3. A Future in Technology (with KPMG) 4. Entrepreneur 5. Scientia Project (with Richard Crookes Constructions) <p>Highlights include:</p> <ul style="list-style-type: none"> • Over 200 students involved across all 5 programs • The key lead from the Laing O'Rourke team is alumni and was a previous participant in Inspiring STEM+ 1.0 • The College appointed an Entrepreneur-In-Residence to facilitate the program that involved over 70 students • 9 student startup businesses participated in the end of year Entrepreneur Showcase • One of the facilitators of the Scientia Project from the Richard Crookes Construction team is alumni and was a previous participant in Inspiring STEM+ 1.0 and the Multiplex program

Area	Priorities	Achievements
<i>Delivering a Sustainable Learning Environment</i>	Advance construction of new Science, Sports Science and Sports building as core component of Scientia Project and Campus Development	Excavation and ground slab complete Structure works to commence and program on track for 2022 completion Budget and contingencies remain within parameters
	Embed and activate Mercy House into campus as a new dedicated Year 12 Centre	Staff employed for supervision and pastoral connections Increase student opportunities via 7 day operations Student occupation for first full year Tracking of data has occurred with records of attendance Excellent student feedback and benefits to cohort 2022 cohort inducted into space ready for following year
	Create a heritage identity strategy (eg. Statues) in readiness for launch of Scientia Project and College Sesquicentenary.	Heritage Interpretation Plan documented as part of Scientia Project Key art features included in scientia design and heritage works Brief for major art and creative works developed Presentation to Sisters of Mercy, North Sydney complete.

T H E M E 1 1

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives undertaken at the College in 2021 were:

Values in Action

- Design of the College Planner cover for the focus value *Service*.
- College branding for email communication, College signage, website, newsletters and banners highlighted the value of *Service*.
- Respect for the value of cultural diversity with the engagement of indigenous presenters to work with students on dance, drama and art.
- The College value of *Service* was promoted in curriculum programs and College activities.
- CAS Projects investigated the impacts of COVID globally and continued connections the College has with indigenous communities – Footy Boots for QLD.
- CAS Projects afford the opportunity for students to create murals – expressing their understanding of Mercy Values
- Student Leadership Groups (Middle and Senior School) organise initiatives to inspire and build spirit within the College community. These initiatives often relate to the Mercy Values being focused on in any year – 2021 *Service*
- Collaboration between the Monte community and the Indigenous community promoted respect and cultural understanding.
- Aboriginal and Torres Strait Islander strategic guidelines moved onto the next stages of implementation with succession planning for carrying on the story and connection with community members.
- NAIDOC Week was celebrated virtually with significant events to promote indigenous issues.
- NAIDOC Reflection instead of an assembly where Biamunga students were filmed on their connections with the Desert and the NAIDOC theme; *Heal Country!*
- In 2021, the annual Maruku Marketplace focused on the traditional skills unique to Central Desert artists; *punu* carving of *tinka*. *Tinka* are the patterned sand goanna found in the Central Desert region and have a spiritual importance to the Anangu women. Unfortunately, this year we are unable host artists from the desert.
- The Biamunga Yarn Up is a community sharing of stories and experiences that allows for understanding through a coming together to actively listen and discover. The guest speaker was Yulwaalaray writer, musician, composer and educator, Nardi Simpson.
- Prayer Services honouring mothers, fathers and grandparents took place.
- Year 7 Stewardship RE unit, included engagement with Laudato Si.
- Further development of the Creativity, Activity, Service Program for all students in Years 11-12.
- Development of the Service Learning Program for Years 7-12.
- Blue Ribbon appeal was held in a COVID safe way with year levels divided due to restrictions.
- Project Timor year group initiatives – encourage whole school engagement in fundraising and awareness through the Project Timor Lenten Campaign prior to COVID.
- Mercy Day Liturgy and celebration theme *Service* with a program of speakers to engage staff and students in a COVID safe way.
- Reflections in Chapel / RE Lessons / CAS programs focused on the value of *Service*.

Advocacy

- Mercy Action Group initiatives
 - Advocacy for Fair Trade Café operates twice weekly selling Fair Trade tea, coffee and hot chocolate was able to run for Term 1 and 2 and last couple of weeks of Term 4, however ceased for the remainder of the year due to restrictions.
 - Environmental advocacy is the focus of the MEGA (Monte Environmental Group Action), Native Bee Projects, Improving Recycling at Monte, Year 7 Stewardship RE unit included engagement with Laudato Si.

- Years 11/12 Design & Technology HSC and IB students focus on circular economy and environmental issues.
- College raised funds to support the *Mercy Scholarships – Steps4Scholarships* the main initiative.
- College Principal and staff continue to develop relationships with staff and students of school in Maliana.
- Staff support the work of CANA Community by purchasing food boxes each month as well as producing 65 Backpacks for women leaving prison. The Mercy Mission and Heritage Centre allowing visits of all staff; Year 7 students and the Senior and Middle School Leaders.

Fundraising Support

- The College community continued to raise funds for the College programs in Maliana, Timor-Leste.
- Blue Ribbon Appeal for the provision of Bursaries was launched and funds raised.

National Pride

- The National Anthem is sung at each College assembly and the Acknowledgement of Country begins all celebrations when possible, due to restrictions.
- Anzac Day is marked with individual classroom presentations and small group gatherings.
- There is a daily flag raising.
- Regular participation in College events by Yuin elder, Uncle Max Harrison and an indigenous advisor to the College, Auntie Julie Smith, a Kalkadoon woman.

Service to the Community

- A whole-school Community Service Program for Years 7-12; students are engaged in service in their homes and to their local community due to the limitations and opportunities of COVID.
- Reduced External Community Service Hours were completed by all senior students due to COVID restrictions.
- Stewardship of the environment by supporting the College herb garden. This connected with the Caring for Creation unit in the Religious Education curriculum.
- Timor-Leste Immersion education program.
- Central Desert service opportunities program.
- Mercy Kitchen was further established where students and staff of the College gave their time to create meals to be given to students and their families in our community in need.

Pastoral Care

- College Nurse contacted every family within the community whilst in lockdown to check on their welfare and to offer support.
- Students were engaged with the Gospel and shared the Eucharist at both College and year level liturgies when possible.
- The Self GROWTH program has been designed by staff to have six key focus areas for students. These key pillars are structured from Years 7-12 so that all activities in pastoral sessions and in the classroom can be mapped to these six key focus areas.
- Organisation of Positive Psychology and mindfulness in year meetings.
- Pastoral Care camps, e.g. Year 7 and 8 three-day camps: themes for each camp were focused on students developing respect for themselves as well as others and their transition into high school.
- Tutors zoom called all families to make connections at the start of the year.
- Active Student Representative Council groups in Middle and Senior School; committees within these Student Representative Council bodies, e.g. "Monte Environmental Group for Action (MEGA)".
- Student leadership training and induction for Year 11 which focuses on Leadership Through a Mercy Lens and how this can be lived through action.
- Leadership Training days for Year 11 which included guest speakers – this was conducted online due to COVID restrictions.
- Connection to local Police via the Youth Liaison Officer and School Liaison Police Officer.
- College undertaking of the ACER Social and Emotional Wellbeing Survey.

- Elevate Education Program for Years 8, 11 and 12, focusing on study skills through the online portal.
- Prue Slater discussed ways to reduce anxiety in Year 10.
- Mercy Miles 4 Minds – College initiative.

Pastoral Specific

- Year 7 – What does Mercy mean to me?
 - Empowerment of Girls – positive role models in a global context.
 - Year 7 Personal Learning Conversations – setting and working towards personal bests in academic studies.
 - Year 7 Monte Mercy Amazing Adventure – connection to Mercy Foundation “Past and Present” (onsite).
 - Organisation and Time Management pastoral sessions and small group program.
 - Year 10 .b Mindful Practices with Year 7 in Form Meetings – Allure Presentations “*Like the Real You*”
 - Virtual Grandparents’ Day celebration which was pre-recorded.
 - Learning passports after online learning
 - Big Fish not Little Fish program
 - Senior Leaders engaged in before school and lunch activities with Year 7 cohort
- Year 8 - Creating Connections
 - SMART goals used throughout Year 8.
 - Through a variety of different contexts, students created connections via conversation, collaboration and exploration of mandala design.
 - Student journals used in pastoral sessions and on Year 8 camp for reflection on feelings, emotions and how they can express these; goal setting and achievements.
 - The Leader Identity spoke on the work of Mercy through advocacy and how we can all be a part of our community by giving back to each other.
 - Connections were built through the Year 7 ‘buddy system’ and with Year 8 and Year 11 through regular events and meetings to offer support.
 - Mothers’ Day celebration whereby students reflected on appreciation of family, values and respect.
- Year 9 – Striking a Balance
 - Year 9 Wellbeing day which included Danielle Miller, CEO Enlighten Education, an expert in girl’s self-esteem and body image and Glen Gerreyn spoke on ‘overcoming anxiety’.
 - Sense of Self Worth workshop facilitated by the College Counsellor.
 - Police Liaison Officer – Cyber Bullying
 - Butterfly Foundation topic: Positive Body Image
 - Service Learning with staff.
- Year 10 promoting respect and responsibility through:
 - *Mindfulness* Chapel program with staff members
 - Year 10 online Wellbeing and Reflection Day
 - Year 10 Welcome to Senior School
 - Spirit Mass
 - Community Service Program
 - Year 7 and 10 games collaboration
 - Student Skills – Prue Salter
 - Modified Careers Program included in the STEP UP Program
 - Pastoral Journals linked to ATL’s

- Police Liaison Officer – Alcohol and Drugs
- Service of the Spirit – pastoral activities on kindness and gratitude
- Career testing and subject selection interviews
- Year 11 theme – *Building Bridges: We can't build bridges without support*
 - Mindfulness program
 - Presentation on Service Leadership for all students
 - Senior School Leadership process connected with House Plays 2021
 - Tutor conversations for tracking with CAS
 - Reflection Day with Chris Doyle
 - Peer tutoring
 - Years 8 and 11 Pastoral Sessions
 - Elevate Study Skills – Time Management, Exam preparation delivered via online workshops
 - Feedback from Year 11 students and Pastoral team regarding sessions/activities run such as a Time Management session, Healthy Mind Platter activities (yoga, meditation, boxing Zuma, colouring-in, reflexology).
 - Indigenous meditation and storytelling
 - Cardoner Project – opportunities for service after school
- Year 12 theme – *Empowerment*
 - NAIDOC Week, Biamunga
 - Glenn Gerreyn presentation – reminder on the importance of setting goals
 - Creativity, Activity and Service Programs/HECS program
 - Fortnightly GROWTH period – looking at goals
 - Father Daughter Trivia Night and Mother Daughter Lunch
 - Ignatian Children's Holiday speakers on application process
 - Project Timor and other school initiatives
 - Presentation from Tara Egger, Mercy women beyond school
 - Prue Salter Program (video)
 - Mindfulness session/guest speakers/meditation/yoga session
 - Career evenings and Open Days
 - Year 12 Wellbeing and Reflection Day to celebrate their years at the College, companionship and friendship.

Service to the Community

- A whole-school Community Service Program for Years 7-12; students are engaged in service to their home as COVID restrictions did not enable students to enter other environments.
- A collection of toiletries and personal care packs for the St Vincent de Paul Society.
- Reduced Community Service Hours were completed by all senior students due to COVID restrictions.
- Mercy Kitchen was further established where students and staff of the College gave their time to create meals to be given to students and families in our community in need.
- Stewardship of the environment by supporting the College herb garden. This connected with the Caring for Creation unit in the Religious Education curriculum.
- Timor-Leste Immersion education program.
- Central Desert service opportunities program.

Community Events

- Year 7 Welcome Dinner and Mass.
- Blue Ribbon Appeal – ribbons are sold to help support our Bursary Program
- College Community events included Year 12 Mother Daughter High Tea, Father Daughter Dinner Dance, Graduation Dinner, Graduation Mass and Graduation Ceremony.
- The success of the co-curricular program including College activities such as virtual debating and musical performances.

T H E M E 1 2

PARENT, STUDENT AND TEACHER SATISFACTION

Each year the College conducts exit surveys of our students, parents and staff who leave the College across a range of key performance satisfaction areas including academic and pastoral outcomes.

The results of the exit survey data indicated a very high level of satisfaction from students and their parents.

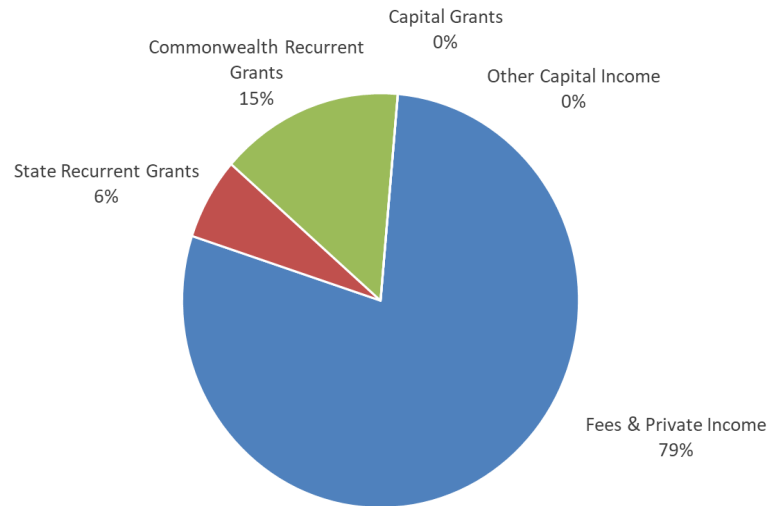
On an ongoing basis, the College also regularly canvasses the opinion of its stakeholders through Parents & Friends Association meetings, Alumni meetings, staff surveys and parent feedback by either personal contact, letter or email.

Students are represented by the Student Representative Council where they have the opportunity to present feedback to senior members of the College Executive.

THEME 13

SUMMARY FINANCIAL INFORMATION

INCOME 2021



EXPENDITURE 2021

