



Monte Sant' Angelo
Mercy College

School Year Annual Report

2018

E d u c a t i o n a l a n d F i n a n c i a l R e p o r t i n g

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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T H E M E 1

MESSAGES FROM KEY SCHOOL BODIES

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

The College Board met seven times in 2018. There were significant accomplishments and developments overseen by the Board in 2018, which included:

- Began the review of College's Strategic Vision in readiness for the next cycle beginning in 2020.
- Commencement of Masterplan process including community consultation with students, staff and parents to identify key priorities.
- Commenced Investment Portfolio for Foundation funds.
- Entered into an agreement with the Fundação Sagrado Coração de Jesus Maliana (FSCJ) for the design and construction of a Teacher Training Centre in Timor-Leste.

Foundation and Development

A continuing major focus of the College has been the bursary program and future governance of the College Foundation, while continuing with the ongoing fundraising and friendship building. During 2018, the new Board Foundation Committee was established and held its inaugural meeting. Including priorities of Investment Strategy, Alumni Database and Donor Management System.

Strategic Vision 2012-2020

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 execution of the College's Strategic Vision 2010-2020.

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

1. The wish to strengthen our Catholic and Mercy identity through the development of structured formation programs, recruitment of a Head of Faith Formation and the further development of the Religious Education programs embracing the mission of the College.
2. The impetus for continuing innovation in learning and teaching appropriate to preparing our students with a focus on the future, including the expanding diversity of pedagogies offered by technology;
3. The development of Monte girls as independent learners and responsible global citizens;
4. The importance of staff attainment, and the recruitment and retention of the highest quality and professional teachers and leaders;
5. The extension of College resources and facilities, within sustainable practices;
6. Planning for future College governance as guided by the Trustees.

The Class of 2018

The College Board congratulates the Year 12 Class of 2018 for their high standard of achievement in both the HSC and IB Diploma Programme. There was an impressive range of success across many subject areas; students have excelled and received state honours.

Congratulations to:

- Emily Smelt *HSC Dux of the College*
 - Madison Ueland *IB Diploma Dux of the College*
-

MESSAGE FROM THE STUDENT REPRESENTATIVE COUNCIL: *Student Leaders 2018*

SENIOR SCHOOL

The Main Objectives of the Senior Leaders from 2018 were:

- To launch *Mercy through Justice* campaign that encourages every student to dedicate themselves to justice for all and engage with both the local and global issues.
- To encourage vertical year-group friendships and relationships through interactions and initiatives with the younger year groups, 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.
 - 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.
 - Working with Year 10 students to strengthen the sense of community within the cohort; encouraging a sense of mutual respect between the girls to foster an appreciation of the dignity of each individual in their year group (through affirmations and pastoral sessions); surveying the girls to discover their individual support needs, such as advice with co-curricular activities, the MYP Personal Project, Year 11 subject selection.
- Building on the work from 2017, 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 and the House Captains with new whole school, vertical pastoral session initiatives.
- Through mentoring, working and discussion with the College Executive about leadership styles and shared experiences, relationships between students and Executive staff are strengthened.
- To organise and assist in the supervision at the Year 7 Dance in Term 4 of 2018.

The student leaders created their own campaign for the College, *Journey to Justice*.

The College Captain has a number of extra duties and commitments as part of their role. It was the responsibility of the Captain to chair each of the Senior Leaders' meetings and to support the team in their various roles. She has led many key events and initiatives, such as preparation of the main initiative for the year, *Justice Week*; 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.
- Assemblies and Events Coordinators (duties were to organise events such as the Monte Prefect Afternoon Tea, the Year 7 Dance, to coordinate attendance at other schools' Prefect Afternoon Teas and other events, and to communicate with the Deputy Principal Pastoral Care about Whole School Assemblies).
- Leadership Liaison Officer (duties were to organise and coordinate the whole leadership team meetings and to work with the other Leaders and support various initiatives and activities and now also including the new College website leadership section, preparation and further development, maintenance of the section).
- Campaign Director (Logistics) (duties were to coordinate parts of the leadership team to produce the campaign theme of service).
- 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 these group's meetings).

Areas where Senior Leaders offered Leadership

In 2018 the Senior Leaders' focus has centered on introducing and championing Monte's *"Journey to Justice"*, to actively address the imbalance in a world fraught with poverty, oppression and discrimination. Throughout the year, they have sought to demystify the concept of injustice and found significant ways that we all can make a real impact - within our school, our community and the wider world. 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 'Food for Thought' program, launched the 'Project Timor' campaign and have given numerous hours of volunteer time to various projects within the College.

- The Leaders designed and created a banner as a continual reminder of their *Journey to Justice* theme - and the many initiatives that support it, especially advocating for Timor (scholarships, teacher professional learning centre, 'Food for Thought').
- In Lent, at the Ash Wednesday liturgy, the Leaders launched the "Change for Timor" initiative, using the model of Project Compassion collection boxes to raise money for Colegio. This served as a springboard to the ongoing fundraising (through ticket sales for International Women's Day, High School Musical and House plays) These funds will change the lives of people we know. It will buy Food for Thought – meals that allow the Colegio students the sustenance to think and learn. It will build a new professional learning centre so that more Timorese children can have the lifelong gift of learning.
- Invited and hosted Senior Leaders from many other schools for an Easter themed Prefect's Afternoon Tea, which included discussions around sharing leadership ideas with one another.
- The Leaders continued with "Good Morning Monte" to welcome Monte girls into school with a small sweet and a smile.
- Running Year 12 Morning Pastoral Meeting initiatives.
- Role modelling appropriate behaviours on all occasions.
- The College Captain attended the Blue & Blue Luncheon, and the Senior Leaders promoted and sold the blue-ribbon badges for the Blue Ribbon Bursary Appeal.
- Welcomed Year 6 students to Monte Orientation Day.
- Attended many external events such as the School Captains' Luncheon with North Sydney MP Trent Zimmerman.
- Attended Masalou Luncheon for Alumni.
- Volunteering at various school events such as High School Musical, House Plays and Debating Grand Finals.
- Assisted 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 2018 embraced their leadership term with enthusiasm. They demonstrated spirit and positivity in each activity and have worked together to strengthen the bonds and connections between the members of the House. The goals and initiatives of the year have been aligned with the College theme *'Mercy through Justice'* aiming to encourage students to Journey to Justice together.

Their leadership term commenced with Spirit week, which involved cooperation and organisation allowing the Captains to lead by example, showing their spirit. This was the start of many opportunities to engage with the younger students, fostering 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 immersed into the College spirit with House cheering, preparation for the College Swimming Carnival, the annual House Captain's visit to Year 7 camp, and working with the students to understand the importance of school spirit and forming new friendships. Interactions with Year 8 occurred when year group picnics were undertaken, and Year 9 students through the inter-house futsal competition. Further collaboration with all year levels occurred through vertical pastoral sessions, supporting House Plays and the Swimming and Athletics Carnivals.

MIDDLE SCHOOL 2018

From the Student Leadership Coordinator – Middle School

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

Building on from the 2014 proposal of increasing the number of Middle School Leaders from four to six, the 2018 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 2018 included:

- SRC forums that focused on problem-solving, open communication, Q & A with the Principal; Director of Middle School; Deputy Principal Pastoral Care; Deputy Principal Curriculum; Sports Program Manager; Director Finance and Resources, Facilities Manager; Director Innovation and Technology.
- Participation in the SRC Training Afternoon (led by the Student Leadership Coordinator- Middle School)
- Consultation regarding Assessment Calendar.
- 'You Can Sit With Me' initiative ran during Terms 3 and 4 – each homeroom in the Middle School received a poster which every student signed reinforcing the idea to girls who are struggling with friendship issues, that there is a whole chain of girls in homeroom who are ready to support you whenever you need it.
- Launch of Year 7 Lunchtime Games – a way to encourage students to put away their technology and spend time interacting with their peers.
- Planned, organised and presented two Middle School Assemblies.

MESSAGE FROM THE PARENTS & FRIENDS ASSOCIATION

Peter Gallagher, President of the Parents and Friends Association

2018 has been another full year of activity and accomplishments for the Monte Parents and Friends Association (P&F).

The P&F plays a number of roles on behalf of the parents and friends of Monte. We represent the interests of parents in our interactions with the College Executive by attending official events, holding regular P&F meetings and through informal meetings and discussions with staff and parents. We also promote education in the Mercy tradition and support parental engagement.

The most important aspect of the P&F's role is the focus on establishing and building community relationships which we do primarily by hosting a variety of social events that bring people together.

This year we have hosted many long-standing favourite events such as the barbeque at Monte's Open Day, year group cocktail functions and morning teas, Father Daughter Pizza Night and the Winter Function. There have also been some mothers' weekends away, the most recent of which was the Year 11 mothers who celebrated the Monte community spirit in Terrigal on the Central Coast. November was wonderfully busy with the Melbourne Cup lunch, staff appreciation drinks and the ever-popular Trivia Night. For those parents, such as myself, who had daughters in Year 12, we have also had a series of special and significant events to mark the completion of the Senior School phase of our girls' lives, including the Father Daughter Dinner Dance, the Mother Daughter High Tea and graduation events.

As well as the social activities, the P&F also contributes to the College in other ways such as financing the annual calendar, organizing public speakers and community support via the #SupportCrew initiative. While all of our events try to break even financially, we do occasionally make a small surplus and this, long with the generous contributions of parents, allows us to provide the College with some modest funding for specific initiatives. This year we contributed towards new lockers, student drinking fountains, student seating, the College Hardship Fund and bursary support.

The P&F operates with a relatively small group of parents on the Executive Committee and a very wide base of Year Coordinators, Class Parents and other volunteers who help coordinate, communicate and run the P&F activities that occur during the year. I would like to thank each of these volunteers, who give so generously of their time and energy.

The positions of the P&F Executive Committee are open for renewal each year, and while we sadly say farewell to some members who have contributed greatly over the many years, we are delighted to have those who are continuing in their positions and we warmly welcome a number of new members to the P&F Executive Committee.

The Monte P&F is looking forward to another year of working together with the College and community.

T H E M E 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	1173
Average ICSEA value	1000

Data source: Parent Information

Distribution of students	Bottom Quarter	Middle Quarters		Top Quarter
School distribution	1%	4%	20%	76%
Australian distribution	25%	25%	25%	25%

Indigenous students	0%*
Language background other than English	10%

STUDENT POPULATION (as at 30/1/2018)

Year 7	202	Year 9	195	Year 11	190
Year 8	199	Year 10	196	Year 12	183

T H E M E 3

STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN

In 2018, Monte students completed NAPLAN Online rather than the pen-and-paper version. Results for 2018 have been uploaded to the My School website (www.myschool.edu.au/). Available are: Average NAPLAN scores for each domain from 2008 to 2018 (results in graphs, numbers and bands); NAPLAN results for matched students (Student Gain); and comparison with students from statistically similar backgrounds.

THEME 4

SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

All students completing Year 10 at the College were eligible for the Record of School Achievement. This is a school leaving credential. 99% of students continued in formal secondary education and 1 student requested a Record of School Achievement.

HIGHER SCHOOL CERTIFICATE

Thirty eight percent of the Class of 2018 achieved an ATAR of 90 or over.

Monte was placed 47th in the State, according to HSC Band 6 percentages (Source: *The Sydney Morning Herald* 14/12/2018). This result does not include the IB cohort's achievements.

In total, 53% of the HSC cohort (77 students) achieved a mark of at least 90 in an HSC course, i.e. Band 6 or the equivalent in Extension courses. The list of Distinguished Achievers is too extensive to include in this document.

In total, 53% of our students were Distinguished Achievers, gaining at least one Band 6 placement in one or more subjects. Seven 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 four entries in the Top Achievers list, including equal first and seventh places in Ancient History, third place in Indonesian Extension, sixth place in Studies of Religion 1 and seventh place in PDHPE.

In the following subjects, the school mean was more than 10 percentage points above the State mean: Ancient History, Community and Family Studies, Design and Technology, English Standard, Hospitality Examination, Geography, Legal Studies, Mathematics General, Modern History, Music 1, Personal Development Health and Physical Education and Senior Science.

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 47th in the state in the 2018 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	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Ancient History	95	74	65	74	73	57	76	74	79	81	92	85
Biology	53	55	54	46	50	45	19	45	61	65	67	48
Business Studies	74	97	83	81	78	66	69	57	71	75	65	57
Chemistry	72	25	31	52	75	60	40	63	46	61	54	27
Community and Family Studies	73	83	74	68	89	72	80	41	88	50	80	56
Design and Technology	100	100	100	100	88	91	85	88	81	100	92	81
Drama	43	53	60	85	75	75	100	100	91	100	56	35
Economics	88	57	100	100	55	89	46	57	67	72	91	67
English Standard	63	49	40	22	32	13	61	43	28	13	45	19
English Advanced	92	88	76	86	82	81	85	86	82	86	88	81
English Extension 1	100	100	100	94	100	100	E4:46	E4:22	E4:8	E4:36	E4:75	E4:21
English Extension 2	100	50	20	100	83	100	E4:0	E4:40	E4:33	E4:0	E4:33	E4:30
French Continuers	40	100	50	75	93	86	80	75	44	100	71	47
French Extension	100	-	100	100	100	100	E4:33	E4:33	E4:100	-	E4:14	E4:0
Geography	100	96	100	100	90	100	100	87	100	71	86	82
German Continuers	67	0	100	83	33	100	67	87	71	70	33	100
German Extension [†]	-	-	-	100	-	-	-	E4:0	E4:20	E4:20	E4:100	E4:100
Hospitality Examination	90	50	60	69	94	64	58	42	83	50	61	52
Indonesian Continuers	83	100	75	-	-	-	-	67	40	67	17	40
Indonesian Extension	100	100	100	-	-	-	-	E4:50	E4:0	E4:100	-	E4:25
Italian Continuers	80	83	100	83	40	100	75	60	75	57	43	30
Italian Extension	100	100	-	-	-	-	100	E4:0	E4:50	-	-	-
Legal Studies	86	95	75	89	85	90	100	78	87	78	72	50
General Mathematics	55	65	74	84	54	52	58	53	57	66	51	45
Mathematics	65	65	81	66	42	48	58	53	43	57	40	48
Mathematics Extension 1	100	68	81	95	82	86	83	E4:37	E4:13	E4:40	E4:22	E4:17
Mathematics Extension 2	100	100	75	100	100	100	100	E4:0	E4:0	E4:0	E4:50	E4:25
Modern History	82	84	85	88	77	84	83	67	59	79	79	64
History Extension	92	100	100	100	50	75	100	E4:20	E4:0	E4:44	E4:100	E4:40
Music 1	100	100	100	100	100	100	100	86	88	100	88	40
Music 2	100	100	-	66.66	100	100	100	100	50	86	50	100
Music Extension	-	-	-	100	-	100	-	E4:100	E4:0	E4:20	-	E4:67
PD/H/PE	70	71	62	76	47	48	79	53	76	75	74	50
Physics	67	33	0	36	11	50	67	53	0	83	43	40
Senior Science	67	75	-	86	-	67	93	100	-	91	75	82
Society and Culture	92	85	93	100	87	81	100	76	90	94	79	74
Studies of Religion I	63	75	66	79	72	78	77	75	70	83	71	49
Studies of Religion II	75	77	63	77	58	67	69	76	75	80	68	46
Visual Arts	100	90	95	86	88	95	100	86	88	100	100	100

* 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.

[†] 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	19	31.57	9.51	63.15	26.59	14.50
Biology	43	13.95	8.69	39.53	28.18	5.79
Business Studies	50	22.00	8.35	52.00	28.61	9.04
Chemistry	18	5.55	9.19	66.66	32.89	6.31
Community and Family Studies	11	27.27	3.92	45.45	24.99	10.35
Design and Technology	8	62.50	11.79	37.50	34.90	13.27
Drama	7	14.28	13.79	28.57	28.58	1.60
Economics	17	23.52	13.13	64.70	33.26	8.61
English (Standard)	46	10.86	0.85	52.17	14.21	11.58
English (Advanced)	97	22.68	13.75	69.07	48.86	4.98
English Extension 1	15	60.00	37.83	40.00	57.60	2.31
English Extension 2	3	66.66	16.59	33.33	54.53	7.57
French Continuers	5	0	28.93	40.00	35.22	- 0.83
French Extension	2	0	38.41	100	43.70	- 0.26
Geography	8	37.50	8.25	62.50	34.93	13.77
German Continuers	3	33.33	27.86	33.33	29.50	3.43-
History Extension	13	30.76	23.64	61.53	55.04	3.10
Hospitality Examination	10	30.00	2.61	60.00	26.06	12.81
Indonesian Continuers	6	50.00	35.48	33.33	33.87	2.71
Indonesian Extension	2	100	43.75	0	50.00	5.63
Italian Continuers	5	40.00	20.66	40.00	35.12	5.71
Italian Extension	3	66.66	40.98	33.33	52.45	3.12
Legal Studies	37	35.13	12.17	51.35	31.82	10.44
General Mathematics	58	13.79	6.54	41.37	20.10	10.08
Mathematics	69	31.88	22.46	33.33	29.34	4.60
Mathematics Extension 1	29	27.58	32.84	72.41	46.76	3.43
Mathematics Extension 2	4	25.00	33.19	75.00	52.22	2.09
Modern History	49	26.53	10.44	55.10	31.38	10.58
Music 1	2	100	20.99	0	43.51	13.50
Music 2	2	50.00	41.63	50.00	49.79	2.95
PD/H/PE	37	40.54	6.71	29.72	26.40	11.36
Physics	9	11.11	9.53	55.55	24.26	8.18
Senior Science	3	0	3.94	66.66	17.54	11.02
Society and Culture	12	25.00	12.69	66.66	34.65	9.93
Studies of Religion 1	93	29.03	8.98	34.40	27.74	3.52
Studies of Religion 2	51	15.68	6.63	58.82	34.34	7.19
Visual Arts	13	30.76	12.34	69.23	40.94	8.00

* 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 2018 and Comparative Historical Data

	2018	2017	2016	2015	2014	2013	2012	2011
Total no. of students	40	37	62	37	25	49	24	26
No. of subject entries in the session	317	296	496	296	200	392	192	208
No. of candidates who passed the Diploma	37	37	62	37	25	49	23	25
Average points obtained by candidates who passed the Diploma	37	37	36	36	36	37	38	37
Highest Diploma points awarded to a candidate	45*	44	45	45*	45	45	45*	45
Av. grade obtained at the school by candidates who passed the Diploma	5.86	5.85	5.59	5.72	5.74	5.79	6.07	5.79
No. of students with at least one Grade 7	24 (60%)	24 (65%)	22 (35%)	20 (54%)	15 (60%)	28 (57%)	16 (67%)	15 (58%)
No. of subjects in which a Grade 7 was achieved	25 (83%)	22 (71%)	18 (67%)	19 (63%)	15 (68%)	23 (79%)	16 (67%)	13 (62%)
No. of students with at least one Grade 6	35 (88%)	36 (97%)	56 (90%)	36 (97%)	22 (88%)	47 (96%)	22 (92%)	24 (92%)
No of subjects in which at least a Grade 6 was achieved	27 (90%)	30 (97%)	24 (89%)	25 (83%)	15 (68%)	23 (79%)	19 (79%)	20 (95%)
No. of students receiving University Offers (First Round)	38 (95%)	37 (100%)	62 (100%)	37 (100%)	25 (100%)	48 (98%)	23 (96%)	25 (96%)

* Three awarded in 2012; Two in 2018, 2015 and 2010

IB Diploma Course Report and Summary 2018

Course Name	No. of Students	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Total % Grades 6 & 7*
Language & Literature HL	32	11	12	8	1	0	0	0	71.9
Language & Literature SL	1	0	0	0	1	0	0	0	0.0
Literature HL	5	2	1	2	0	0	0	0	60.0
Literature SL	2	1	1	0	0	0	0	0	66.7
French HL	3	2	1	0	0	0	0	0	100.0
French SL	10	3	4	2	1	0	0	0	70.0
German SL	8	3	3	2	0	0	0	0	75.0
Indonesian SL	2	0	0	2	0	0	0	0	0.0
Italian SL	6	1	4	0	1	0	0	0	83.3
Economics HL	6	2	2	1	1	0	0	0	66.7
Economics SL	6	2	2	1	0	1	0	0	66.7
Enviro Systems & Societies SL	6	2	3	1	0	0	0	0	83.3
History HL	15	1	7	7	0	0	0	0	53.3
History SL	2	0	1	1	0	0	0	0	50.0
Psychology HL	28	10	10	6	2	0	0	0	71.4
Biology HL	1	0	0	0	1	0	0	0	0.0
Biology SL	6	1	2	3	0	0	0	0	50.0
Chemistry HL	5	1	1	0	2	1	0	0	40.0
Chemistry SL	13	1	5	4	0	3	0	0	46.2
Design Technology HL	2	1	0	0	1	0	0	0	50.0
Design Technology SL	1	1	0	0	0	0	0	0	100.0
Physics HL	3	1	1	0	0	1	0	0	66.7
Physics SL	3	0	2	0	0	1	0	0	66.7
Spanish ab initio	11	3	3	1	4	0	0	0	54.5
Sports Exercise Health Science HL	13	6	3	1	3	0	0	0	69.2
Sports Exercise Health Science SL	4	2	2	0	0	0	0	0	100.0
Mathematics HL	2	1	1	0	0	0	0	0	100.0
Mathematics SL	26	2	9	9	3	3	0	0	42.3
Mathematical Studies SL	11	3	1	6	0	1	0	0	36.4
Visual Arts HL	5	2	2	1	0	0	0	0	80.0

*Data is accurate at the time of going to print 8/2/19. Percentages may increase based on re-marks.

* 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	39	3	22	14	0	0	A	C
<i>English</i>	9	3	5	0	1	0	A	D
<i>Enviro Syst and Soc</i>	1	0	0	0	1	0	D	D
<i>History</i>	7	1	4	2	0	0	A	C
<i>Psychology</i>	10	4	1	5	0	0	A	C
<i>World Studies</i>	2	1	0	1	0	0	A	C
<i>Design Tech</i>	1	0	0	1	0	0	C	C
<i>Sports Ex Science</i>	5	4	1	0	0	0	A	B
<i>Mathematics</i>	1	0	0	1	0	0	C	C
<i>Visual Arts</i>	4	2	1	1	0	0	A	C
Extended Essay Total	40	15	12	11	2	0		

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)
Language & Literature HL	32	7	4	6.03	4.87	1.16
Language & Literature SL	1	4	4	4.00	5.32	-1.32
Literature HL	5	7	5	6.00	5.24	0.76
Literature SL	2	7	6	6.50	5.07	1.43
French HL	3	7	6	6.67	5.23	1.44
French SL	10	7	4	5.90	5.58	0.32
German SL	8	7	5	6.13	5.40	0.73
Indonesian SL	2	0	0	5.00	5.88	-0.88
Italian SL	6	7	4	5.83	6.00	-0.17
Spanish ab initio	11	7	4	5.45	5.59	-0.14
Economics HL	6	7	4	5.83	5.33	0.50
Economics SL	6	7	3	5.67	5.12	0.55
Enviro Systems and Societies SL	6	7	5	6.17	4.03	2.14
History HL	15	7	5	5.60	3.69	1.91
History SL	2	6	5	5.50	4.22	1.28
Psychology HL	28	7	4	6.00	5.31	0.69
Biology HL	1	4	4	4.00	4.61	0.61
Biology SL	6	7	5	5.67	3.65	2.02
Chemistry HL	5	7	3	4.80	5.27	-0.47
Chemistry SL	13	7	3	5.08	3.75	1.33
Design Technology HL	2	7	4	5.50	4.27	1.23
Design Technology SL	1	7	7	7.00	4.53	2.47
Physics HL	3	7	3	5.33	5.00	0.33
Physics SL	3	6	3	5.00	3.71	1.29
Sports Exercise Health Science HL	13	7	4	5.92	5.78	0.14
Sports Exercise Health Science SL	4	7	6	6.50	4.34	2.16
Mathematics HL	2	7	6	6.50	4.91	1.59
Mathematics SL	26	7	3	5.15	4.11	1.04
Mathematical Studies SL	11	7	3	5.45	3.79	1.66
Visual Arts HL	5	7	5	6.20	4.69	1.51

VET COURSES AND HSC/VET/IB QUALIFICATIONS

The College provides for one VET course onsite, Hospitality, and 6.94% of the Year 12 HSC cohort undertook this course. All VET students who undertook this course attained their VET qualification.

143 students completed studies towards the HSC and for the IB Diploma, 39 students completed the full requirements in 2018. In addition, one student completed requirements for the IB Diploma who had spread her study over multiple sessions.

*Three students completing the IB Diploma Programme completed all requirements but were ineligible for the qualification due to failing conditions associated with this qualification related to results.

Senior Secondary Outcomes	Student %
Percentage of students undertaking vocational training	6.94%
Percentage of students attaining a Year 12 certificate or equivalent VET qualification	98.4%

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 Monte Sant' Angelo Mercy College and is provided to enable staff to better meet the needs of students. All teachers are required to update and develop the knowledge and skills pertaining to their work. The professional learning of the teaching staff is guided by the following principles:

1. All teachers participate in professional development and/or professional learning opportunities;
2. Professional learning aims to meet the needs of teachers;
3. Professional development and professional learning aim to improve students' learning outcomes;
4. Professional development and professional learning aim to meet the needs of the College;
5. The planning of Staff Meetings, faculty and pastoral planning time and Staff Conferences is a collaborative process and aims to enhance student and teacher learning;
6. Teacher participation in professional development and professional learning activities is fair, equitable and inclusive;
7. Professional development meets the requirements of 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)

2018 is the sixth year of full staff engagement in Collaborative Professional Attainment (CPA) 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.

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.
- 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 2017, four such groups were formed in PDHPE, TAS, Maths and LOTE. 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).
- Teachers nominate to **undertake Action research**, with the support of our academic partner Nicole Mockler (University of Sydney)
- Teachers (1 CPA group – 5 Teachers) pilot the **Quality Teaching Rounds** with the support of Nicole Mockler.

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.
- A significant number of teachers are working towards Descriptors at the Highly Accomplished career stage. We have **eight teachers officially undertaking their accreditation** at Highly Accomplished and many others addressing these descriptors as part of CPA. Two of these people are on HAT scholarships offered by the College.

- 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 thus far, the following recommendations are made:

1. Dr Nicole Mockler is retained as the academic partner for CPA to ensure continuity.
2. Our academic partner undertakes a formal evaluation of CPA during Term 4, 2019, to be reported no later than the commencement of Term 4 2019, to ensure that feedback is appropriately gathered, analysed and acted upon.
3. Teachers continue to have the opportunity to form their own collaborative group in 2019, 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.
4. Teachers have an opportunity to engage in CPA focus areas that align with the Strategic Vision and focus for the College.
5. *Educator Impact* will be continued for all teaching staff in 2019. 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 was to allow for groups to begin their goal setting at the beginning of the year.
6. Teachers who do not self-nominate a group be formed into groups.

It still remains the case the CPA process at the College will be the process through which all teachers meet their ongoing Maintenance of Accreditation requirements for the Mandatory Accreditation Requirements to begin in January 2018. This is complimented with the 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 2018. The Centre has provided a central area for staff professional learning particularly with regards to Breakfast Club, Staff Sandpit 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 2018. 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. The purpose of this group is to provide a forum for teaching staff to come together with the Principal, the Director of Professional Learning (DPL) and the Director of 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 DPL 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 during the year.

Highly Accomplished Teacher Accreditation

- Two teachers (HSIE, Languages) are currently in their second year of receiving the HAT Scholarship.
- HAT applicants are all mentors for Experienced Teacher Applicants. This assists the HAT applicants in meeting their standards for Accreditation and is part of the expected requirements of the HAT scholarship.
- In 2016, we changed the HAT Accreditation time allowance from the 8 period allowance to a 12 day allowance over a year, this continues to be the case. These days are negotiated with DPA and the DPL.

Experienced Teacher Accreditation

- In 2018 four staff members were eligible and applied for Experienced Teacher Accreditation through the ISTAA. These 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 DPL to explore the requirements of their applications and address areas of need in their teaching practice.

Proficient Teacher Accreditation

- Four teachers were successful at achieving Proficient Teacher Accreditation in 2018 and were mentored and supported by the DPL and HAT applicants as part of their scholarship requirements.

Maintenance of Accreditation

- At the conclusion of 2018, all teachers were maintaining accreditation at Proficient.

Continuing Leadership Learning (CLL)

The middle leaders of the College continued their participation in the Continuing Leadership Learning (CLL) program, participating in a one-day College Leader's Conference in January and a further four sessions across the year. Their focus in 2018 was Solutions Focused Conversations in partnership with Sydney University.

Professional Learning

In 2018, staff have attended over 144 conferences, workshops or online courses (not including IB courses). All teachers participated in professional development activities organised by external providers and/or through the Staff Conference and meeting program of the College. On average, every teacher participated in 2.1 days of professional learning through external providers (excluding those provided by the International Baccalaureate Organization), and 7 days through the Staff Conference program, averaging at around 62 hours per teacher across the year (excluding International Baccalaureate training).

Approximately 73% (93/128) of teaching staff participated in professional development courses facilitated by external providers during 2018, with the providers including the Association of Independent Schools (AIS), Teacher Training Australia (TTA) and professional associations affiliated with the Professional Teachers' Council of NSW (PTC) dominating.

These courses related primarily to the following areas:

- Student Wellbeing
- Various Department-related curriculum workshops and network meetings
- Educational Leadership
- Critical and Creative Thinking
- Impact of Learning
- Learning from Country – Indigenous Perspective
- Feedback and Assessment
- Learning spaces
- Coding and Game Development
- Deep Learning Capacity Building
- Project Based Learning
- Gifted and Talented
- Learning Difficulties
- 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	124
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 Fine Arts, <i>UWS</i>	CertRE, <i>Aquinas Academy</i> (x2)
B Fine Arts/B ArtEd, <i>UNSW (COFA)</i>	CertRE, <i>CEO</i> (x5)
B Languages Teaching, <i>JLU</i>	CertSecLOTE, <i>ACU</i>
BA, <i>ANU</i>	COGE, <i>UNSW</i>
BA, <i>Brighton</i>	COGE (Hons), <i>UNSW</i>
BA, <i>CSU</i>	DALF Lev C1, <i>Frenc Govt</i>
BA, <i>Indiana</i>	DipArt, <i>NASA</i>
BA, <i>Macquarie</i> (x8)	DipArts, <i>CATC</i>
BA, <i>Natal</i>	DipArts (Graphic Design), <i>Sydney Institute of Technology</i>
BA, <i>ND</i>	DipEd, <i>ACU</i> (x2)
BA, <i>Newcastle</i>	DipEd, <i>Catholic College of Education</i>
BA, <i>Sorbonne</i>	DipEd, <i>CSU</i>
BA, <i>Sydney</i> (x14)	DipEd, <i>Flinders</i>
BA, <i>UNE</i>	DipEd, <i>Macquarie</i> (x10)
BA, <i>UNSW</i> (x4)	DipEd, <i>Monash</i> (x2)
BA, <i>UoW</i>	DipEd, <i>Newcastle CAE</i>
BA, <i>UWS</i>	DipEd, <i>Sydney</i> (x11)
BA (Hons), <i>NUI</i>	DipEd, <i>Sydney CAE</i>
BA (Hons), <i>Ottawa</i>	DipEd, <i>Sydney Teachers College</i>
BA (Hons), <i>Sydney</i> (x3)	DipEd, <i>UNE</i>
BA (Human Mvmt), <i>UTS</i>	DipRE, <i>Aquinas Academy</i>
BA (Italian/Geography), <i>UoW</i>	DipTeach, <i>ANU</i>
BA (Visual Arts), <i>Canberra School of Art</i>	DipTeach, <i>Catholic College of Education</i>
BA (Visual Arts), <i>Newcastle CAE</i>	DipTeach, <i>VUW</i>
BA (Visual Arts), <i>Sydney CAE</i>	DipTeach (ESL), <i>Szczecin & Goteborg University, Poland</i>
BA Communications, <i>UTS</i>	DipTeach (Theatre Arts), <i>Goulburn CAE</i>
BADipEd, <i>Macquarie</i>	GradCert (Maths), <i>ACU</i>
BAppSc, <i>Canberra</i>	GradCert (Maths), <i>CSU</i>
BAppSc, <i>UWS</i>	GradCert (RE), <i>ACU</i> (x5)
BArtEd, <i>UNSW (COFA)</i>	GradCert (TAS), <i>ACU</i>
BBus, <i>CSU</i>	GradCertEdStud (TAS), <i>Sydney</i>
BBus (Hospitality Mgmt), <i>La Trobe</i>	GradDip (SpecEd), <i>UTS</i>
BCom, <i>AUOA</i>	GradDipEd, <i>ACU</i> (x6)
BCom (Hons), <i>CU</i>	GradDipEd, <i>Armida CAE</i>
BCom and Admin, <i>VUW</i>	GradDipEd, <i>Canberra</i> (x2)
BDes, <i>Sydney</i>	GradDipEd, <i>Catholic College of Education</i>
BDesSc, <i>Sydney</i>	GradDipEd, <i>CSU</i>
BE (Chemical)(Hons), <i>Sydney</i>	GradDipEd, <i>Macquarie</i> (x3)
BEc, <i>Sydney</i>	GradDipEd, <i>Melbourne</i>
BEEd, <i>ACU</i> (x6)	GradDipEd, <i>ND</i>
BEEd, <i>Canberra</i>	GradDipEd, <i>Newcastle CAE</i>
BEEd, <i>Catholic College of Education</i>	GradDipEd, <i>SCU</i>
BEEd, <i>Griffith</i>	GradDipEd, <i>Sydney</i> (x4)
BEEd, <i>Kuringai CAE</i>	GradDipEd, <i>Sydney CAE</i> (x3)
BEEd, <i>Mitchell CAE</i>	GradDipEd, <i>UoW</i> (x2)
BEEd, <i>Sydney</i> (x8)	GradDipEd, <i>UTS</i> (x3)
BEEd, <i>Tasmania</i>	GradDipEd (Hons), <i>TCD</i>
BEEd, <i>Toronto</i>	GradDipTeach, <i>Adelaide CAE</i>
BEEd, <i>UNSW</i>	GradDipTeach, <i>Melbourne</i>
BEEd, <i>UoW</i>	GTC, <i>UK</i>
BEEd (HMHE), <i>Sydney</i> (x3)	HigherDipEd, <i>Natal</i>
BEEd (HMHE) (Hons), <i>Sydney</i>	HNDipEng, <i>Brighton</i>
BEEd (Hons), <i>Natal</i>	LLB, <i>Sydney</i>
BEEd (Hons), <i>Sydney</i>	M Italian, <i>Sydney</i>
BEEd (Physical Ed/Sc), <i>UTS</i>	M Italian Studies, <i>Indiana</i>
BEEd (Social Sciences), <i>Hunter TAFE NSW</i>	MA, <i>CIS</i>
BEEd (TAS), <i>CSU</i>	MA, <i>Sydney</i> (x2)
BEEd/BSc, <i>Sydney</i> (x2)	MA (IntStud), <i>UTS</i>
BEng (Civil), <i>RMIT</i>	MA (Theology), <i>CIS</i>
BHlthSc (Human Movement), <i>ACU</i> (x2)	M Applied Positive Psychology, <i>Melbourne</i>
BME, <i>Syd Con</i>	MBMgmt, <i>Sorbonne</i>
BME, <i>UoN</i>	MB, <i>Karolinska Institutet</i>
BMus, <i>Syd Con</i>	MEd, <i>ACU</i> (x2)
BMus, <i>UNE</i>	MEd, <i>CSU</i>
BPharm, <i>Sydney</i>	MEd, <i>Deakin</i>
BPsych, <i>ANU</i>	MEd (Student Wellbeing), <i>Melbourne</i>
BSc, <i>Macquarie</i>	MEd, <i>Sydney</i> (x8)
BSc, <i>Melbourne</i>	MEd, <i>UNSW</i> (x2)
BSc, <i>UQ</i>	MEd, <i>UTS</i>
BSc, <i>Sydney</i> (x4)	MEd (Admin), <i>Macquarie</i>
BSc, <i>UNSW</i>	MEd (Admin), <i>UNSW</i>
BSc, <i>UTS</i> x2)	MEd (Curriculum), <i>Sydney</i>
BSc (Hons), <i>PCL</i>	MEd (Leadership), <i>ACU</i>
BSc (Hons), <i>Sydney</i>	MEd (RE), <i>ACU</i>
BSc (Hons)(Biology), <i>DIT</i>	MEd (Special Education), <i>CSU</i>
BSc (Maths), <i>UNSW</i>	MRE, <i>ACU</i> (x2)
BSc (Zoology), <i>Otago</i>	MSc, <i>KTH</i>
BSc/DipEd, <i>Macquarie</i>	MSc, <i>UMK, Poland</i>
BTeach, <i>CSU</i> (x2)	MSc (Chemistry), <i>UoW</i>
BTeach, <i>UTS</i>	MTeach, <i>Sydney</i> (x3)
BTeach, <i>UWS</i> (x2)	MTeach (Hons), <i>Sydney</i>
BTeach/BA, <i>ACU</i> (x3)	MTh, <i>CUA</i>
BTeach/BHPE, <i>Newcastle</i>	MVA, <i>Sydney</i>
BTh, <i>MCD</i> (x2)	PGCE, <i>Brighton</i>
BVA, <i>SCA</i>	PGCE, <i>Leicester</i>
Cert II Hospitality, <i>TAFE</i>	PhD (Arts), <i>Sydney</i>
Cert in Italian Advanced Language, <i>Perugia</i>	PostGradDip (D&T), <i>ACU</i>
Cert IV Hospitality, <i>TAFE</i>	PostGradDip (RE), <i>ACU</i>
Cert Teach, <i>UNSW</i>	PostGradDip (Testing and Student Eval), <i>Gdansk</i>
Cert Tech Teach, <i>East Syd Tech</i>	PostGradDipVA, <i>Sydney</i>

T H E M E 6

WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Teaching Staff			Non-Teaching Staff		
Full Time	Part Time	Total	Full Time	Part Time	Total
106	18	124	29	36	65

T H E M E 7

STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

STUDENT ATTENDANCE

Level	Attendance Rate
Year 7	96.80%
Year 8	95.50%
Year 9	95.20%
Year 10	95.10%
Year 11	96.50%
Year 12	95.80%
All Years	95.82%

MANAGEMENT OF NON-ATTENDANCE

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

- Rolls are taken each morning by Tutors;
- Reports are completed by the Absentee Office by 12.00pm each day and issued to staff via email periodically throughout the day;
- Phone calls from home are required to explain absences in the morning;
- If no reason for an absence is provided an SMS is sent by 12.00pm;
- Notes 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 letters 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

96.15% of students who completed Year 10 (2016) continued on to complete Year 12 (2018) at the College. The reasons for students leaving were primarily relocation (overseas/interstate) or going to other schools (personal, health).

At the end of Year 12, 94.53% of our students received first round university offers in NSW (some of these students were also involved in GAP schemes), some took up employment or enrolled at TAFE and private colleges, overseas and interstate universities.

THEME 8

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

Specifically, the Policy details:

PART A: Legislative Requirements

PART B: Definitions

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

PART D: Types of Reportable Conduct for EXTERNAL allegations

PART E: Procedures to be followed in the event of an allegation made against an internal risk of significant harm

PART F: Types of Reportable Conduct under Part 3A of the Ombudsman Act

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

Purpose

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

Substance Abuse

Rationale

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

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

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

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

Purpose

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

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

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

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

POLICY	CHANGES IN 2018	ACCESS TO FULL TEXT
Child Protection	Reviewed and none required.	Available publicly on the College website and for parents and students via the College intranet. This policy was issued to all employees at the annual Child Protection presentation at the January 2017 Conference, which is compulsory attendance for all staff.
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.
Substance Abuse by Students	Addition to 3.6 of 'electronic cigarettes'.	Parents and students have access to this policy via the College intranet. Staff have access to this policy on the internal network.

POLICIES FOR COMPLAINTS AND GRIEVANCES RESOLUTION

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

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

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

Purpose

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

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

Communications Structure: Summary Information for Parents and Students

	ISSUE	FIRST DIRECTED TO	NEXT LEVEL	FURTHER
1.	General complaint or concern regarding a specific staff member or student wellbeing <ul style="list-style-type: none"> o In class issues/behaviour o Homework o Student Marks o Treatment of Student o Issues between students o Welfare/well-being o Locker/Possessions 	Subject Teacher Subject Teacher Subject Teacher Subject Teacher Tutor Tutor Tutor	HOD HOD HOD HOD HOY HOY HOY	DP Curriculum DP Curriculum DP Curriculum DP Curriculum DP Pastoral Care DP Pastoral Care DP Pastoral Care
2.	Academic Matters <ul style="list-style-type: none"> o Curriculum/Subjects/Classes o IB MYP Programme o IB DP Programme 	HOD Dir., Middle School Dir., Senior School	DP Curriculum DP Curriculum DP Curriculum	Principal Principal Principal
3.	Pastoral Matters <ul style="list-style-type: none"> o Student behaviour – playground/absences o Student Responsibility policy o Whole Year activities – camps/dances/performances 	HOY HOY HOY	DP Pastoral Care DP Pastoral Care DP Pastoral Care	Principal Principal Principal
4.	Co-Curricular Programs <ul style="list-style-type: none"> o Sport – general o Sport – specific (netball, swimming, etc) o Music o Duke of Ed/Debating 	Sports Program Mgr Sport Coordinator Head of Music Perf. Coordinator	DP Pastoral Care DP Pastoral Care DP Pastoral Care DP Pastoral Care	Principal Principal Principal Principal
5.	College Organisation and Management <ul style="list-style-type: none"> o College fees o Invoices o Privacy o Transfer and travel 	Director Finance & Resources Finance Manager College Archivist College Reception	Principal Director Finance & Resources Privacy Officer Privacy Officer	Principal Principal Principal Principal

T H E M E 1 0

SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Ongoing items from 2018

The College continued its outreach work via the implementation of the Timor-Leste Immersion Program (established in 2013) the Central Desert and Wreck Bay Programs, and the Chiang Mai Cultural Immersion. Research and study into the Bursary program continued, as did the support of staff achieving higher levels of accreditation.

Priorities and Achievements for 2018

Area	Priorities	Achievements
<i>Our Catholic and Mercy Identity</i>	Progress the building of the Professional Learning Centre in Maliana Timor-Leste.	Fundraising strategy implemented with all internal student/staff fundraising going towards Project Timor. A total of \$314,336 was raised in 2018.
	Pilot a digital fundraising campaign for the 2018 Bursary Blue Ribbon Appeal for current parents and Alumni.	Digital fundraising campaign launched, increase of 68.8% in the number of donors who gave.
	Intentionally form Monte's women to be optimistic global citizens, ready to challenge, engage and contribute to a more humane, just, sustainable and faith filled world.	Integrate the critical concerns of the MGA into the content of our curriculum. Reflect on and action the content of the encyclical Laudato Si.
	Integrate the justice of the Gospel with social justice and develop an authentic Social Justice culture within the College that is reflected in the policies and practices.	Resources prepared on Catholic Social Teaching and the Gospel Value of Justice for use by staff. Collaboration with the Professional Learning Coordinator and Deputy Principal Curriculum to ensure the value of justice is made explicit in programs. Promote the Bishop's Statement 2017/2018 – developing an inclusive and sustainable economy, everybody's business.
	Develop and implement a Strategic Plan for the Monte Foundation Committee.	Foundation Committee Chair and inaugural members appointed. Perpetual engaged to manage the investment of Foundation monies. Donor management system established with donations recorded from 2007.
Area	Priorities	Achievements
<i>Leading 21st Century Learning</i>	Continue the implementation of NESA Stronger HSC Standards; including new HSC syllabuses and assessment requirements and implement syllabus changes (Stages 4 and 5) in each KLA as required.	The development of many new teaching programs including resourcing, given the introduction of the new NESA syllabi, with particular attention to HSC English, HSC Science including the new Extension course, HSC History and HSC Mathematics Standard in 2018. Extensive future planning for delivery of the HSC units in these courses, and new Mathematics courses for Year 11 (2019). Planning and programming for new syllabi in PDHPE, Languages and TAS has been undertaken.

	Faculties further develop a range of valid and creative assessment task items, seeking to maintain the highest standards of academic honesty in all programmes.	Emphasis on the further development of a range of assessment task items has been undertaken, given the reduced emphasis on examinations in the Stage 6. There was trial of a number of protocols to improve the student experience of assessment (including FAQ and screencasts) as well as work towards more on-screen assessment, marking and feedback.
	Further develop interdisciplinary learning.	Work on interdisciplinary offerings continued to ensure one collaboratively planned and assessed MYP unit in each year (7 – 10) and the creation of an overview of all curriculum units (7 to 10) to allow for greater transparency, so that cross-curricular connections can provide the basis of less formal collaborations.
	Strengthen the school wide focus on improving literacy.	Based on common language, shared strategies and appropriate subject specific approaches to literacy improvement were prioritised, with a particular emphasis on literacy routines in Y7 which included the introduction. This included the piloting of the Macqlit program to support identified students particularly in Year 7 but also in Years 8 to 10.
	Expand and nuance the school wide focus on elevating student potential.	Learning enhancement opportunities were further strengthened using the “Pop-up” learning model and a broader approach to enhancing learning through exploration of Project Based Learning. Better screening of students to surface ‘learning potential’ was employed and the College’s library services were extensively reviewed and affirmed as a place of learning and recreation, central to the academic profile of the College. The quality of subject provisions in the learning management system was improved, there was exploration of virtual and augmented reality plus other applications for learning, as well as new approaches to teaching and learning, in class, like Escape Rooms.

Area	Priorities	Achievements
Student Development	Explore and improve healthy lifestyles and promote well-being for all	<p>The instigation, development and undertaking of a Monte based Pastoral Program named Self GROWTH. This aligned with the information and data gathered from the ACER Social Emotional Wellbeing Survey.</p> <p>A grant of \$3000 was approved for the College based on Road Safety through the AIS. The proposal was based around creating a program where students were more conscious of their surrounds and paid attention with road safety - i.e. putting down their phones and</p>

	<p>understanding road safety which the SRC have facilitated in Year 7.</p> <p>A shift in student understanding of Wellbeing through participation of Year 9 students at the Year 9 Wellbeing Camp. Feedback and evaluations have shown that students gained a more positive approach to their personal well-being.</p> <p>Female Empowerment - self-efficacy was a focus for the Middle School students who were taken through a program of enlightenment surrounding their capacity to attempt new things.</p>
<p>Review, modify and promote a holistic approach to well-being across all year levels through the SELF GROWTH six key pillars: Goal, Relationships, Organisation, Wellness, Transition, Humanity</p>	<p>Articulation of the model across facets of College life.</p> <p>Pastoral Management Team members presenting at the AHISA Conference titled Leading, Learning and Caring Conference in Tasmania.</p> <p>Staff were witness to guest presenters such as Andrew Fuller, Michael Grose who enabled them to learn more about a person's wellbeing.</p> <p>Students were able to record their understanding and progress throughout this new program as they were issued with Monte Pastoral Booklets so that they could set goals for themselves. It also was a means of helping the students transition especially in the younger year levels.</p> <p>Organisation time management groups for students were highly successful in the Year 7 group to assist with their transition into high school.</p>
<p>Communicate and support a positive mindset in everyday approaches with staff and students.</p>	<p>Greater flexibility with staffing enabled tutors to conduct constructive and thorough conversations with the students. With conversation time built into the pastoral program for tutor staff, this helped establish a greater connection between the two as they move through the year levels together.</p>
<p>Refine and adapt strategies to develop cohesiveness within the student body (at Year levels and at a whole school level).</p>	<p>Within Term 1, the College ran a full week of vertical tutor groups each morning which enable students to partake in activities which would help to further establish their connections with other years. Further activities were undertaken again in Term 3 to reconnect these students. This was very successful and students report of their ongoing communication with other years.</p>
<p>Build on a renewed focus on student leadership centering on the Senior School by establishing a calendar program, supported by the Student Leadership Coordinators and facilitating these activities.</p>	<p>The Senior Leadership Team have a better understanding of their role and contributions to the College life. Guest speakers such as current leaders within the College were invited to mentor and inspire the leaders throughout their term.</p>

Inform and promote the student's engagement in co-curricular activities with the Humanity aspects of the GROWTH model.	Reconciliation and editing of the cocurricular processes and documentation for students and staff gained a greater understanding of which activities students were involved in. This is now shown through the students report where an accurate collation of information can be seen by staff at any time.
Model JUSTICE actions throughout the College and wider community in their relationships for others	Students throughout the College were issued with a MERCY JUSTICE bookmark to signify the year of Justice and make us all more conscious of what Justice means in our world. J - join in community to make a difference (MAG/MEGA/Biamunga); U - understand the unjust social structures and practices within our world; S - serve the Common Good; T - take action for positive change; I - inclusive and respectful in our interactions with all whom we meet; C - care of our Common Home; E - Empower those without a voice.
Build on a renewed focus on student leadership centering on the Senior School by establishing a calendar program, supported by the Student Leadership Coordinators, and facilitating these activities	The Senior Leaders created a Justice Week for the College where alumni spoke on topics such as "Women in Male dominated industries". Sr Patricia McDermott visited and talked to the Year 7 students about the work carried out by the Sisters of Mercy in Peru and their time there in community.
Explore possible connections and mentoring from alumni with the senior leadership team	Conversations were held between alumni and external connections for mentoring students throughout their leadership journey. Guest speakers such as Felicity Wilson MP spoke with the current leaders about her personal experiences of women in leadership.

Area	Priorities	Achievements
Staff Attainment	Continue to provide opportunities to develop Staff Practices in embedding innovation, creative and critical thinking into the Monte learning environment.	Integration of innovation and professional learning website into staff portal. New Learning Designer roles to support the curriculum innovation as well as grow, scale and accelerate new teaching and learning initiatives.
	Review and refine existing onboarding processes.	Detailed induction handbook created with relevant information for all new starters and current staff.
	Refine methodologies for the mining of data relating to professional practice for continuous improvement.	Staff have engaged in using the EI-Self-Reflection, student surveys and Peer observation data collection. This detail has informed professional goal setting for 2018 and will continue as a tool to inform goal setting for 2019.
	Support CLL, Year of Service, Middle Leader Program 2018.	Focus was on Solutions Focused Coaching training. A research process is being undertaken to determine the success of this program across the College.

Area	Priorities	Achievements
Resources and Facilities	Define the aspirational brief of the College as part of Masterplan framework.	Comprehensive Aspirational brief developed and design competition commenced as part of Masterplan. Staff, parent, student, Board and Trustees workshops and consultations undertaken to establish priorities.
	Identify special projects to address College needs.	Completion of a series of special projects including addition of CMP classroom with gathering space flexibility and conversion of roof top area. Improved staff areas through TAS and HSIE refurbishments and creation of Services Hub and expansion of iAssist for student and staff support. Completion of introduced of HVAC system to Ryman building and minor other refurbishments for enhanced student experience.
	Introduce environmentally sustainable practices and technology and future needs in regards to lighting.	Continued rollout of LED lighting completed across a campus including McQuoin Centre and CMP. Creation of bee sanctuary and landscaped gardens.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives undertaken at the College in 2018 were:

Values in Action

- The unveiling of the Catherine McAuley statue on Mercy Day 2018.
- Design of the College Planner focused on the Year of Justice.
- College branding for email communication, College signage, website, newsletters and banners respected the Year of Justice throughout the College.
- Respect for the value of cultural diversity with the engagement of indigenous presenters to work with the students on dance, drama and art.
- Staff and student participation in collecting toiletry packs to be distributed to the homeless.
- The College value of Justice was promoted explicitly in curriculum programs and College activities.
- College assemblies provided an opportunity to make specific reference to issues of respect and responsibility, that is: ANZAC Day Service, Lenten Liturgy, International Women's Day Breakfast with guest speaker, Human Rights Lawyer and refugee advocate Madeline Gleeson.
- My Le Thi – Journey to Justice College installation on the Holy Grass for the celebration of Mercy Day and the unveiling of the Catherine McAuley statue. My Le Thi was the focus of all Reflection Days throughout the year.
- NAIDOC Week was celebrated with significant events to promote indigenous issues.
- Collaboration between the Monte community and the indigenous community of Wreck Bay, NSW promoted respect and cultural understanding. Year 11 Retreat group visited Wreck Bay as part of the students understanding and learning towards working in community.
- 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.
- Preparation for Central Desert Immersions are ongoing.
Bindarray.ga Pond Ceremony – a ceremony to handover or carry on the work of the Year 12 students to the incoming Year 7 students of the Bindarray.ga pond, involving the story of the pond creation being told by Yuin elder, Uncle Max Harrison and the indigenous advisor to the College, Aunty Julie Smith, a Kalkadoon woman.
- Prayer Services honouring mothers, fathers and grandparents took place.
- Staff and student morning Chapel services focused on values education.
- A group of students attended the Young Global Leaders' Conference in New York, learning about leadership responsibilities and international cooperation.
- Year 7 & 10's connection to Peru and Gospel Values in Action. Sr Patricia McDermott spoke to the students on her time in Peru and the connection that Monte has with the women in Candela who make the Peru Dolls which Year 7 receive each year.
- Re-focusing of the Creativity, Activity, Service Program for all students in Years 11-12.
- Blue & Blue Lunch was held in May, 2018 with Angela Priestley as the guest speaker, she spoke about women's leadership, economic security and health.
- Staff presented the Holy Week Liturgy as an act of Service to the community.
- Mercy Day Liturgy and Celebration theme 'Mercy Through Justice' with a program of speakers to engage staff and students.
- Year 7 students had a stall on Peru.
- Reflections in Chapel / RE Lessons / CAS programs focused on the value of Justice.
- Years 10-12 pastoral sessions dedicated to unpacking the meaning of Justice.
- 10-day immersion to Colegio and Maliana, 16 students and 4 staff. Sr Carmel McDonough's visit to sign the first two scholarships for the young women of Maliana.
- Our goal is to increase girls' connection with the elderly in our community.
- The Mercy Mission and Heritage Centre opening and the visitation of all staff and Year 7 students.

Advocacy

- Mercy Action Group initiatives

- International Women's Day Breakfast with guest speaker, Human Rights Lawyer and refugee advocate Madeline Gleeson.
- A selection of student MYP Personal Projects focused on advocacy issues, for example homelessness, protection of endangered species, disability issues, refugee protection.
- The operation of the College Fair Trade Café selling Fair Trade goods.
- Environmental advocacy is the focus of the MEGA (Monte Environmental Group Action) and waste management. A College audit on waste was undertaken and the promotion of a culture of reuse, repurpose and recycle throughout the College and recycling plastic waste was developed. The investigation of rubbish and paper collection moving towards points and separation.
- Environmental action projects – eg. Banning of single use plastic bags.
- The Timor-Leste Immersion took place in July for students of Year 11, College raised funds to support the *Food For Thought Program* providing added protein in the students diet.
- College Principal and staff continue to develop relationships with the staff and students of the school in Maliana.
- Supporting the employment of staff members with disabilities through specific job support programs.
- Students and staff attended the UNHCR Breakfast for Refugees.
- Participation in Mercy Foundation Youth Award – T2 focus on 'Human Trafficking'.
- Year 7 Ripple Effect was undertaken where the students witnessed how one action can affect many others.
- The support of the Nepal earthquake victims by the collection of pencils and pens and sending them to Nepal.

Fundraising Support

- The College community raised a total of \$382,926 for the College programs in Maliana in Timor-Leste.
- A donation was made to UNHCR Refugee Appeal.
- Blue Ribbon Appeal for the provision of Bursaries was launched and raised \$221,213.
- Year 7 - Change for Timor Fundraiser: 3 students undertook a Bake Sale at home raising \$336 to help support Timor.
- The College donated \$2000 in Visa cards for families affected by the drought in Brewarrina, NSW.

National Pride

- The National Anthem is sung at each College assembly and the Acknowledgement of the Land begins all celebrations.
- Anzac Day is marked with a formal memorial service.
- There is a daily flag raising.
- Regular participation in College events by Yuin elder, Uncle Max Harrison and the indigenous advisor to the College, Aunty Julie Smith, a Kalkadoon woman.

Pastoral Care

- Students were engaged with the Gospel and shared the Eucharist at both College and year level occasions.
- The SELF GROWTH program has amalgamated the learnings and knowledge of the staff with the six key focus areas for the students. These key pillars were mapped from Years 7-12 so that all stakeholders can be confident that activities, not only in the pastoral sessions but the academic classroom, can be explicit to these six focus areas.
- A College wide Road Safety Education Program for Monte was established through an awarded grant from North Sydney Council. Here, student notebooks received images and flashcards at the end of the day, reminding the students of road safety instructions. This was taken further and placed into the student planners.
- Peer tutoring by Senior School students to Middle School students in Mathematics.

- Organisation of Positive Psychology and mindfulness in year meetings.
- All year groups participated in spiritual reflection days with the focus on Journey to Justice and the work of My Le Thi.
- Pastoral Care camps, e.g. Year 7 and 8 three-day camps: themes were developing respect for self and respect for others and the transition into high school.
- Annual Tutor phone calls home to all families to make connections at the start of the year.
- Active SRC groups in Middle and Senior School; committees within these SRC bodies, e.g. "Monte Environmental Group for Action (MEGA)".
- Student leadership training and induction with the attendance at the Women in Leadership Forum. The Student Leadership Training day involved a workshop by Felicity Wilson MP, local member for North Sydney who spoke on her personal journey as a woman into leadership.
- Connection to local Police personnel via the Youth Liaison Officer and School Liaison Police Officer.
- Engagement of aboriginal artist to work with Year 9 at the Berry Island Reserve.
- College undertaking of the ACER Social and Emotional Wellbeing Survey.
- Stewardship of the surroundings with the Monte Environmental Group for Action initiatives such as the College Waste Audit and Herb Garden.
- Year 7 and 10 joined together to foster inter-year connections through an activity of gratitude. Cards were created and written, on them were the words Obrigaga Barak which means 'thank you' in Tetun. These were taken to the women of Timor who created the Year 7 laptop bags.
- Pastoral Care program, e.g. visiting speakers:
 - Prue Salter discussed ways to reduce anxiety.
 - Careers forum presented by Monte Alumni.
 - yLead (Leadership and presentation).
 - Motivational Media (Year 12 students).
 - Sr Patricia McDermott on Peru.
 - Jane Sachs spoke on 'Embracing the achievements of Women'.
 - Cardoner Project
 - Year 12 – Elevate Education Program
 - Year 12 Leadership Training Day.
- Year 7 – Change and Choice
 - Labyrinth: Mindfulness activities, time management, All RE presentations – Philosophy of Beauty, Friendships, Like the Real You.
 - Empowerment of Girls – positive role models in a global context.
 - Year 7 Motivation & Engagement – setting and working towards personal bests in academic studies.
 - Year 7 Monte Mercy Amazing Adventure – connection to Mercy Foundation "Past and Present".
 - Connections were built with Year 6 feeder school students and Year 7 students as a 'buddy system', and with Year 8 and Year 11 through regular events and meetings to offer support.
 - Organisation and Time Management sessions.
 - Year 7 have undertaken the RAP – Resourceful Adolescent Program. The College Counsellors facilitated the initial workshop for RAP and trained the Year 7 Pastoral Tutors to continue on. The sessions include - Body Clues, Keeping Calm, Helpful/Unhelpful Thinking and Problem Solving.
- Year 8 - Creating Connections
 - SMART goals used throughout Year 8.
 - Setting of tutor room values and a personalised crest.
 - through a variety of context, ie. Dance, conversation; student letters to their tutor explaining a little about themselves – likes, hobbies, favourite things about pastoral and an interchange of conversation to build connections with the staff;

- student journals which are used in pastoral sessions and on Year 8 camp for reflection on feelings, emotions and how they can express these; goal setting and achievements;
- “Verbal Combat” presentation
- Julie Torrisi spoke on her work undertaken with the St Vincent De Paul Society and how the personal care packs are issued which the Year 8 students were responsible for.
- Year 9 – Balance (promoting respect and responsibility through guest speakers):
 - Dannielle Miller, CEO Enlighten Education, expert in girl’s self-esteem and body image, presenting to students at the Wellbeing Day and parents at the Year 9 Wellbeing Evening
 - Glen Gerreyn (overcoming anxiety)
 - Year 9 Wellbeing Camp – 2 nights/3 day camp
 - Sense of Self Worth workshop facilitated by the College Counsellor.
- Year 10 promoting respect and responsibility through:
 - *Mindfulness* program
 - RUOK (Term 3) with College Counsellors
 - Safe Partying presentation
 - RYDA Day Excursion: Safe Driving
 - Brent Saunders: personal defense
 - Year 10 Welcome to Senior School
- Year 11 theme - *Live Your Life With Purpose*.
 - Mindfulness program
 - yLead Leadership activity for all students
 - Year 11 IB Psychology students completing a program for CAS
 - Two-night/three-day spirituality retreats
 - Senior Leaders campaign – *Good Morning Monte*
 - Feedback from Year 11 students regarding sessions/activities run such as a Time Management session, Study Sensei, Retreat program
 - Year 11 retreat - overarching theme “*Journey Through Life with Mercy Values*”.
- Year 12 them – Empowerment
 - Mindfulness session/guest speakers/meditation/ yoga sessions
 - Individual year-specific activities such as Year 12 tutors having a yoga expert speak with them during their Pastoral Planning time

Service to the Community

- A whole-school Community Service Program for Years 7-12; students are engaged in service to their local community, i.e. visiting Aged Care facilities, participating in afterschool children’s programs, assisting with disability organisations, environmental sustainability projects.
- Sr Carmel McDonough RSM awarded the North Sydney Citizen of the Year Award for Service to the College and local Community.
- A collection of toiletries and personal care packs for the St Vincent De Paul Society.
- Community and Service Hours were contributed by all senior students.
- Stewardship of the environment by supporting the College herb garden. This connected with the Caring for Creation unit in the Religious Education unit of the curriculum.
- Student participation in the St Ignatius’ College, Riverview Ignatian Camp for disabled children.
- Timor-Leste Immersion Education program.
- Central Desert service opportunities program.

- CAS student projects documenting stories of people in the community, from Monte Alumni, Staff and Sisters of Mercy, to nursing home residents and people in Hyde Park, celebrating diversity in people's lives, and their contribution to their communities and to the country.

Community Events

- Grandparents' Day reflected the students' love and respect for the elderly.
- Year 7 Welcome Dinner and Mass.
- Mothers' and Fathers' Day celebrations where students reflected on appreciation of family, values and respect.
- We held an Alumni Luncheon for ex-students who have left school 50 years plus.
- Hosted the visit of the Central Desert artists for one week provided opportunities for respectful engagement and collaboration by staff and students.
- 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 High School Musical, Debating and sporting success.

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.

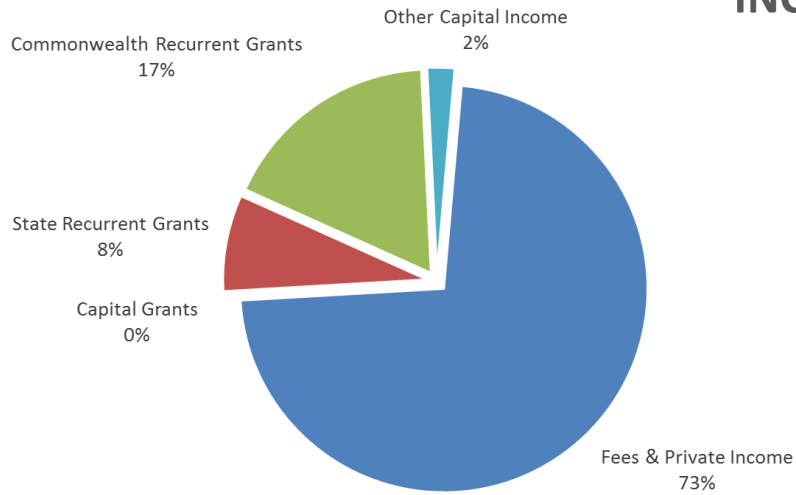
On an ongoing basis, the College also regularly canvasses the opinion of its stakeholders through Parents & Friends Association meetings, Alumni meetings, staff surveys and parent feedback by either personal contact, letter or email.

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 2018



EXPENDITURE 2018

