



Monte Sant' Angelo  
Mercy College

*School Year Annual Report*

2019

## 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](http://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 eight (8) times in 2019. There were significant accomplishments and developments overseen by the Board in 2019, which included:

- Advancement of the review of College's Strategic Vision in readiness for the next cycle beginning in 2021.
- Completion of the Campus Development Strategy (Masterplan) identifying key priorities and directions for the College.
- Launch of the Scientia Project – the College's next major capital program, following careful deliberation, research and comprehensive needs analysis.
- High standards achieved in both the NSW Higher School Certificate (HSC) and the International Baccalaureate Diploma Programme (IBDP).
- Completion of the inaugural STEM+ Industry Partnership Program and creation of further partnerships in Creative Industries.
- Maintaining diligent financial management to ensure a strong and sustainable College, able to face opportunities and challenges ahead.
- Support of the Mercy Network through hosting of the 2019 Australasian Mercy Secondary Schools Association (AMSSA) Conference.

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

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

1. Strengthening our Catholic and Mercy identity through the development of structured formation programs, and the further development of the Religious Education programs embracing the mission of the College.
2. 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. Developing Monte girls as independent learners and responsible global citizens;
4. Prioritising staff attainment, and the recruitment and retention of the highest quality and professional teachers and leaders;
5. Extending College resources and facilities, within sustainable practices;
6. Planning for future College governance as guided by the Trustees.

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

#### The Class of 2019

The College Board congratulates the Year 12 Class of 2019 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:

- Philippa Graham *HSC Dux of the College*
- Elizabeth Kells *IB Diploma Dux of the College*

## MESSAGE FROM THE STUDENT REPRESENTATIVE COUNCIL: *Student Leaders 2019*

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### SENIOR SCHOOL

The Main Objectives of the Senior Leaders from 2019 were:

- To launch *Mercy through Option for the Poor – Courage to Care* campaign that encourages every student to dedicate themselves to prioritizing those in our world that may be experiencing different forms of poverty in their lives – both locally and globally.
- Development of a website on Monte Connect providing information on a range of Social Justice/environmental issues that humanity is encouraged to care about, advocate for and support.
- 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.
  - Senior and Middle School Leaders held the inaugural 'Drop – Swap – Save' – a fast fashion initiative.
  - Middle School Leaders designed Colour House Bookmarks for the whole College Community – bringing awareness of the virtues associated with each Colour House and how students can best live out these values in their lives.
  - 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 2018, the Senior Leadership Team continued to strengthen bonds amongst all leaders within the group through joint meetings and other initiatives.
- Assisting the Deputy Principal Pastoral Care and the House Captains with new whole school, vertical pastoral session initiatives.
- To be mentored and to work with the College Executive in relation to leadership styles and shared experiences, which has enabled relationships between students and Executive staff to be strengthened.
- Facilitating the whole College Assembly where guest speakers talked about Human Trafficking and how as a Mercy family we are called to action.
- Senior Leaders were ambassadors for the College at the AMSSA Conference hosted in August – the theme was 'Speaking the Silence'.
- Student Leaders Afternoon Tea.

The student leaders created their own campaign for the College, *Courage to Care*. Their initiative saw the development of an online website offering many insights into areas where students could become more informed about social justice issues, advocate for and then take action if possible, to stand up for what is right.

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. The College Captain 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 and maintenance of the section).
- Campaign Director (Logistics) (duties were to coordinate parts of the leadership team to produce the campaign theme of *Option for the Poor*).
- Social Justice & Spiritual Liaison Officer (duties for this new portfolio were to meet with the Liturgy Captain, MAG Captain, Biamunga Captain and Environmental Captain to discuss new agendas and upcoming campaigns/events that related to these captains and their own work and attend group meetings).

#### Areas where Senior Leaders offered leadership

In 2019 the Senior Leaders' focus has centered on introducing and championing Monte's *Courage to Care*, to actively address imbalance in a world fraught with poverty, oppression and discrimination. Throughout the year, Senior Leaders have sought to demystify the concept of the different types of poverty (rather than just financial) and found significant ways that everyone can make a real impact - within their school, community and the 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 *Courage to Care* 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 ongoing fundraising (through ticket sales for International Women's Day, Mulan and House Plays), these funds will change the lives of people we know. It will buy meals that provide Colegio students with the nutrition for them to be able to think, learn and be at their best. It will build a new professional learning centre for teacher education so that more Timorese children can have the lifelong gift of learning.
- Invited and hosted Senior Leaders from other schools for a Prefect's Afternoon Tea, which allowed the sharing of leadership ideas with one another.
- 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 and Student Leadership events through St Mary's Cathedral.
- Attended Masalou Luncheon for Alumni.
- Volunteering at various school events such as Mulan, 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 2019 embraced their leadership term with enthusiasm. They demonstrated spirit and positivity in each activity and have worked together to strengthen the bonds and connections within each House. The goals and initiatives of the year have been aligned with the College theme '*Option for the Poor*' aiming to encourage students to address poverty throughout the world.

Each House Captain worked on Spirit Week which involved cooperation and organisation allowing each Captain to lead by example, showing their house 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 involved in house cheering, in preparation for the College Swimming Carnival, the annual House Captain's visit to Year 7 camp, and working with 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 2019

### *From the Student Leadership Coordinator – Middle School*

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

The 2019 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 2019 included:

- SRC forums that focused on problem-solving, open communication, Q & A with the Director Middle School; Deputy Principal Pastoral Care; Deputy Principal Curriculum; Sports Program Manager; Facilities Manager; Director Innovation and Technology.
- Participation in the SRC Training Afternoon (led by the Student Leadership Coordinator- Middle School)
- Consultation regarding Assessment Calendar.
- Inaugural Middle School Leader Retreat – Rahamim Ecology Centre, Bathurst
- 'Drop! Swap! Save!' initiative held in Term 4 promoting sustainable fashion and exposing the reality of fast fashion and sweatshops (in consultation with the Senior Leaders).
- Continuation of the 'You Can Sit With Me' initiative – encouraging all girls to accept everyone into their friendship groups so that recess and lunch at Monte can become a more inclusive environment.
- Continuation of Year 7 lunchtime games – encouraging students to put away their technology and spend time interacting with their peers.
- Chiang Mai Immersion – collection of books and board games that were donated to the Hill Tribe community and local school.
- Planned, organised and presented two Middle School Assemblies.

## MESSAGE FROM THE PARENTS & FRIENDS ASSOCIATION

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*Samantha Parker, President of the Parents and Friends Association*

The Monte Parents and Friends Association (P&F) have had yet another successful year in 2019 full of activities, events, and accomplishments.

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.

The most important aspect of the P&F's role is the focus on establishing and building community relationships which we primarily achieve this by hosting many events, either whole school, year or class driven that bring people together.

Our aim is to have the parent community more engaged with the College and each other. 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 Monte Welcome Party, jointly hosted by the College and the P&F. There have also been some mothers' weekends away, for example the Year 10 Mothers who celebrated the Monte community spirit at the Hunter Valley. November was wonderfully busy with the Melbourne Cup lunch, staff appreciation drinks and the ever-popular Trivia Night. For those parents with 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 Support Crew 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 through the P&F raffle conducted each term, allows us to financially support the College with specific initiatives. This year we contributed to many programs highlighted as priorities by the College. 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	0%	5%	19%	75%
Australian distribution	25%	25%	25%	25%

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

## STUDENT POPULATION (as at 30/1/2019)

Year 7	199	Year 9	198	Year 11	193
Year 8	201	Year 10	190	Year 12	188

## T H E M E 3

### STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

#### NAPLAN

In 2019, Monte students completed NAPLAN Online this was the second year of transition to NAPLAN Online. Results for 2019 have been uploaded to the My School website ([www.myschool.edu.au/](http://www.myschool.edu.au/)). From 2019, the method of determining which colour should be used to indicate a school's comparative performance changed. Previously, a school's performance was compared to that of up to 60 schools that had students with a similar background.

From 2019 on, the school's performance is compared to the performance of all students with a similar background across the country. This provides a fairer basis for comparison.

Available are: Average NAPLAN scores for each domain from 2012 to 2019 (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

Forty one percent of the Class of 2019 achieved an ATAR of 90 or over.

Monte was placed 53<sup>rd</sup> in the State, according to HSC Band 6 percentages (Source: *The Sydney Morning Herald* 17/12/2019). This result does not include the IB cohort's achievements.

In total, 66% of our students were Distinguished Achievers, gaining at least one Band 6 placement in one or more subjects. Five 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 two entries in the Top Achievers list, including first place in Italian Continuers and fourth place in Italian Extension.

In the following subjects, the school mean was more than 10 percentage points above the State mean: Ancient History, Business Studies, Design and Technology, Economics, English Standard, Geography, Legal Studies, Modern History, Personal Development Health and Physical Education, Physics, Studies of Religion 1 and Society and Culture.

### 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 53<sup>rd</sup> in the state in the 2019 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 & E3/4

(figures rounded to nearest whole number)

Subject	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Ancient History	75	95	74	65	74	73	57	76	74	79	81	92	85
Biology	59	53	55	54	46	50	45	19	45	61	65	67	48
Business Studies	76	74	97	83	81	78	66	69	57	71	75	65	57
Chemistry	54	72	25	31	52	75	60	40	63	46	61	54	27
Community and Family Studies	90	73	83	74	68	89	72	80	41	88	50	80	56
Design and Technology	100	100	100	100	100	88	91	85	88	81	100	92	81
Drama	56	43	53	60	85	75	75	100	100	91	100	56	35
Economics	100	88	57	100	100	55	89	46	57	67	72	91	67
English Standard	57	63	49	40	22	32	13	61	43	28	13	45	19
English Advanced	93	92	88	76	86	82	81	85	86	82	86	88	81
English Extension 1	100	100	100	100	94	100	100	E4:46	E4:22	E4:8	E4:36	E4:75	E4:21
English Extension 2	100	100	50	20	100	83	100	E4:0	E4:40	E4:33	E4:0	E4:33	E4:30
French Continuers	67	40	100	50	75	93	86	80	75	44	100	71	47
French Extension	100	100	-	100	100	100	100	E4:33	E4:33	E4:100	-	E4:14	E4:0
Geography	100	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
History Extension	100	92	100	100	100	50	75	100	E4:20	E4:0	E4:44	E4:100	E4:40
Hospitality Examination	50	90	50	60	69	94	64	58	42	83	50	61	52
Indonesian Continuers	75	83	100	75	-	-	-	-	67	40	67	17	40
Indonesian Extension	-	100	100	100	-	-	-	-	E4:50	E4:0	E4:100	-	E4:25
Italian Continuers	83	80	83	100	83	40	100	75	60	75	57	43	30
Italian Extension	100	100	100	-	-	-	-	100	E4:0	E4:50	-	-	-
Legal Studies	92	86	95	75	89	85	90	100	78	87	78	72	50
Mathematics Standard 2	54	55	65	74	84	54	52	58	53	57	66	51	45
Mathematics	57	65	65	81	66	42	48	58	53	43	57	40	48
Mathematics Extension 1	76	100	68	81	95	82	86	83	E4:37	E4:13	E4:40	E4:22	E4:17
Mathematics Extension 2	100	100	100	75	100	100	100	100	E4:0	E4:0	E4:0	E4:50	E4:25
Modern History	88	82	84	85	88	77	84	83	67	59	79	79	64
Music 1	100	100	100	100	100	100	100	100	86	88	100	88	40
Music 2	100	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	80	70	71	62	76	47	48	79	53	76	75	74	50
Physics	100	67	33	0	36	11	50	67	53	0	83	43	40
Senior Science#		67	75	-	86	-	67	93	100	-	91	75	82
Science Extension##	75												
Society and Culture	100	92	85	93	100	87	81	100	76	90	94	79	74
Studies of Religion I	89	63	75	66	79	72	78	77	75	70	83	71	49
Studies of Religion II	75	75	77	63	77	58	67	69	76	75	80	68	46
Visual Arts	95	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.

# Senior Science was no longer examined in NSW from 2019

## Science Extension was examined for the first time in 2019

† Studied elsewhere

## HSC Results Distribution and School/State Variations

Course Name	No. of Students	Monte % Band 6	State % Band 6	Monte % Band 5	State % Band 5	School State Variant*
Ancient History	4	25	9.21	50.00	26.25	14.28
Biology	46	8.69	7.31	50.00	24.00	7.89
Business Studies	38	39.47	9.34	36.84	23.68	12.65
Chemistry	13	7.69	16.04	46.15	29.89	3.73
Community and Family Studies	10	20.00	4.77	70.00	31.52	9.63
Design and Technology	9	77.77	14.33	22.22	32.20	14.62
Drama	9	0	15.10	55.55	28.56	1.27
Economics	5	60.00	15.20	40.00	36.53	13.14
English (Standard)	42	2.38	0.66	54.76	11.09	10.35
English (Advanced)	80	22.50	13.47	70.00	48.32	5.34
English Extension 1	6	33.33	34.12	66.66	59.75	1.85
English Extension 2	3	33.33	26.12	66.66	53.67	4.89
French Continuers	3	66.66	30.86	0	33.79	3.24
French Extension	2	0	28.81	100	59.32	1.47
Geography	11	72.72	10.32	27.27	32.86	15.61
History Extension	4	0	27.61	100	48.98	1.11
Hospitality Examination	6	0	3.52	50.00	25.97	7.08
Indonesian Continuers	4	25	13.88	50.00	37.50	6.99
Italian Continuers	6	33.33	24.43	50.00	34.21	8.13
Italian Extension	4	75.00	55.76	25.00	44.23	0.33
Legal Studies	25	44.00	13.47	48.00	27.55	13.07
Mathematics Standard 2	67	22.38	5.19	31.34	18.86	8.73
Mathematics	46	21.73	23.51	34.78	25.67	3.41
Mathematics Extension 1	17	35.29	39.03	41.17	41.08	-0.04
Mathematics Extension 2	2	50.00	35.74	50.00	50.12	-0.99
Modern History	34	44.11	9.74	44.11	29.59	12.90
Music 1	10	60.00	22.08	40.00	43.88	7.11
Music 2	2	50.00	41.23	50.00	49.72	1.23
PD/H/PE	30	20.00	6.26	60.00	25.00	12.52
Physics	5	0	12.37	100	24.51	10.04
Science Extension	4	0	6.58	75.00	61.82	2.27
Society and Culture	8	75.00	12.37	25.00	32.03	15.23
Studies of Religion 1	54	37.03	10.91	51.85	35.24	5.01
Studies of Religion 2	68	11.76	7.35	63.23	37.27	6.13
Visual Arts	22	50.00	15.77	45.45	46.73	7.48

\* 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 2019 and Comparative Historical Data**

	2019	2018	2017	2016	2015	2014	2013	2012	2011
Total no. of students	65	40	37	62	37	25	49	24	26
No. of subject entries in the session	520	317	296	496	296	200	392	192	208
No. of candidates who passed the Diploma	65	37	37	62	37	25	49	23	25
Average points obtained by candidates who passed the Diploma	38	37	37	36	36	36	37	38	37
Highest Diploma points awarded to a candidate	45	45*	44	45	45*	45	45	45*	45
Av. grade obtained at the school by candidates who passed the Diploma	5.89	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	42 (65%)	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	29 (88%)	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	64 (98%)	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	30 (91%)	27 (90%)	30 (97%)	24 (89%)	25 (83%)	15 (68%)	23 (79%)	19 (79%)	20 (95%)

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

**IB Diploma Course Report and Summary 2019**

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	52	18	26	8	0	0	0	0	84.6
Language & Literature SL	7	1	5	1	0	0	0	0	85.7
Literature HL	5	2	2	0	0	0	0	0	80.0
Literature SL	1	0	0	0	1	0	0	0	0.00
French SL	21	9	11	1	0	0	0	0	95.2
German SL	7	2	4	0	1	0	0	0	85.7
Indonesian SL	5	1	3	1	0	0	0	0	80.0
Italian SL	6	3	2	1	0	0	0	0	83.3
Spanish ab initio SL	25	8	8	8	1	0	0	0	83.3
Spanish SL (studied externally)	1	0	1	0	0	0	0	0	100.0
Economics HL	7	1	2	4	0	0	0	0	42.9
Economics SL	4	1	3	0	0	0	0	0	100.0
Enviro Systems & Societies SL	4	3	1	0	0	0	0	0	100.0
History HL	21	11	9	1	0	0	0	0	95.2
History SL	4	1	1	1	1	0	0	0	50.0
Psychology HL	41	21	17	3	0	0	0	0	92.7
Psychology SL	2	1	1	0	0	0	0	0	100.0
Biology HL	3	0	0	1	1	1	0	0	0.0
Biology SL	9	1	4	1	2	1	0	0	55.6
Chemistry HL	9	4	1	1	1	2	0	0	55.6
Chemistry SL	24	2	9	5	4	4	0	0	45.8
Design Technology HL	5	1	2	2	0	0	0	0	60.0
Design Technology SL	1	1	0	0	0	0	0	0	100.0
Physics HL	4	1	1	1	1	0	0	0	50.0
Physics SL	5	1	2	1	0	1	0	0	60.0
Sports Exercise Health Science HL	20	11	7	2	0	0	0	0	90.0
Sports Exercise Health Science SL	6	2	3	0	1	0	0	0	83.3
Mathematics HL	20	4	9	5	1	1	0	0	65.0
Mathematics SL	3	0	3	0	0	0	0	0	100.0
Mathematical Studies SL	42	4	16	9	10	2	1	0	47.6
Music HL	2	2	0	0	0	0	0	0	100.0
Music SL	1	0	0	1	0	0	0	0	0.0
Theatre HL	7	3	3	1	0	0	0	0	85.7
Visual Arts HL	16	2	7	5	2	0	0	0	56.3

\*Data is accurate at the time of going to print 8/2/19. Percentages may increase based on re-marks.  
(HL denotes Higher Level SL denotes Standard Level)

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

## Core Components (Table 2b)

		Grade A	Grade B	Grade C	Grade D	Grade E	Highest Grade	Lowest Grade
<b>Theory of Knowledge</b>	65	6	36	22	1	0	A	D
<i>Chemistry</i>	1	0	1	0	0	0	B	B
<i>Design Technology</i>	2	1	1	0	0	0	A	B
<i>Economics</i>	1	0	0	1	0	0	C	C
<i>English</i>	16	6	5	5	0	0	A	C
<i>Enviro Systems &amp; Society</i>	1	0	0	1	0	0	C	C
<i>History</i>	9	3	2	3	1	0	A	D
<i>Music</i>	1	1	0	0	0	0	A	A
<i>Psychology</i>	17	8	5	4	0	0	A	C
<i>Sports Exercise &amp; Health Science</i>	8	6	2	0	0	0	A	B
<i>Theatre</i>	2	1	0	0	1	0	A	D
<i>Visual Arts</i>	7	6	1	0	0	0	A	B
<b>Extended Essay Total</b>	65	32	17	14	2	0	A	D

## Monte IB School/World Grade Comparisons

Course name	No. of students	Highest Grade	Lowest Grade	Average Grade School	Average Grade World	Overall School/World Variation** (7 Grade Points Per Subject)
English A Language & Literature HL	52	7	5	6.19	4.91	1.28
English A Language & Literature SL	7	6	5	6.00	5.26	0.74
English A Literature HL	5	7	5	6.20	5.23	0.97
English Literature SL	1	4	4	4.00	5.04	-1.04
French B SL	21	7	5	6.38	5.62	0.76
German B SL	7	7	4	6.00	5.41	0.59
Indonesian B SL	5	7	5	6.00	6.11	-0.11
Italian B SL	6	7	5	6.33	6.09	0.24
Spanish B SL	1	6	6	6.00	5.66	0.34
Spanish ab initio SL	25	7	4	5.92	5.54	0.38
Economics HL	7	7	5	5.57	5.31	0.26
Economics SL	4	7	6	6.25	5.12	1.13
History: Americas HL	21	7	5	6.48	3.72	2.76
History SL	4	7	4	5.50	4.24	1.26
Psychology HL	41	7	5	6.44	5.32	1.12
Psychology SL	2	7	6	6.50	4.85	1.65
Enviro Systems and Societies SL	4	7	5	6.75	3.96	2.79
Biology HL	3	5	3	4.00	4.61	-0.61
Biology SL	9	7	3	5.22	3.64	1.58
Chemistry HL	9	7	3	5.44	5.27	0.17
Chemistry SL	24	7	3	5.04	3.62	1.42
Physics HL	4	7	4	5.50	5.03	0.47
Physics SL	5	7	3	5.40	3.67	1.73
Sports Exercise Health Science HL	20	7	5	6.40	5.75	0.70
Sports Exercise Health Science SL	6	7	4	6.00	4.19	1.81
Design Technology SL	1	7	7	7.00	3.78	3.22
Design Technology HL	5	7	5	5.80	4.42	1.38
Mathematics Calculus HL	3	6	6	6.00	5.00	1.00
Mathematics SL	42	7	2	5.17	3.90	1.27
Mathematical Studies SL	20	7	3	5.70	3.77	1.93
Music HL Listening	2	7	7	7.00	5.60	1.40
Music Creating SL	1	5	5	5.00	5.36	-0.36
Theatre HL	7	7	5	6.29	5.68	0.61
Visual Arts HL	16	7	4	5.56	4.73	0.83

## VET COURSES AND HSC/VET/IB QUALIFICATIONS

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The College provides for one VET course onsite, Hospitality, and 4.88% of the Year 12 HSC cohort undertook this course. All VET students who undertook this course attained their VET qualification.

122 students completed studies towards the HSC and for the IB Diploma, 65 students completed the full requirements in 2019. One student gained entry into university based on her academic success on internal assessment but did not sit the final HSC examinations.

Senior Secondary Outcomes	Student %
Percentage of students undertaking vocational training	4.88%
Percentage of students attaining a Year 12 certificate or equivalent VET qualification	99.5%

## 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)

2019 saw 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. In 2019 a Mathematics and Design and Technology Interdisciplinary group was formed.
- 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 2019, four such groups were formed in English (Critical Thinking in Literacy); Theory of Knowledge; Pastoral Group and LOTE Group. 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**
  - Two groups 1. Social Emotional Intelligence; 2. Active Learning.
- Teachers (1 CPA group – 5 Teachers) pilot the **Quality Teaching Rounds**.

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.
- Three teachers are working towards Descriptors at the Highly Accomplished career stage in 2019. One was successful and the other two are still in the process. 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. Teachers continue to have the opportunity to form their own collaborative group in 2020, based on a shared goal. Such groups need to have a clear and identified purpose, which is explicitly linked to the Australian Professional Standards for Teachers, a nominated CPA Leader, and no more than 5 participants. They may be inter or intra faculty groups. This allows for the inclusion of action research models, and other professional learning structures, as identified by the teachers. It would also allow teachers undertaking the same external accreditation process to form a professional learning community in which to work.
2. Teachers have an opportunity to engage in CPA focus areas that align with the Strategic Vision and focus for the College.
3. Teachers will be engaging with active inquiry into their practice in 2020 by collecting triangulated evidence over the year, related to their goal.
4. *Educator Impact* will be continued for all teaching staff in 2020. 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.
5. 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. 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 2019. The Centre has provided a central area for staff professional learning particularly with regards to Breakfast Club and CLL meetings. Diverse staff groups and departments have utilised the space for meetings as well as individual staff spending time in the Centre to work in a space conducive to uninterrupted work time.

The Breakfast Club training programs continued in 2019. 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 Professional Learning (DPL) and the Director Staff Services, in an informal setting, to discuss the environment for optimal teaching and learning at the College. The group has been designed to offer an opportunity for continuous dialogue with leading classroom teachers in accordance with the philosophy of the leadership structure of the College. It is also an opportunity to develop and recognize teachers leading teaching and learning, in line with the AITSL professional standards for teachers. Eleven teachers have been invited to this group, for a two year period, based on three main criteria. These criteria ensure a cross section of teachers are represented in the group.

The criteria include that:

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

### **Formation**

The Head of Liturgy and Faith Formation and the 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 (English, Languages) are currently collecting evidence for their Highly Accomplished Accreditation.
- HAT applicants are 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.
- HAT Accreditation time allowance is 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 2019 one staff member 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**

- Five teachers were successful at achieving Proficient Teacher Accreditation in 2019 and were mentored and supported by the DPL and Experienced Staff Mentors.

### **Maintenance of Accreditation**

- At the conclusion of 2019, all teachers not undergoing application for Proficient Accreditation were maintaining accreditation at Proficient.

### **Continuing Leadership Learning (CLL)**

The middle management of the College continued their participation in the Continuing Leadership Learning (CLL) program, participating in a one-day College Leader's Conference in January and a further four sessions across the year. Their focus in 2019 was strategic and vision focused Leadership.

### **Professional Learning**

In 2019, staff have attended over 96 conferences, workshops or online courses (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 1.9 days of professional learning through external providers (including those provided by the International Baccalaureate Organization), and 7 days through the Staff Conference program, averaging at around 56 hours per teacher across the year (including International Baccalaureate training).

Approximately 75% (90/120) of teaching staff participated in professional development courses facilitated by external providers during 2019, 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
- Social Emotional Intelligence
- Deep Learning
- Critical and Creative Thinking
- Learning from Country – Indigenous Perspective
- Feedback and Assessment
- Learning spaces
- Coding and Game Development
- Project Based Learning
- Gifted and Talented
- Learning Differentiation
- Learning Support tools and support training
- Literacy
- Motivating Engaging and Managing Students Effectively
- Accreditation
- Mercy Spirituality and Leadership

## TEACHING STANDARDS

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

## TEACHERS' QUALIFICATIONS

B Art Ed, CoFA UNSW	Cert Tech Teach, East Syd Tech
B Art Ed, UNSW (x2)	Dip Acting & Directing, Syd Acting School
B Art Theory, UNSW	Dip Arts, Syd Inst Tech
B Arts (Comms), UTS	Dip Ed (Languages), Giessen
B Arts (Hons), Ottawa	Dip Ed Leadership, ACU
B Arts (Hons), USyd (x2)	Dip Ed, ACU (x2)
B Arts Ed (Secondary), UTS	Dip Ed, Macquarie (x3)
B Arts, ACU	Dip Ed, Syd College of Adv Ed
B Arts, Adelaide	Dip Ed, Syd T College (x3)
B Arts, CSU	Dip Ed, UNE
B Arts, Macquarie (x2)	Dip Ed, UNSW
B Arts, Notre Dame	Dip Ed, USQ
B Arts, Sorbonne	Dip Ed, USyd (x6)
B Arts, Sydney CAE	Dip Ed, Wollongong
B Arts, UNE	Dip Interior Des, Comm Arts College Syd
B Arts, UNSW (x2)	Dip Journalism, Macleay College
B Arts, USyd (x11)	Dip Modern Languages, Melbourne
B Arts, UWS	Dip Struc Eng, Brighton
B Arts, Wollongong	Dip Teaching, ACU (x2)
B Arts/B Ed, Notre Dame	Dip Teaching, Cath College of Ed, Syd
B Arts/B Ed, UNSW	Grad Cert Ed Studies Learning Support, USyd
B Arts/B Ed, USyd	Grad Cert Ed Studies, USyd
B Arts/B Teaching, ACU	Grad Cert Interfaith Relations, ACU
B Arts/Dip Ed, Macquarie (x8)	Grad Cert RE, ACU (x3)
B Arts/PGCE, Brighton	Grad Cert Relig Ed, ACU
B Biomed Sci, UTS	Grad Cert Theological Studies, Flinders
B Bus, CSU	Grad Cert Theology, UON
B Comm (Hons), Carleton	Grad Dip Ed, ACU (x5)
B Comm, Bombay	Grad Dip Ed, Adelaide
B Commerce, Melbourne	Grad Dip Ed, Canberra
B Des/B Art & Des Ed, UNSW	Grad Dip Ed, CSU
B Ec & Soc Sci (Hons), USyd	Grad Dip Ed, Griffith
B Economics, USyd	Grad Dip Ed, Macquarie (x2)
B Ed (Physical Ed), UTS	Grad Dip Ed, Newcastle CAE
B Ed (Primary) (Hon), USyd	Grad Dip Ed, Sydney CAE
B Ed H Mov (Hons), USyd	Grad Dip Ed, USyd
B Ed H Mov & Health (Hons), USyd	Grad Dip Ed, UTS (x2)
B Ed H Mov & Health Ed, USyd (x2)	Grad Dip Edu, CCES
B Ed Health Mvmt & Health Ed, USyd (x2)	Grad Dip Edu, USyd
B Ed Secondary Science, USyd	Grad Dip Psych, CSU
B Ed Tech App Studies, USyd	Grad Dip RE, South Australia
B Ed, ACU (x6)	Grad Dip Teach, Charles Darwin
B Ed, Canberra	Grad Dip Teaching, Curtin
B Ed, Griffith	Grad Teacher Prog, U East London
B Ed, Toronto	Juris Doctor, ANU
B Ed, USyd (x3)	M App Pos Psych, Melbourne
B Ed, UTS	M Arts (Theology), Notre Dame
B Ed, Wollongong	M Arts, City U London
B Ed/B Arts, USyd (x2)	M Arts, Macquarie (x2)
B Ed/B Science, Flinders	M Arts, USyd (x3)
B Edu (Art), UNSW	M Bus Mgmt, Sorbonne
B Edu/B Science, USyd	M Comm, Shivalji
B Health Sc/Human Mvmt, ACU	M Ed (Online), USQ
B Human Movement Studies, ACU	M Ed Admin, Macquarie
B Laws, Melbourne	M Ed Leadership, ACU (x2)
B Marine Sci (Hons), Wollongong	M Ed Leadership, USyd
B Mus (Hons), London	M Ed, ACU (x3)
B Music (Music Ed) (Hons), USyd/Cons Music	M Ed, Deakin
B Music Ed, USyd	M Ed, Macquarie
B Music, NSW Con	M Ed, Melbourne
B Sc, Cardiff	M Ed, UNSW
B Sc, Johannesburg	M Ed, USQ
B Sc, U West Indies	M Ed, USyd (x7)
B Sc, UNSW	M Ed, UTS
B Sci (Hons), Bath	M Edu Leadership, ACU
B Sci (Hons), James Cook	M English Studies, USyd
B Sci (Hons), Westminster	M Intl Studies, UTS
B Sci, ACU	M Relig Ed, ACU
B Sci, Macquarie	M Sc, Brunei
B Sci, UNSW (x2)	M Special & Inclusive Ed, USyd
B Sci, USyd (x3)	M Teaching (Secondary), Deakin
B Sci, UTS	M Teaching, ACU
B Sci/Dip Ed, Macquarie	M Teaching, UNE
B Science, USyd	M Teaching, USyd (x4)
B Teach, UWS	M Theology, Newcastle
B Teach/B Arts, ACU (x2)	Mathematics, Lancaster
B Teaching (Sec), CSU	PGCE Geo & ICT, Bath
B Teaching/B Arts, Newcastle	PGCE Maths Ed, Leeds
B Teaching/B Health & Phy Ed, Newcastle	PGCE, London
B Tech (Civil Eng), USQ	PGCE, Worcester
B Theology, Melb College Divinity	PGDE, Trinity College Dublin
B Vis Arts, Newcastle CAE	PhD Organic Chemistry, Dublin
BA Hons Dance Studies, Roehampton	Post Grad Cert Ed, Johannesburg
BA Theology/Music (Hons), St Patricks Ireland	Post Grad Cert Ed, Leicester
Cert II Building & Const, TAFE	Post Grad Cert Ed, Northampton
Cert II Kitchen Ops, TAFE	Post Grad Cert Ed, Sussex
Cert IV Catering Ops, TAFE	Post Grad Cert Maths, CSU
Cert IV Hospitality, TAFE	Post Grad Dip D & T, ACU
Cert IV Training & Asses, TAFE (x2)	TESOL Cert, UNSW
Cert RE, ACU	
Cert Relig Ed, Catholic D	
Cert Relig Ed, CEO	
Cert Religious Ed, Aquinas Acad	

## T H E M E 6

### WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Teaching Staff			Non-Teaching Staff		
<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>
105	15	120	31	34	65

## T H E M E 7

### STUDENT ATTENDANCE, RETENTION RATES AND POST SCHOOL DESTINATIONS

#### STUDENT ATTENDANCE

Level	Attendance Rate
Year 7	95.81%
Year 8	94.52%
Year 9	94.94%
Year 10	93.89%
Year 11	95.72%
Year 12	96.33%
All Years	95.16%

#### 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 mid-morning and issued to staff via email periodically throughout the day;
- Phone calls from home are required to explain absences in the morning;
- The Absentee Office will undertake all reasonable measures to contact parents promptly concerning an unexplained absence. Contact with the parent may be made either by telephone, email or SMS text message.
- Notes are required the following day for absences if no other reason is forwarded to the Absentee Office;
- Tutors are instructed to contact the student's home after three days of absence and to notify the Absentee Office;
- Heads of Year monitor absences of students;
- The Absentee Office sends Heads of Year the names of students who are regularly absent for follow-up;
- The Absentee Office sends an email to parents asking for explanations of student absences;
- Reports are created in the College database (Edumate) weekly and are monitored by the Deputy Principal Pastoral Care;
- Staff have access to all attendance records of students in Edumate on a daily basis;
- The Absentee Office records and files all phone calls and absence notes;
- All teachers mark attendance rolls online in each lesson so that the Absentee Office can monitor attendance;
- Any requests for extended leave of absence must be submitted to the Principal for approval, using the Application for Exemption from Attendance at School form.

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

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94.3% of students who completed Year 10 (2017) continued on to complete Year 12 (2019) 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, 96.26% 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.

## T H E M E 9

### 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

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##### **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

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### **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

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### **Student Responsibility**

#### Rationale

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

#### Purpose

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

### **Substance Abuse**

#### Rationale

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

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

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

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

#### Purpose

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

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

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

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

POLICY	CHANGES IN 2019	ACCESS TO FULL TEXT
Attendance Policy	Reviewed and minor changes made within processes and procedures. Electronic means of approval of absences more evident.	Available publicly on the College website and for parents and students via the College intranet.
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 2019 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	Rationale updated. Personal jewellery changes. Graffiti and procedures for the offence materials. Additional wording to section 1.1 with any member of the College being considered. Procedures to uniform infringements.	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			
	o In class issues/behaviour	Subject Teacher	HOD	DP Curriculum
	o Homework	Subject Teacher	HOD	DP Curriculum
	o Student Marks	Subject Teacher	HOD	DP Curriculum
	o Treatment of Student	Subject Teacher	HOD	DP Curriculum
	o Issues between students	Tutor	HOY	DP Pastoral Care
	o Welfare/well-being	Tutor	HOY	DP Pastoral Care
	o Locker/Possessions	Tutor	HOY	DP Pastoral Care
2.	Academic Matters			
	o Curriculum/Subjects/Classes	HOD	DP Curriculum	Principal
	o IB MYP Programme	Dir., Middle School		
	o IB DP Programme	Dir., Senior School		
3.	Pastoral Matters			
	o Student behaviour – playground/absences	HOY	DP Pastoral Care	Principal
	o Student Responsibility policy	HOY		
	o Whole Year activities – camps/dances/performances	HOY		
4.	Co-Curricular Programs			
	o Sport – general	Sports Program Mgr	DP Pastoral Care	Principal
	o Sport – specific (netball, swimming, etc)	Sport Coordinator		
	o Music	Leader Instrum. Music		
	o Duke of Ed/Debating	Coordinator		
5.	College Organisation and Management			
	o College fees	Director Finance & Resources	Principal	
	o Invoices	Finance Manager	Director Finance & Resources	
	o Privacy	Principal		
	o Transfer and travel	College Reception	DP Administration	

## T H E M E 1 0

### SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

#### Ongoing items from 2019

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 2019

Area	Priorities	Achievements
<b><i>Our Catholic and Mercy Identity</i></b>	Appointment of Leader Identity and Leader Community Outreach.	Leader of Identity completed the Mercy Formation Program with Student Leaders. Leader Community Outreach completed community projects for both Australia and overseas.
	Work with the Foundation Committee to build a culture of giving at Monte.	The College again received a generous Alumna provide a match gift to the Bursary Blue Ribbon Appeal. An outstanding amount of \$358,397 was raised.
	Community Projects to learn and engage with the tradition of a spirituality connected to the land and people.	Monte's connection with Cana through the Food for Thought boxes which enable Cana to invest in their farm/crops and see it evolve. Over \$500,000 raised by our staff and community for Timor with 'Change for Timor' launched for the duration of Lent.
	Reinvigorate an understanding of the history and mission of the Sisters of Mercy North Sydney.	Integration into the curriculum and learning programs which is evident in the language and conversation of students. Visits to the Mission and Heritage Centre as part of the Monte Mercy Amazing Adventure, Open Day, Grandparents Day and Mercy 6.
	To deepen our understanding of Mercy through actively contributing to the work of the Mercy Global Action network.	The College hosted the 2019 biennial conference of the Australasian Mercy Secondary School Association (AMSSA) involving over 200 Mercy School leaders and educators. The theme of the Conference was 'Speaking the Silence' focusing on Human Rights issues.
Area	Priorities	Achievements
<b><i>Leading 21<sup>st</sup> Century Learning</i></b>	Further the implementation of NESA Stronger HSC Standards; including new HSC syllabuses and assessment requirements.	Extensive development of quality teaching and learning programs continued in order to authentically implement the requirements of new HSC syllabi. This work prompted professional learning, especially in the delivery of newly included topic areas and assessment requirements. Resource development was undertaken, as well as backward mapping of skills development that required greater emphasis in Years 7-10. Changes to school based assessment in HSC provided opportunities for re-invigoration.

<p>Expansion and further development of the Industry Partnerships Programs.</p>	<p>Completing the inaugural Inspiring STEM+ Industry Partnership Program provided students with an immersive experience in the area of construction, engineering and commercial property. All students who have since finished Year 12 and who were a part of the program are now undertaking a STEM-based degree at university with two alumni now undertaking internships at Laing O'Rourke and WSP Australia. The success of this industry partnership program sees Laing O'Rourke and Dexu running their own industry programs in 2020.</p> <p>Our Creative Industries Partnership Program has seen an emerging interest in the area of theatre including scriptwriting, theatre makeup and directing. This has provided immediate connections to the planned 2020 production of <i>Wicked</i>.</p> <p>Other projects connected students with the community included the Australian Museum History Project, Library Parent/Student Reading initiative and the Multiplex mentoring project.</p>
<p>Expansion and further development of Project Based Learning offerings and interdisciplinary learning.</p>	<p>All interdisciplinary units were further refined and the Year 10 'Tiny Houses' project offered students an exciting opportunity to utilise their Design and Mathematics learning. This mode of delivery, incorporating a project based approach, will inform other units.</p>
<p>The 'New Pedagogies for Deep Learning' – Designing for Deep Learning was a unifying banner to direct work on pedagogy.</p>	<p>Active participation in the AIS Designing for Deep Learning Network included work on 'skills development' progressions. Staff learning in 'New Pedagogies in Deep Learning' included development of a Monte Integrated learning model for 'Collaboration'.</p> <p>There was a professional learning focus on showcasing tools and digital and non-digital resources for the explicit teaching of 'collaboration'.</p> <p>Planning for Year 7 to have a portfolio of evidence demonstrating skills growth and reflection was completed for 2020. Trial activities/units incorporating the use of 'Skills Progressions' was undertaken.</p> <p>There was a school wide emphasis on deepening learning, where pedagogies to take learning from Surface to <i>Deep to Transfer</i> were explored.</p>
<p>The College Learning Management System was further developed.</p>	<p>The curation of, and accessibility to, critical information for students, parents and teachers was enhanced.</p> <p>An online space for 'Learning Enhancement' improved communication and the sharing of resources to respond to students with additional needs.</p>

Area	Priorities	Achievements
<b>Student Development</b>	To develop a <b>portfolio initiative</b> that follows a student's journey through Monte from Year 7 to Year 12 and beyond.	<i>STEP UP</i> is a new program this year for Year 10 students, designed to help transition earlier from Year 10 to Year 11 IB or HSC. This program uses the skills of staff onsite to run workshops which were self-selected by the students to attend. Alumni invited in for the Years 10 Twilight Workshop and Year 12 IB/HSC Academic to speak about their Monte Journey.
	Explore and promote a balance lifestyle through all dimensions of health.	Exploring positive self-talk strategies with Year 11 through repetitive positive mantras and changing the vocabulary, looking for 3 daily positives and helping others to find positives in their lives. Year 9 Wellbeing Camp focus areas include: Mindfulness, Connecting with Mind and Body, Character Strength, Growth Mindset vs Fixed Mindset.
	Promote a progressive and holistic approach to well-being across all year levels through the Self GROWTH six key pillars: Goal, Relationships, Organisation, Wellness, Transition, Humanity	The Self GROWTH program has amalgamated the learnings and knowledge of the staff with the six key focus areas for the the students. These touch stones are mapped from Years 7-12 so that all stakeholders can be confident that activities, not only in the pastoral sessions, bu the academic classroom can be explicit to these six focus areas.
	Analyse evidence-based research surrounding student development needs with school structures i.e. age appropriate programs and decision making that drives positive behaviours and promotes spiritual development.	Unleashing Personal Potential program and Elevate surveys from students and staff.
	Communicate and support a positive mindset and respectful behaviours in everyday approaches with staff and students.	Financial Literacy session for Year 11 students to help them understand the importance of understanding through their own finances with guest speakers from the Board explaining to students basic financial concepts that are needed.
	Explore current research and implement strategy to build student resilience and perseverance.	Year 11 Senior Leaders are invited to the National Young Leaders Day where guest speakers from around the country impart their knowledge, wisdom and expertise to the students.
	Develop, review and evaluation global engagement focusing on building the continuum between middle and senior students.	Year 8 involvement in MyFreedom Day, a student led global day of action to raise awareness of human trafficking. Undertaken on Year 8 camp. Freedom 4 All – the theme of the International Womens' Day Breakfast. Climate Change Protest which some students chose to attend.

	Continue to build a focus on the student leadership program immersing them in 'what it means to be Mercy' and role modeling this through their service.	DROP, SWAP, SAVE – an initiative by the Middle School Leaders connecting with the Senior Leaders where clothing was brought in and it was swapped. Middle School Leaders attended the Rahamim Ecology Centre in Bathurst an environmental education, spirituality and advocacy ministry.
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Area	Priorities	Achievements
<b>Staff Attainment</b>	The recruitment, development and retention of high quality staff.	Implementation of Staff Portal – central access point for policies, guidelines, wellbeing, Professional Learning, Online Professional Learning Space.
	Leadership development and leadership succession is provided.	Developing Staff Leadership - Teacher Advisory Group - CPA Group Leader Training CLL – Bespoke Leadership Program responding to needs of current leaders, included: Strategic Planning and Implementation, Values and Ethical Leadership, Trust in Leadership
	Teaching staff demonstrate 21 <sup>st</sup> century pedagogical practices, including expert skills in the use of contemporary technologies.	Engaged and motivated staff group: High participation in Professional Learning and regular sharing of expertise throughout the year including Breakfast Club Program, In Conversation Sessions and Learning Design Workshops. Quality External PD Keynotes - Jarred Horvarth Cooney ~ transfer and deep learning - Mark McCrindle ~ The Education Report 2019 - Glenn Pearsall ~ Effective Classroom Differentiation and Feedback. - Dr Claire Scouler - ACER
	Teacher Accreditation is undertaken by teaching staff within national teaching standards.	Endorsed Provider – 5-year renewal as an endorsed Professional Learning Provider was achieved. CPA Groups ~ Staff Professional Learning groups have engaged with each other to reflect on and develop their teaching practice. Staff research action projects as part of their reflective practice, interdisciplinary groups and CPA group focused on quality teaching rounds. Successful attainment by one staff member of 'Highly Accomplished' Accreditation level.

Area	Priorities	Achievements
<b>Resources and Facilities</b>	Conduct a masterplan design competition based on the aspirational brief and compile the concepts to set the future direction of the college	Completion of College Campus Development Strategy (Masterplan) establishing priorities and future directions addressing priorities and needs of College.

Commence next major Capital Project as Stage One of College Masterplan	<p>Launch of Scientia project and completion of initial concept design with focus on Science, Sports Science, Social Enterprise and Innovation and Sport facilities.</p> <p>Lodgement of Scoping report with Government.</p> <p>Board approval to progress project.</p>
Undertake series of special projects to introduce new spaces and refurbish others to site standard, subject to Masterplan outcomes	<p>Completion of a series of special projects including addition of CMP classroom with gathering space flexibility and conversion of roof top area.</p> <p>Improved student experience through classroom optimisation including Lawrence Level 2.</p> <p>Other minor refurbishments including upgrade to Hospitality kitchen for improved function and operation.</p>
Introduce a new Building Management System, with enhanced and increased functionality and "smart" options.	<p>Review of technology and arrangements to identify key areas of focus.</p> <p>Introduction of asset management software to monitor and develop life cycle planning.</p> <p>Completion of revised HVAC system to CMP building and minor other refurbishments for enhanced student experience and energy efficiency.</p>
Develop and implement a waste management plan	<p>Completion of review of waste management and solar opportunities in readiness for 2020 rollout.</p> <p>Student involvement and education in waste and solar projects.</p>

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives undertaken at the College in 2019 were:

### Values in Action

- Catherine McAuley Statue a focal point of entry to the College.
- Design of the College Planner cover for the focus value *Option for the Poor*.
- College branding for email communication, College signage, website, newsletters and banners highlighted the value of *Option for the Poor*.
- International speakers addressed the College community on '*Speaking the Silence*' on the issues of Human Trafficking, Advocacy and Mercy Global Action.
- Respect for the value of cultural diversity with the engagement of indigenous presenters to work with students on dance, drama and art.
- Collecting toiletry packs to be distributed to the homeless.
- The College value of *Option for the Poor* was promoted in curriculum programs and College activities.
- College assemblies provided an opportunity to make reference to issues of respect and responsibility, including the ANZAC Day Service, Lenten Liturgy, International Women's Day Breakfast with guest speaker, Sophie Janseens, Human Rights Activist for the Freedom Hub Café, Sydney.
- 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 Narooma and Biamanga and Gulaga Mountains 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.
- Leader Community Outreach consults regularly with Aboriginal Advisory Groups to facilitate the planning of Central Desert Immersion programme.
- 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 Auntie Julie Smith, a Kalkadoon woman.
- Prayer Services honouring mothers, fathers and grandparents took place.
- Chapel Morning Prayer for all year groups focused on trafficking advocacy and the environment.
- Year 7 Stewardship RE unit, included engagement with Laudato Si.
- A group of students attended the Young Global Leaders' Conference in New York, learning about leadership responsibilities and international cooperation.
- Re-focusing of the Creativity, Activity, Service Program for all students in Years 11-12.
- Development of the Service Learning Program for Years 7-12 for full implementation in 2020.
- Blue & Blue Lunch was held in May, 2019 with Stephanie Lorenzo as the guest speaker, who spoke about her journey of starting a charity and the creation of a movement that would help to facilitate the end of human trafficking and slavery.
- Staff presented the Holy Week Liturgy as an act of service to the community.
- Project Timor year group initiatives – encourage whole school engagement in fundraising and awareness through the Project Timor Lenten Campaign including 'Comfy for Colegio'.
- 14-day immersion to Colegio and Maliana, 16 students and 5 staff. Nicole Christensen and Adrian Johnston made a visit to progress the first stages of construction of the Staff Training Centre.
- Mercy Day Liturgy and celebration theme *Option for the Poor* with a program of speakers to engage staff and students.
- Reflections in Chapel / RE Lessons / CAS programs focused on the value of *Option for the Poor*.
- Years 10-12 pastoral sessions dedicated to unpacking the meaning of *Option for the Poor*.
- Our goal is to increase girls' connection with the elderly in our community.

- The Mercy Mission and Heritage Centre allowing visits of all staff; Year 7 students and the Senior and Middle School Leaders.
- The Middle School Leaders and a broader group of students from other schools participated in a programme at Mercy Rahamin Centre in Bathurst.
- Mercy Values research undertaken through Student Focus Group interviews and a whole College Survey.

## **Advocacy**

- Mercy Action Group initiatives
  - International Women's Day Breakfast with guest speaker, Sophie Janseens, Human Rights Activist for the Freedom Hub.
  - A selection of student MYP Personal Projects and artworks included the themes of environmental degradation, empowerment of women, protection of refugees and asylum seekers.
  - Advocacy for Fair Trade Café operates twice weekly selling Fair Trade tea, coffee and hot chocolate.
  - Environmental advocacy is the focus of the MEGA (Monte Environmental Group Action), Ban Single Use Plastic Bags, Native Bee Projects, College Waste Audit, Improving Recycling at Monte, Year 7 Stewardship RE unit included engagement with Laudato Si and Local Council Grant applied for in May, Mercy Day Programme Workshop option Mercy Global Climate Action.
  - Monte hosted the Climate Change forum for North Sydney Parish and girls participated.
  - Years 11/12 Design & Technology HSC and IB students focus on circular economy and environmental issues.
  - The Timor-Leste Immersion took place in July for students of Years 10 and 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 staff and students of 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 researching 'Human Trafficking'.
  - Year 7 Ripple Effect was undertaken where students witnessed how one action can affect many others.
  - Support for Nepal's earthquake victims.
  - Staff support the work of CANA Community by purchasing food boxes each month.
  - Staff visit and support the Women's Refuge De Porres House in Redfern.
  - Staff mentoring refugee students after school each month and also working on the Marist 180 programme.
  - Year 10 Reflection Day: students visited a Refugee Camp which gave them an understanding of what it means to be an asylum seeker and with better understanding what they can do to support the refugee community.

## **Fundraising Support**

- The College community raised at total of \$351,880 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 \$225,233.
- Year 7 - Change for Timor Fundraiser: 3 students undertook a Bake Sale at home raising \$257 to help support Timor.
- The College donated \$8,000 for families affected by the drought in Brewarrina, NSW.
- College Community (including Sisters of Mercy, North Sydney) raised \$14,400 that two staff took out to Wilcanna Forbes to be distributed by the Bishop through two schools (Red Bend College in Forbes and St Mary's in Wellington) to families affected by drought. Connections made through Sr Elizabeth Young.

## **National Pride**

- The National Anthem is sung at each College assembly and the Acknowledgement of Country 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 an 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 liturgies.
- The Self GROWTH program has been designed by staff to have six key focus areas for students. These key pillars are structured from Years 7-12 so that all activities in pastoral sessions and in the classroom can be mapped to these six key focus areas.
- Peer tutoring by Senior School students to Middle School students in Mathematics.
- Organisation of Positive Psychology and mindfulness in year meetings.
- Pastoral Care camps, e.g. Year 7 and 8 three-day camps: themes for each camp were focused on students developing respect for themselves as well as others and their transition into high school.
- Tutors to phone 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 for Year 11 which focuses on Leadership Through a Mercy Lens and how this can be lived through action.
- Leadership Training days for Year 11 which included guest speakers ~ Pat Farmer – Marathon Runner, Grace Hartley – ex-College Captain.
- Drop, Swap and Save – a Middle School and Senior School SRC initiative.
- Connection to local Police 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 surroundings with MEGA 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 showing gratitude. Cards were created and written including the words Obrigado Barak meaning '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 11 Leadership Training Day.

- Year 7 – Seeds of Mercy
  - 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 maintain this program. The sessions included - 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 different contexts, students created connections via dance, conversation, student letters to their tutor explaining a little about themselves.
  - Student journals used in pastoral sessions and on Year 8 camp for reflection on feelings, emotions and how they can express these; goal setting and achievements.
  - “Verbal Combat” presentation.
  - Julie Torrisi spoke on her work as a part of the St Vincent de Paul Society including talking to students about how the personal care packs Year 8 create are distributed.
  
- Year 9 – Striking a Balance
  - Dannielle Miller, CEO Enlighten Education, an expert in girl’s self-esteem and body image, presented to students at the Wellbeing Day and parents at the Year 9 Wellbeing Evening.
  - Glen Gerreyn spoke on ‘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 theme – *Empowerment*
  - Mindfulness session/guest speakers/meditation/ yoga sessions.
  - Study skills and time management developed throughout Year 12 in activities such as *Unleashing Personal Potential*.
  - Year 12 students worked with the Two Wolves Project which is an initiative of the Cardoner Project (a student-focused hub for volunteering).
  - Senior students volunteered their time to attend the Ignatian Children's Holiday Camp.

### **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 after school children's programs, assisting with disability organisations, environmental sustainability projects.
- A collection of toiletries and personal care packs for the St Vincent de Paul Society.
- Community and Service Hours were completed 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 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 Masalou Alumni Luncheon for ex-students who have left school more than 50 years prior.
- Hosted a visit of Central Desert artists for one week which 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

