



Monte Sant' Angelo  
Mercy College

*School Year Annual Report*

2020

## Educational and Financial Reporting

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

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

<b>Theme 1: Messages from Key School Bodies</b>	
• Message from the Chairman of the College Board	4
• Message from the Student Representative Council	6
• Message from the Parents and Friends Association	9
<b>Theme 2: Contextual Information about the School and Characteristics of the Student Body</b>	
• MySchool Website Information	10
• College Mission	10
• Values of the Mercy Tradition	10
• Characteristics of the Student Body	11
• Student Population	11
<b>Theme 3: Student Outcomes in Standardised National Literacy and Numeracy Testing</b>	
• NAPLAN	11
<b>Theme 4: Senior Secondary Outcomes (Student Achievement)</b>	
• Record of School Achievement (RoSA)	12
• Higher School Certificate	12
– Comparison with Other Schools	12
– HSC Course Report: Historical Analysis of % cohort in Bands 5/6	13
– HSC Table of Band 6 percentages and School/State Variations	14
• International Baccalaureate Diploma Programme	
– IB Diploma Achievements 2020 and Comparative Historical Data	15
– IB Course Report and Summary 2020	15
– Monte IB School/World Grade Comparisons	16
• VET Courses and VET/HSC Qualifications	17
<b>Theme 5: Teacher Qualifications and Professional Learning</b>	
• Professional Learning	18
• Teaching Standards	21
• Teachers' Qualifications	22
<b>Theme 6: Workforce Composition</b>	23
<b>Theme 7: Student Attendance, Retention Rates And Post School Destinations</b>	
• Student Attendance	23
• Management of Non-Attendance	23
• Student Retention Rates and Post-School Destinations	24
<b>Theme 8: Enrolment Policies</b>	
• Enrolment Policy	25
<b>Theme 9: Other School Policies</b>	
• Policies For Student Welfare	28
• Summary of Anti-Bullying Policy	29
• Policies For Student Discipline	29
• Changes to Policies for Student Welfare, Anti-Bullying, and Student Discipline	30
• Policies For Complaints and Grievances Resolution	30
<b>Theme 10: School-Determined Priority Areas for Improvement</b>	32
<b>Theme 11: Initiatives Promoting Respect and Responsibility</b>	38
<b>Theme 12: Parent, Student and Teacher Satisfaction</b>	43
<b>Theme 13: Summary Financial Information</b>	44

# T H E M E 1

## MESSAGES FROM KEY SCHOOL BODIES

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

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As we reflect on 2020 and the many challenges faced, the College can be immensely proud of its achievements. We provided students with a quality education and sound decision-making by the College Principal and Executive Team, ensured continuity of both learning and business. The outstanding academic achievements of the Class of 2020 and the high levels of staff and student retention, are testament to those efforts.

The College Board met eight (8) times in 2020. There were significant accomplishments and developments overseen by the Board in 2020, which included:

- College's ability to pivot and adapt during the COVID-19 pandemic and continue to provide exceptional education and a safe environment for our staff and students.
- Seamless transition between online learning mode and face to face learning modes with continuity of learning throughout the pandemic.
- Review of the College's Strategic Vision in readiness for the launch and adoption of the College's renewed Strategic Vision and commencement of a new strategic cycle in 2021.
- Affirmed the College's commitment to maintaining the important and fundamental offering to students, adapting activities to a new format during times of uncertainty.
- Expansion and development of the College's co-curricular program including the sector leading industry and social enterprise partnerships and contemporary, cultural and service opportunities.
- Opening of Mercy House, a new dedicated space for Year 12 students to study 7 days a week with extended operating hours.
- Approval of the Scientia Project – the College's next major capital program, which will significantly transform the Monte campus with purpose-built spaces that inspire creativity, innovation and collaboration. Dedicated to Science, PDHPE and Sports Science, the Scientia Project will future proof the College's learning spaces to meet the changing demands of the dual curriculum offered.
- Outstanding academic results in both the NSW Higher School Certificate (HSC) and the International Baccalaureate Diploma Programme (IBDP).
- Maintained diligent financial management to ensure a strong and sustainable College.
- Provisioned financial and community support to assist families impacted by COVID-19.

### Strategic Vision 2021-2030

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

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

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

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

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### **The Class of 2020**

The College Board congratulates the Year 12 Class of 2020 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:

- Rebecca Peek *HSC Dux of the College*
  - Sophie Cole *IB Diploma Dux of the College*
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## MESSAGE FROM THE STUDENT REPRESENTATIVE COUNCIL: *Student Leaders 2020*

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### SENIOR SCHOOL

The Main Objectives of the Senior Leaders from 2020 were:

- To launch *Mercy through Respect for Human Dignity – Human Dignity Rests on Human Rights* campaign that encourages every student to dedicate themselves to treating every person they meet with respect – affirming the human dignity of all.
- Development of a number of videos to keep the College community connected through COVID.
- To encourage vertical year-group friendships and relationships through interactions and initiatives with the younger year groups (as appropriate during COVID restrictions), such as:
  - Attending year group meetings to support Year 7 students as they begin secondary school, acting as positive role models and encouraging them to get involved in all school activities, creating friendships and encouraging gratitude for others by nominating their friends for acts of gratitude to be read at year assemblies.
  - 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 'Flashback Friday' – to build connections after COVID.
  - Middle School Leaders facilitated the whole Middle School making small pocket hearts – in our 1000 Hearts Campaign. These hearts were then given to many groups as a sign that they were still in our thoughts and prayers even though travel restrictions were in place locally and globally:
    - Year 12 2020
    - Victorian/Queensland Mercy Schools
    - Sisters of Mercy North Sydney
    - All staff at the College
    - Cana Community
  - Working with Year 10 students to strengthen the sense of community within the cohort; encouraging a sense of mutual respect between the girls to foster an appreciation of the dignity of each individual in their year group (through affirmations and pastoral sessions); surveying the girls to discover their individual support needs, such as advice with co-curricular activities, the MYP Personal Project, Year 11 subject selection.
- Building on the work from 2019, the Senior Leadership Team continued to strengthen bonds amongst all leaders within the group through joint meetings and other initiatives.
- Assisting the Deputy Principal Pastoral Care and the House Captains with new whole school, vertical pastoral session initiatives.
- To be mentored and to work with the College Executive in relation to leadership styles and shared experiences, which has enabled relationships between students and Executive staff to be strengthened.

The College Captain has a number of extra duties and commitments as part of 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 activities, 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.

- GROWTH Leader – new in 2020-21 to bring to attention the pillars of GROWTH within each year group.
- SRC Leader – new in 2020-2021 to bring SRC Student Voices together once per Semester.
- Assemblies and Events Coordinators duties included organising events such as the Monte Prefect Afternoon Tea and to coordinate attendance at 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).
- 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 2020 the Senior Leaders' focus has centered on introducing and championing Monte's *Human Dignity Rests on Human Rights*, to actively address imbalance in a world fraught with poverty, oppression and discrimination. Throughout the year, Senior Leaders have sought to challenge the College community to respect the dignity in all people and treat others as we ourselves wish to be treated. They have achieved this through their own behaviours and attitudes, assembly presentations, emphasising the theme, and reiterating the significance of this theme throughout all initiatives. The Leaders have continued to support the Timor Leste program, launched the 'Project Timor' campaign and have given numerous hours of volunteer time to various projects within the College.

- The Leaders designed and created a banner as a continual reminder of their *Human Dignity Rests on Human Rights* 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), these funds will change the lives of people we know. It will buy meals that provide Colegio students with the nutrition for them to be able to think, learn and be at their best. It will build a new professional learning centre for teacher education so that more Timorese children can have the lifelong gift of learning.
- Running Year 12 Morning Pastoral Meeting initiatives.
- Role modelling appropriate behaviours on all occasions.
- Senior Leaders promoted and sold the blue-ribbon badges for the Blue Ribbon Bursary Appeal.
- Welcomed Year 6 students to Monte Orientation Day.
- 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 2020 began their leadership term with enthusiasm. They demonstrated engagement, spirit and positivity in each activity they had implemented or undergone. The House Captains worked together as a team to strengthen the bonds and connections within all years of each House. All of the goals and initiatives that the House Captains underwent in 2020 were aligned with the College theme '*Human Dignity*' aiming to encourage students to treat every person they meet with respect.

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

Involvement with Year 7 began with welcoming the students with house spirit on their first day at school. Students were involved in house cheering, in preparation for the College Swimming Carnival, 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.

*Message from Student Representative Council continued...*

## MIDDLE SCHOOL 2020

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

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

The 2020 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 2020 included:

- SRC forums that focused on problem-solving, open communication and leadership.
- Consultation regarding Assessment Calendar.
- Facilitation of 1000 Hearts initiative – leading 600 students in the Middle School to make 1000 small pocket hearts to be given to those in and connected to our community to let them know they are in our thoughts and prayers through COVID.
- Involvement in Mercy 6 Virtual Day.
- 'Flashback Friday' initiative held in Term 4 promoting connections after COVID (in consultation with the Senior Leaders).
- Continuation of the 'You Can Sit With Me' initiative – encouraging all girls to accept everyone into their friendship groups so that recess and lunch at Monte can become a more inclusive environment.
- Continuation of Year 7 lunchtime games – encouraging students to put away their technology and spend time interacting with their peers.
- Whole school SRC Meeting to review the year and the impact of student voice.
- Planned, organised and presented two Middle School Showcases – virtually.
- Photoshoots for the College

## MESSAGE FROM THE PARENTS & FRIENDS ASSOCIATION

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

For many years the P&F Association at Monte has supported the College through social events, and continued to do this in 2020. In February I was thrilled to welcome parents and students at the Year 7 Welcome Mass and Dinner. It was wonderful to see the excitement of the Year 7 parents and students as they commenced their journey at Monte. The P&F Association enjoyed co-hosting the Monte Welcome Cocktail Party, where staff and parents meet each other in a relaxed and informal setting. In March the P&F supported the College's Open Day and my thanks to the Year 7 parents for preparing the food and managing the College café and to the Year 10 parents for firing up the BBQ. We also had an information stall and were able to welcome new and prospective families to the College during the day.

As you are aware the impact of the Coronavirus has been significant including on a number of P&F Association events. Traditionally, the P&F Association would be organising many special events at this time of year, such as year group parent and carers functions and morning teas. Despite the restrictions the P&F Association was pleased to support the Mother and Daughter Lunch held in May. Mothers and daughters enjoyed lunch together at home sharing in a prayer and listening to music. Friends joined together using Zoom to celebrate this important event in the Year 12 calendar.

We gathered for P&F Association meetings via Zoom, and to celebrate Monte's 145<sup>th</sup> Anniversary, the P&F Social Committee in conjunction with the Development Office organised a Virtual Cooking Class which was presented by Giovanni Pilu (daughter Sofia Class of 2019) which was a tremendous success.

The P&F Association at Monte is open to all parents and carers. Your level of involvement can vary and can include attending P&F events, becoming a class parent or even being a member of the P&F Association Executive. Everyone is welcome to contribute in any way they can, and your contribution is always truly valued. We consider ourselves to be more of a fun raising or friend raising association, rather than a fund-raising group. Of course, we continue to support the College by providing additional funds for important programmes and initiatives, and we remain committed to keeping our College community connected. I would like to thank each of the P&F volunteers, who give so generously of their time over the past year.

In a non-restricted environment, we also arrange many fun raising activities – either whole school, year group or even class and house lead. We lend a helping hand at school events, Rugby Lunch and Blue and Blue for example.

The aim of the P&F Association at Monte is to have the parents more engaged with the College and each other. Also, to build strong associations and friendships that can help navigate the wonderful and sometimes challenging world of teenage daughters. It is always good to realise you are not alone and there is a great support available through the Monte parent community.

## T H E M E 2

### CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

#### FROM THE MYSCHOOL WEBSITE

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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

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- 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

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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 29/1/2020)

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Year 7	198	Year 9	201	Year 11	193
Year 8	200	Year 10	191	Year 12	191

## T H E M E 3

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

#### NAPLAN

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Due to the impact of the COVID-19 pandemic, NAPLAN testing was cancelled.

## T H E M E 4

### SENIOR SECONDARY OUTCOMES (STUDENT ACHIEVEMENT)

#### RECORD OF SCHOOL ACHIEVEMENT (RoSA)

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

#### HIGHER SCHOOL CERTIFICATE

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Forty percent of the HSC cohort of 2020 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* 18/12/2020). This result does not include the IB cohort's achievements.

In total, 61% of our students were Distinguished Achievers, gaining at least one Band 6 placement in one or more subjects. 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 four entries in the Top Achievers list, including first place in Italian Continuers and Italian Extension, first place in Visual Arts and equal fourth place in Indonesian Continuers.

In the following subjects, the school mean was more than 10 percentage points above the State mean: History Extension, Society and Culture, Modern History, Indonesian Continuers, Geography, Business Studies, Legal Studies, PDHPE, Ancient History, Design and Technology and Mathematics Standard.

### 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 2020 HSC. Published HSC league tables do not include the results of the IB Diploma. IB results significantly exceeded Australian and world averages. The excellence and depth of the College's results go beyond published top-end comparisons.

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

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

(figures rounded to nearest whole number)

Subject	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008
Ancient History	82	75	95	74	65	74	73	57	76	74	79	81	92
Biology	71	59	53	55	54	46	50	45	19	45	61	65	67
Business Studies	88	76	74	97	83	81	78	66	69	57	71	75	65
Chemistry	67	54	72	25	31	52	75	60	40	63	46	61	54
Community and Family Studies	63	90	73	83	74	68	89	72	80	41	88	50	80
Design and Technology	94	100	100	100	100	100	88	91	85	88	81	100	92
Drama	43	56	43	53	60	85	75	75	100	100	91	100	56
Economics	89	100	88	57	100	100	55	89	46	57	67	72	91
English Standard	23	57	63	49	40	22	32	13	61	43	28	13	45
English Advanced	83	93	92	88	76	86	82	81	85	86	82	86	88
English Extension 1	100	100	100	100	100	94	100	100	E4:46	E4:22	E4:8	E4:36	E4:75
English Extension 2	100	100	100	50	20	100	83	100	E4:0	E4:40	E4:33	E4:0	E4:33
French Continuers	0	67	40	100	50	75	93	86	80	75	44	100	71
French Extension	-	100	100	-	100	100	100	100	E4:33	E4:33	E4:100	-	E4:14
Geography	92	100	100	96	100	100	90	100	100	87	100	71	86
German Continuers	100	-	67	0	100	83	33	100	67	87	71	70	33
German Extension <sup>†</sup>	-	-	-	-	-	100	-	-	-	E4:0	E4:20	E4:20	E4:100
History Extension	100	100	92	100	100	100	50	75	100	E4:20	E4:0	E4:44	E4:100
Hospitality Examination	55	50	90	50	60	69	94	64	58	42	83	50	61
Indonesian Continuers	100	75	83	100	75	-	-	-	-	67	40	67	17
Indonesian Extension	-	-	100	100	100	-	-	-	-	E4:50	E4:0	E4:100	-
Italian Continuers	67	83	80	83	100	83	40	100	75	60	75	57	43
Italian Extension	67	100	100	100	-	-	-	-	100	E4:0	E4:50	-	-
Legal Studies	92	92	86	95	75	89	85	90	100	78	87	78	72
Mathematics Standard 2	71	54	55	65	74	84	54	52	58	53	57	66	51
Mathematics Advanced	79	57	65	65	81	66	42	48	58	53	43	57	40
Mathematics Extension 1	100	76	100	68	81	95	82	86	83	E4:37	E4:13	E4:40	E4:22
Mathematics Extension 2	54	100	100	100	75	100	100	100	100	E4:0	E4:0	E4:0	E4:50
Modern History	89	88	82	84	85	88	77	84	83	67	59	79	79
Music 1	100	100	100	100	100	100	100	100	100	86	88	100	88
Music 2	100	100	100	100	-	66.66	100	100	100	100	50	86	50
Music Extension	100	-	-	-	-	100	-	100	-	E4:100	E4:0	E4:20	-
PD/H/PE	89	80	70	71	62	76	47	48	79	53	76	75	74
Physics	50	100	67	33	0	36	11	50	67	53	0	83	43
Senior Science#	-	-	67	75	-	86	-	67	93	100	-	91	75
Science Extension##	100	75											
Society and Culture	100	100	92	85	93	100	87	81	100	76	90	94	79
Studies of Religion I	84	89	63	75	66	79	72	78	77	75	70	83	71
Studies of Religion II	78	75	75	77	63	77	58	67	69	76	75	80	68
Visual Arts	96	95	100	90	95	86	88	95	100	86	88	100	100

# Senior Science was no longer examined in NSW from 2019

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

<sup>†</sup> 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	17	35.29	8.86	82.35	33.37	48.98
Biology	48	12.5	6.50	70.83	30.72	40.11
Business Studies	25	36.00	9.40	88.00	35.32	52.68
Chemistry	15	0.00	13.36	66.67	43.10	23.578
Community and Family Studies	16	18.75	5.03	62.50	33.97	28.53
Design and Technology	17	64.71	15.72	94.142	47.26	46.86
Drama	7	0.00	19.22	42.86	47.41	-4.55
Economics	9	11.11	13.45	88.89	51.49	37.40
English (Advanced)	92	25.00	14.20	90.22	63.38	26.84
English (Standard)	31	0.00	0.54	22.58	11.56	11.02
English Extension 1	6	66.67	38.77	100.00	92.67	7.33
English Extension 2	1	0.00	25.86	100.00	82.45	17.55
French Continuers	2	0.00	30.52	0.00	63.57	-63.57
Geography	12	50.00	12.51	91.67	41.83	49.84
German Continuers	2	0.00	25.00	100.00	64.62	35.38
History Extension	2	100.00	20.56	100.00	76.11	23.89
Hospitality Examination	11	9.09	4.34	54.55	36.16	18.39
Indonesian Continuers	1	100.00	25.64	100.00	62.81	37.19
Italian Continuers	9	22.22	37.14	66.67	58.09	8.58
Italian Extension	3	66.67	57.14	66.67	92.85	-26.18
Legal Studies	26	53.85	15.2	92.31	39.91	52.40
Mathematics Advanced	41	19.51	23.13	70.73	52.58	18.15
Mathematics Standard	69	14.49	5.35	53.62	24.71	28.91
Mathematics Extension 1	14	35.71	37.94	78.57	74.49	4.08
Mathematics Extension 2	3	0.00	36.35	100.00	84.00	16.00
Modern History	19	42.11	10.23	89.47	37.43	52.04
Music 1	2	0.00	21.86	100.00	64.45	35.55
Music 2	1	0.00	38.37	100.00	87.78	12.22
Music Ext	1	0.00	68.50	100.00	97.25	2.75
PD/H/PE	28	28.57	6.26	89.29	31.26	58.03
Physics	8	12.50	12.63	50.00	40.63	9.37
Science Extension	3	0.00	6.90	100.00	73.84	26.16
Society and Culture	6	100.00	11.03	100.00	43.90	56.10
Studies of Religion 1	51	31.37	7.72	84.31	43.84	40.47
Studies of Religion 2	72	18.06	6.55	77.78	43.84	33.94
Visual Arts	23	52.17	16.91	95.65	65.02	30.63

\* 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 2020 and Comparative Historical Data

	2020	2019	2018	2017	2016	2015	2014	2013	2012
Total no. of students	68#	65	40	37	62	37	25	49	24
No. of subject entries in the session	544	520	317	296	496	296	200	392	192
No. of candidates who passed the Diploma	65	65	37	37	62	37	25	49	23
Average points obtained by candidates who passed the Diploma	36	38	37	37	36	36	36	37	38
Highest Diploma points awarded to a candidate	45*	45	45*	44	45	45*	45	45	45*
Av. grade obtained at the school by candidates who passed the Diploma	5.75	5.89	5.86	5.85	5.59	5.72	5.74	5.79	6.07
No. of students with at least one Grade 7	42 (64%)	42 (65%)	24 (60%)	24 (65%)	22 (35%)	20 (54%)	15 (60%)	28 (57%)	16 (67%)
No. of subjects in which a Grade 7 was achieved	28 (78%)	29 (88%)	25 (83%)	22 (71%)	18 (67%)	19 (63%)	15 (68%)	23 (79%)	16 (67%)
No. of students with at least one Grade 6	61 (92%)	64 (98%)	35 (88%)	36 (97%)	56 (90%)	36 (97%)	22 (88%)	47 (96%)	22 (92%)
No of subjects in which at least a Grade 6 was achieved	33 (97%)	30 (91%)	27 (90%)	30 (97%)	24 (89%)	25 (83%)	15 (68%)	23 (79%)	19 (79%)

\* Three awarded in 2012; Two in 2020, 2018, 2015 and 2010

# Two students did not complete qualification requirements in November 2020.

## IB Diploma Course Report and Summary 2020

Course Name	No. of Students	Grade 7	Grade 6	Grade 5	Grade 4	Grade 3	Grade 2	Grade 1	Total % Grades 6 & 7*
English A Language & Literature HL	57	20	21	15	1	0	0	0	71.93
English Language & Literature SL	3	1	0	1	1	0	0	0	33.33
English A Literature HL	8	1	5	2	0	0	0	0	75.00
French B SL	17	8	6	2	0	1	0	0	82.35
German B HL	1	1	0	0	0	0	0	0	100.00
German B SL	3	0	1	1	1	0	0	0	33.33
Indonesian B HL	1	0	1	0	0	0	0	0	100.00
Indonesian B SL	4	0	3	1	0	0	0	0	75.00
Italian B SL A	10	4	5	1	0	0	0	0	90.00
Spanish ab initio SL	31	10	10	7	4	0	0	0	64.52
Economics HL	10	3	7	0	0	0	0	0	100.00
Economics SL	3	1	1	0	1	0	0	0	66.67
History: Americas HL	14	1	5	7	1	0	0	0	42.86
History SL	5	0	2	3	0	0	0	0	40.0
Psychology HL	40	10	15	13	1	0	1	0	62.50
Psychology SL	3	2	1	0	0	0	0	0	100.0
Biology HL	10	2	2	2	2	2	0	0	40.00
Biology SL	19	3	7	5	4	0	0	0	52.63
Chemistry HL	9	3	2	3	0	0	1	0	55.56
Chemistry SL	18	4	4	2	3	5	0	0	44.44
Physics HL	4	1	0	1	0	2	0	0	25.00
Physics SL	12	3	4	3	1	1	0	0	58.33
Sports Exercise Health Science HL	18	10	5	2	1	0	0	0	83.33
Sports Exercise Health Science SL	3	1	2	0	0	0	0	0	100.00
Mathematics Statistics HL	3	0	2	1	0	0	0	0	66.67
Mathematics SL	40	9	13	12	4	2	0	0	55.00
Mathematical Studies SL	24	8	7	6	2	1	0	0	62.50
Music HL	3	1	2	0	0	0	0	0	100.0
Music Solo Performing SL	2	1	1	0	0	0	0	0	100.00
Theatre HL	10	6	4	0	0	0	0	0	100.00
Design Tech HL	3	0	2	0	0	1	0	0	66.67
Design Tech SL	1	0	0	0	1	0	0	0	0.00
Visual Arts HL	11	0	6	3	1	1	0	0	54.55
Visual Arts SL	3	1	0	2	0	0	0	0	33.33

\*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>	66	4	39	23	0	0	A	C
<i>Chemistry</i>	1	1	-	-	-	-	A	A
<i>Economics</i>	1	-	-	1	-	-	C	C
<i>English</i>	17	7	6	3	2	-	A	D
<i>History</i>	8	2	3	2	1	-	A	D
<i>Mathematics</i>	3	1	1	1	-	-	A	C
<i>Psychology</i>	17	6	7	3	1	-	A	D
<i>Sports Exercise &amp; Health Science</i>	12	5	7	3	-	-	A	C
<i>Theatre</i>	3	1	1	1	-	-	A	C
<i>Visual Arts</i>	3	1	1	1	-	-	A	C
<i>World Studies Health and Development</i>	1	-	1	-	-	-	B	B
<b>Extended Essay Total</b>	66	24	24	15	3	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	57	7	4	6.05	4.92	1.13
English A Language & Literature SL	3	7	4	5.33	5.35	-0.02
English A Literature HL	8	7	5	5.88	5.47	0.41
French B SL	17	7	3	6.18	5.54	0.64
German B HL	1	7	7	7.00	5.33	1.67
German B SL	3	6	4	5.00	5.24	-0.24
Indonesian B HL A	1	6	6	6.00	6.10	-0.10
Indonesian B SL A	4	6	5	5.75	6.00	-0.25
Italian B SL A	10	7	5	6.30	4.87	1.43
Spanish ab initio SL	31	7	4	5.84	5.57	0.27
Economics HL	10	7	6	6.30	4.87	1.01
Economics SL	3	7	4	5.67	5.17	0.50
History: Americas HL	14	7	4	5.43	3.80	1.63
History SL	5	6	5	5.40	4.40	1.00
Psychology HL	40	7	2	5.78	5.38	0.40
Psychology SL	3	7	6	6.67	5.11	1.56
Biology HL	10	7	3	5.00	4.65	0.35
Biology SL	19	7	4	5.47	3.89	1.58
Chemistry HL	9	7	2	5.44	5.44	0.00
Chemistry SL	18	7	3	4.94	4.03	0.91
Physics HL	4	7	3	4.50	5.17	-0.67
Physics SL	12	7	3	5.58	3.89	1.69
Sports Exercise Health Science HL	18	7	4	6.33	5.59	0.74
Sports Exercise Health Science SL	3	7	6	6.33	4.31	2.02
Mathematics HL	3	6	5	5.67	5.05	0.62
Mathematics SL	40	7	3	5.58	4.06	1.52
Mathematical Studies SL	24	7	3	5.79	3.88	1.91
Music HL	3	7	6	6.33	5.56	0.77
Music Solo Performing SL	2	7	6	6.50	5.10	1.40
Theatre HL	10	7	6	6.60	5.64	0.96
Design Tech HL	3	6	3	5.00	4.33	0.67
Design Tech SL	1	4	4	4.00	4.04	-0.04
Visual Arts HL	10	6	3	5.27	4.68	0.59
Visual Arts SL	4	7	5	5.67	4.11	1.56

## VET COURSES AND HSC/VET/IB QUALIFICATIONS

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

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

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

## T H E M E 5

### PROFESSIONAL LEARNING, TEACHING STANDARDS

#### PROFESSIONAL LEARNING

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College-funded professional development and professional learning is an essential part of the pastoral and professional care of staff at the College and is provided to enable staff to better meet the needs of students. All teachers are required to update and develop knowledge and skills pertaining to their work. The professional learning of 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)**

2020 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. Due to the impact of COVID and the necessary pivot to online learning, many staff selected to focus teaching practice goals around improving their use of online tools and teaching strategies and improving their approach to synchronous and asynchronous learning.

2020 saw further development in the CPA process whereby teachers were required to develop a specific Inquiry Question in relation to their Goal. An inquiry question provides a focus for teachers to improve teaching and learning. They are required to collect triangulated evidence measure the effect of improved strategies for teaching and learning.

CPA groups include:

- Teachers nominate to be part of a **mixed cross faculty group** to work on a nominated focus area and collaborate with ideas and lesson observations. In 2020 these groups included all faculties with representatives in Focus groups on; Critical and Creative Thinking; Growth Mindset; Embedding Capabilities and ATLS; Deep Learning; Active Learning; Feedback; Student Motivation.
- Teachers nominate to be part of a **mixed cross faculty group** to work on individual goals and collaborate with ideas and lesson observations.
- Teachers nominate to be part of a **faculty-based group** to focus on a common area of interest or goal. The focus area or goal for these groups will be developed by the teachers in the group, based on an area of interest in teaching and learning related to their subject area. In 2020 a PDHPE, Psychology, Science, Mathematics and English worked in small faculty groups with a specific focus for improving teaching and learning. As with other CPA groupings, this group is limited to ideally four, and no more than five people; and in the case of faculty-based groups, the CPAL role will be held by someone other than the Head of Department (HOD).

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

- An observable classroom practice goal.
- *Educator Impact* is used as a tool to provide the opportunity for staff to collect data on their practice through self-reflection, student surveys and colleague observation.
- Two teachers are working towards Descriptors at the Highly Accomplished career stage in 2020.
- Pedagogy is strongly reflected in the goals, as evidenced from the concentration of teaching effort across Standards 2,3 4.

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

1. Teachers continue to have the opportunity to form their own collaborative group in 2021, 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 2021 by collecting triangulated evidence over the year, related to their goal.
4. *Educator Impact* will be continued for all teaching staff in 2021. To provide the opportunity for staff to collect data on their practice through self-reflection, student surveys and colleague observation. Changes were made for staff to select whether to use the Educator Impact SMART goals self-reflection on their feedback or to use the Monte Goal setting template. This 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 2020. 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 2020, with most sessions offered via Zoom. These were a series of early morning training modules for teachers in areas of teaching and learning pedagogies that can be enhanced through the use of appropriate ICT's. The sessions focused specifically on the use of developing pedagogy to develop and implement engaging classroom learning. These sessions were run by staff at the College.

### **Teacher Advisory Group**

The group was introduced in July, 2016 and continued through 2020. 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.

*Professional Learning continued...*

The criteria include that:

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

### **Formation**

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

### **Experienced Teacher Accreditation**

- In 2020 three staff member were eligible and applied for Experienced Teacher Accreditation through the Independent School Teacher Accreditation Authority (ISTAA). Two teachers were successful at achieving their accreditation. They have now moved to Band 3 Salary Scale. One teacher is awaiting their accreditation application status.
- We currently have four staff undertaking their application for Accreditation as Experienced Teacher. They have engaged in online workshops to prepare for their application and we have introduced a comprehensive program for this group to meet with the Director Professional Learning to explore the requirements of their applications and address areas of need in their teaching practice.

### **Proficient Teacher Accreditation**

- Two teachers were successful at achieving Proficient Teacher Accreditation in 2020 and were mentored and supported by the DPL and Experienced Staff Mentors.

### **Maintenance of Accreditation**

- At the conclusion of 2020, 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 2020 was strategic and vision focused Leadership and Service Leadership.

### **Professional Learning**

In 2020, due to COVID staff attendance at Conferences was not possible after March, online courses and workshop (including IB courses) were the only available options for external staff PL. Most teachers participated in professional development activities organised by external providers and/or through the Staff Conference and meeting program of the College. On average, every teacher participated in 1 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 45 hours per teacher across the year (including International Baccalaureate training).

*Professional Learning continued...*

Approximately 60% (76/128) of teaching staff participated in professional development courses facilitated by external providers during 2020, with the providers including the Association of Independent Schools (AIS), Teacher Training Australia (TTA) and professional associations affiliated with the Professional Teachers' Council of NSW (PTC) dominating. This is a decrease in external professional learning in comparison to 2019 where 75% of all teaching staff engaged in external Professional Learning. This is a direct result of the impact of COVID and the availability and suitability of online courses available. As a result the College ran a number of internal Professional Learning sessions related to online learning, including, but not limited to; the use of ZOOM; online learning apps; providing effective feedback online; clickview online; assessment tools online.

External courses related primarily to the following areas:

- Student Wellbeing
- Various Department-related curriculum workshops and network meetings
- IB curriculum development
- Educational Leadership
- Deep Learning
- Critical and Creative Thinking
- 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 (x4)	M Teaching (Secondary), Deakin
B Sci, UTS	M Teaching, ACU
B Sci/Dip Ed, Macquarie	M Teaching, UNE
B Teach, UWS	M Teaching, USyd (x4)
B Teach/B Arts, ACU (x2)	M Theology, Newcastle
B Teaching (Sec), CSU	Mathematics, Lancaster
B Teaching/B Arts, Newcastle	PGCE Geo & ICT, Bath
B Teaching/B Health & Phy Ed, Newcastle	PGCE Maths Ed, Leeds
B Tech (Civil Eng), USQ	PGCE, London
B Theology, Melb College Divinity	PGCE, Worcester
B Vis Arts, Newcastle CAE	PGDE, Trinity College Dublin
BA Hons Dance Studies, Roehampton	PhD Organic Chemistry, Dublin
BA Theology/Music (Hons), St Patrick's Ireland	Post Grad Cert Ed, Johannesburg
Cert II Building & Const, TAFE	Post Grad Cert Ed, Leicester
Cert II Kitchen Ops, TAFE	Post Grad Cert Ed, Northampton
Cert IV Catering Ops, TAFE	Post Grad Cert Ed, Sussex
Cert IV Hospitality, TAFE	Post Grad Cert Maths, CSU
Cert IV Training & Asses, TAFE (x2)	Post Grad Dip D & T, ACU
Cert RE, ACU	TESOL Cert, UNSW
Cert Relig Ed, Catholic D	
Cert Relig Ed, CEO	
Cert Religious Ed, Aquinas Acad	

## T H E M E 6

### WORKFORCE COMPOSITION, INCLUDING INDIGENOUS

Teaching Staff			Non-Teaching Staff		
<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Total</u>
110	11	121	30	29	59

## T H E M E 7

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

#### STUDENT ATTENDANCE

<b>Level</b>	<b>Attendance Rate</b>
Year 7	94.66%
Year 8	92.71%
Year 9	92.28%
Year 10	92.03%
Year 11	92.51%
Year 12	93.20%
All Years	92.90%

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

#### MANAGEMENT OF NON-ATTENDANCE

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

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

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

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95.4% of students who completed Year 10 (2018) continued on to complete Year 12 (2020) at the College. The reasons for students leaving were primarily relocation (overseas/interstate) or going to other schools (personal).

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.

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

Specifically, the Policy details:

PART A: Legislative Requirements

PART B: Definitions

PART C: Working with Children

PART D: Reportable Conduct

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

PART F: Types of Reportable Conduct for EXTERNAL allegations

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

###### Purpose

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

##### **Pastoral Care Policy**

###### Rationale and Overview

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

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

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

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

###### Purpose

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

To identify the responsibilities of staff for student Pastoral Care.

## **Attendance Policy**

### Rationale and Purpose

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

## SUMMARY OF ANTI-BULLYING POLICY

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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 2020	ACCESS TO FULL TEXT
Attendance Policy	Reviewed and minor changes made within expectations of students, processes and College procedures.	Available publicly on the College website and for parents and students via the College intranet.
Child Protection	Reviewed and due to changes in legislation requirements, this Policy has been re-written.	Available publicly on the College website and for parents and students via the College intranet.  The current policy was issued to all employees at the annual Child Protection presentation at the January 2020 Conference, which is compulsory attendance for all staff.  When changes came into effect, the College undertook a compulsory second Child Protection Information Session in August, 2020 and the new Policy issued to all staff advising them of these changes.
Harassment and Anti-Bullying Policy	Reviewed and none required.	Parents and students have access to this policy via the College intranet. Staff have access to this policy on the internal network.
Student Responsibility Policy	Reviewed and none required.	Parents and students have access to this policy via the College intranet. Staff have access to this policy on the internal network.

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 2020

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 2020

Area	Priorities	Achievements
<b><i>Our Catholic and Mercy Identity</i></b>	Creating a dignity culture that is committed to developing, sustaining and nurturing the value and worth of each individual	The impact of COVID-19 in relation to Liturgical and Community events and religious services required creative solutions to ensure the Community still celebrated these important College events whilst meeting Public Health Orders.
	Engage the College in the Mercy Global Presence programme from 2019-2021 to help shape new words, spirituality and new theology to describe Mercy in our contemporary context..	The College promoted the themes of Mercy Global Presence programme locally and internationally via Zoom.
	Community Projects to learn and engage with the tradition of a spirituality connected to the land and people.	Providing practical assistance through the Mercy Kitchen to the elderly and families in need that were isolated due to the pandemic. We continued to maintain our relationships with the communities in Maliana and Central Desert with ongoing financial support. Through our fundraising, Monte students were able to support the purchase of new beds for the girls in Timor-Leste after their dormitory burnt down in February, 2020.
	Assist the Alumni Executive Officer to promote the Mercy ethos through community engagement	The 2020 Career Insight event (via Zoom) highlighted the professional success of alumni and connected them with current College students.
	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 and Mercy 6.
Area	Priorities	Achievements
<b><i>Leading 21<sup>st</sup> Century Learning</i></b>	Renewed registration and accreditation with NESA and undertook IB Evaluation.	The College renewed its Registration and Accreditation with NESA and participated in the Schools Experience Test (SET), as the Australian school representative for the Internatioal Bacculaureate's new process for Programme Evaluation. The work towards Registration and Accreditation and IB Evaluation was most valuable.

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Building Quality Curriculum (BQC) is a service that allows teachers to receive formative feedback on the MYP unit plans from the IB. In response to feedback from our participation in BQC, we developed an action plan to improve the written curriculum and sought additional professional learning to reignite *inquiry based learning*. Writing better statement of inquiry and incorporating ore explicit teaching of Approaches to Learning skills will be a priority in improviing our teaching and learning programs.

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Expansion and further development of the Industry Partnerships Programs.

The Industry Partnership Programs have now been expanded to include the following programs:

1. Inspiring STEM+ 2.0
2. Future Leaders in Property
3. A Future in Technology
4. Entrepreneur
5. I Can Code

These programs were launched in November 2020 with each of the programs running in 2021. Currently, there is an industry partnership program being developed as part of the Scientia Project and this will be finalised once a builder for the project has been appointed.

A micro-credential framework for the industry partnership programs is being developed to provide students with additional recognition and acknowledgement of their commitment to an industry partnership program. Initially, development of the framework will focus specifically on the Entrepreneur Program with the aim to implement additional micro-credentials to the other programs.

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Adaptations of Teaching and Learning are during the COVID pandemic.

A number of courses are enriched by experts from the community who work with the students. Arrangements for safe teaching and learning through COVID-19, made it difficult to utilize all of the usual opportunities, but 2020 was marked by a number of adaptations that created wonderful opportunities.

The Teacher Professional Learning program highlighted techniques to enhance the online learning experience through using digital tools for fast feedback and interactive units of work, including using Microsoft Teams. There was a focus on the value of mapping and planning greater opportunities for synchronous and asynchronous learning.

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The 'New Pedagogies for Deep Learning' – Designing for Deep Learning work was further developed.

Active participation in the AIS Designing for Deep Learning Network included work on utilizing the Learning Design rubrics to develop learning experiences that explicitly and authentically focus on developing Approaches to Learning/Capabilities and for students and teachers to measure student growth in these capabilities. There was a school wide emphasis on deepening learning, where pedagogies to take learning from Surface to *Deep to Transfer*.

Year 7 also extended their goal setting routines, focusing on the SMART goal approach and began a process of collating evidence of their skills and sill development. A "Learning Reflections Journal" will remain with students as they move through.

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An emphasis on staff learning on 'Differentiation'

Universal Design for Learning was more deeply explored as a central principle of Teaching and Learning.

Term 3 Breakfast Club was themed 'Enhancing the learning climate through differentiation'. It kicked-off with an excellent session on Universal Design for Learning.

In Term 4, the focus of Breakfast Club was Cultivating Creativity in the classroom where the strategies for engaging students in creative thinking lead intrinsically to greater differentiation.

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The College Learning Management System was further developed.

Monte Connect continues to be developed based on the needs of staff, students and parents. Highlights include:

1. The development of a Zoom directory to facilitate the learning continuity plan, learning conferences and communication/collaboration to various Board committee, sub-committees and working groups
2. The launching of an Online Support portal for staff, students and parents to address the technical, wellbeing and academic needs of the learning continuity plan
3. Integrating third party platforms (including Clickview, ManageBac, Office 365 and Microsoft Teams) into Connect to support online learning

Area	Priorities	Achievements
<b>Student Development</b>	Sporting and Co-curricular Developments: The College staff created videos and exercise programs to enable students to remain engaged in their physical health when many sports or activities had been postponed due to health restrictions.	Students were able to remain connected by seeing trainers and coaches online through daily fitness programs and specific technique development.
	Wellbeing Care Packages: with things changing so rapidly in the world, the College created Care Packages for each individual student so that they remained engaged with their learning and to assist them through the pandemic.	An increase in positive wellbeing for the students as staff had taken time to consider them as an individual, what subject they took, what items they might need and catered for this. Each Care Package contained sports equipment for physical exercise, reading materials, subject specific information, creative art items and a musical touch. The students felt valued and cared for.
	COVID Holiday Program: As students had spent some time at home, staff created online holiday programs for students and their families to become involved in. This ranged from Debating Workshops, library time, movement and activity classes, mind challenges, knitting club and Family Trivia Night.	Students and their families were able to speak and work with staff volunteers via online means to establish greater skills and be entertained.
	Student and Community Engagement: through restrictions and limited numbers for gatherings, the students obtained the same 'like' experience they would in any year.	The College continued to undertake community bonding activities such as liturgies in several places; Year group assemblies and chapel gatherings televised to classrooms for students to take part in; Guest speakers to year groups in small, intimate groups. Students celebrating their achievements with class mates through online sharing mediums to name a few.
	Student Leadership Team: To ensure Student Leadership team were able to carry on their roles adapted to COVID restraints.	The Student Leadership Team found creative ways to lead the College through this extraordinary year. Student lead videos, seminars, creative new ways to offer service to others driven by students and advice and mentoring by the students were some of the ways the leaders could continue to be role models for all. Student Leadership Training of all leaders was carefully adapted and evaluated to achieve the same goal.
Area	Priorities	Achievements
<b>Staff Attainment</b>	The recruitment, development and retention of high quality staff.	Continued development of Monte employer brand. Implementation of Staff Portal – central access point for policies, guidelines, wellbeing, Professional Learning, Online Professional Learning Space.

Leadership development and leadership succession is provided.	<p>Developing Staff Leadership</p> <ul style="list-style-type: none"> <li>- Teacher Advisory Group</li> <li>- CPA Group Leader Training</li> </ul> <p>CLL – Bespoke Leadership Program responding to needs of current leaders, included: Strategic Planning and Implementation, School Improvement and Change, Servant Leadership.</p>
Teaching staff demonstrate 21 <sup>st</sup> century pedagogical practices, including expert skills in the use of contemporary technologies.	<p>Engaged and motivated staff group: High participation in Professional Learning and regular sharing of expertise throughout the year including Breakfast Club Program, In Conversation Sessions and Learning Design Workshops.</p> <p>Quality External PD Keynotes and workshop leaders.</p>
Teacher Accreditation is undertaken by teaching staff within national teaching standards.	<p>TAA Accreditation by NESA for 5 Years – inaugural approval.</p> <p>Endorsed Provider – 5-year renewal as an endorsed Professional Learning Provider was achieved.</p> <p>CPA Groups ~ Staff Professional Learning groups have engaged with each other to reflect on and develop their teaching practice. Staff research action projects as part of their reflective practice, interdisciplinary groups and CPA group focused on quality teaching rounds.</p>

Area	Priorities	Achievements
<b>Resources and Facilities</b>	Commence construction of a new science and sports building as core component of Scientia Project	<p>SSDA approval October, 2020</p> <p>DPIE fast track and priority project identification</p> <p>December, 2020 Contractor appointment and January, 2021 commence of works/site establishment.</p>
	Integrate additional McLaren Street building into campus as a new dedicated Year 12 Centre.	<p>DA Change of use approved by Council September, 2020</p> <p>IT Services Connection completed</p> <p>Campus maps updated with inclusion of building</p> <p>Official ceremonies and blessing/naming held on 1 December, 2020</p> <p>Student and staff feedback received and initial fitout complete</p> <p>Staffing and student protocols developed</p> <p>Student occupancy occurred prior to end of Term 4.</p>

<p>Upgrade of Clement and Cottage Buildings to current site standard.</p>	<p>Clement Level 2 and 2 classrooms refurbished. Callaghan Cottage staff area refurbished. Positive feedback from staff and students.</p>
<p>Create a heritage identity strategy (eg. Statues) in readiness for launch of Scientia Project and College Sesquicentenary.</p>	<p>Heritage Interpretation Strategy developed in conjunction with Scientia Project Masterplan Heritage Strategy complete as part of Campus Development Strategy Internal identity plan to follow and incorporate concepts and sitewide approach.</p>
<p>Develop a financial model to enable scenario analysis for unforeseen economic downturn:</p>	<p>Scenario analysis model created and used for assessing COVID impacts COVID Financial Assistance framework developed and implemented to assist families impacted.</p>
<p>Develop an energy management strategy which includes increased solar generation and initiatives to reduce energy consumption.</p>	<p>100kW Solar system installed on McQuoin roof with 20% saving in energy Additional automated controls added to rooms and systems to allow better end of day processes and term break reduced usage All HVAC upgrades include assessment of efficiency of systems</p>

## T H E M E 1 1

### INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives undertaken at the College in 2020 were:

#### Values in Action

- Design of the College Planner cover for the focus value *Human Dignity*.
- College branding for email communication, College signage, website, newsletters and banners highlighted the value of *Human Dignity*.
- 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 *Human Dignity* 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, Ms Naomi Steer, a distinguished Monte Alumni, who in the Year 2000, was founding CEO of UNHCR Australia.
- CAS Projects investigated the impacts of Covid globally and continued connections the College has with indigenous communities – Footy Boots for QLD and blankets and wristbands for Mutijulu.
- CAS Projects afford the opportunity for students to create murals – expressing their journey through Covid
- Student Leadership Groups (Middle and Senior School) organise initiatives to inspire and build spirit within the College community. These initiatives often relate to the Mercy Values being focused on in any year – 2020 – Human Dignity. Flashback Friday; 1000 Hearts initiative; Small Acts of Kindness.
- NAIDOC Week was celebrated with significant events to promote indigenous issues.
- Collaboration between the Monte community and the Indigenous community promoted respect and cultural understanding.
- Year 11 Retreat were connected with Bindarray.ga Pond here at the College as retreats stayed onsite in 2020.
- 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.
- Bindarray.ga Pond Ceremony – a ceremony to handover or carry on the work of the Bindarray.ga pond, involving the story of the pond creation being told by Yuin elder, Uncle Max Harrison and Aunty Julie Smith, a Kalkadoon woman.
- NAIDOC Week was celebrated virtually with significant events to promote indigenous issues.
- NADICO Reflection instead of an assembly where Biamunga students were filmed on their connections with the Desert and the NAIDOC theme; *Always was Always will be*. Each student then received a laser cut card hand or foot to write their own small message of reflection / support and positioned on the Holy Grass.
- In 2020, the annual Maruku Marketplace was virtual with a focus on the traditional skills unique to Central Desert artists; *punu* carving of *tinka*. *Tinka* are the patterned sand goanna found in the Central Desert region and have a spiritual importance to the Anangu women. Unfortunately, this year we are unable host artists from the desert.
- Virtual Biamunga Yarn Up - The Biamunga Yarn Up is a community sharing of stories and experiences that allows for understanding through a coming together to actively listen and discover. The guest speakers were Uncle Max Dulumunmun Harrison, Aunty Julie Smith and Aunty Jannette Blainey along with former Monte staff member Marshall Lever. The Elders shared their experiences and insights into the NAIDOC 2020 theme *Always Was, Always Will Be*. This was pre-recorded and released online for viewing.
- Prayer Services honouring mothers, fathers and grandparents took place.
- Year 7 Stewardship RE unit, included engagement with Laudato Si.
- 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 2021.

- Blue Ribbon appeal was held in a COVID safe way with year levels divided due to restrictions.
- Project Timor year group initiatives – encourage whole school engagement in fundraising and awareness through the Project Timor Lenten Campaign prior to COVID.
- Mercy Day Liturgy and celebration theme *Human Dignity* with a program of speakers to engage staff and students in a COVID safe way.
- Reflections in Chapel / RE Lessons / CAS programs focused on the value of *Human Dignity*.
- Years 10-12 pastoral sessions dedicated to unpacking the meaning of *Human Dignity*.
- 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.

### **Advocacy**

- Mercy Action Group initiatives
  - International Women's Day Breakfast with guest speaker, Ms Naomi Steer, a distinguished Monte Alumni, who in the Year 2000 was the founding CEO of UNHCR Australia.
  - 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 was able to run for Term 1, however ceased for the remainder of the year due to restrictions.
  - Environmental advocacy is the focus of the MEGA (Monte Environmental Group Action), Native Bee Projects, Improving Recycling at Monte, Year 7 Stewardship RE unit included engagement with Laudato Si.
  - Years 11/12 Design & Technology HSC and IB students focus on circular economy and environmental issues.
  - College raised funds to support the *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.
  - Participation in Mercy Foundation Youth Award researching 'Human Trafficking'.
  - 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.

### **Fundraising Support**

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

### **National Pride**

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

### **Pastoral Care**

- A care pack was issued to every student within the College upon their return from COVID restrictions. This included art supplies, sporting equipment, a ukulele, mindfulness items and Easter gifts from the Pastoral team and College.
- Students were engaged with the Gospel and shared the Eucharist at both College and year level liturgies when possible.

- The Self GROWTH program has been designed by staff to have six key focus areas for students. These key pillars are structured from Years 7-12 so that all activities in pastoral sessions and in the classroom can be mapped to these six key focus areas.
- 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. Year 7 was the only camp that was possible in 2020.
- Tutors to phone all families to make connections at the start of the year.
- Active Student Representative Council groups in Middle and Senior School; committees within these Student Representative Council bodies, e.g. "Monte Environmental Group for Action (MEGA)".
- Student leadership training and induction for Year 11 which focuses on Leadership Through a Mercy Lens and how this can be lived through action.
- Leadership Training days for Year 11 which included guest speakers ~ Costa Georgiadis: speaking on 'Planet Earth and Stewardship' and Amanda Garrugia on 'Focus-empathy and Inclusiveness'.
- 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 herb garden.
- Elevate Education Program for Years 8, 11 and 12, focusing on study skills.
- Prue Slater discussed ways to reduce anxiety in Year 10.
- Careers forum presented by Monte Alumni.

### **Pastoral Specific**

- Year 7 – What does Mercy mean to me?
  - Empowerment of Girls – positive role models in a global context.
  - Year 7 Personal Learning Conversations – setting and working towards personal bests in academic studies.
  - Year 7 Monte Mercy Amazing Adventure – connection to Mercy Foundation "Past and Present".
  - Connections were built with Year 6 feeder school students and Year 7 students as a 'buddy system', and with Year 8 and Year 10 through regular events and meetings to offer support.
  - Organisation and Time Management pastoral sessions and small group program.
  - Year 7 have undertaken the RSP – Resilient Skills Program. The Year 7 Pastoral Tutors delivered this program online and then afterwards face to face. The sessions included - Body Clues, Keeping Calm, Helpful/Unhelpful Thinking and Problem Solving.
  - SRC students designed and delivered a lesson on mental health for 'RU OK Day?'
  - Virtual Grandparents' Day celebration which was pre-recorded.
- 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 conversation, collaboration and exploration of mandala design.
  - Student journals used in pastoral sessions and on Year 8 camp for reflection on feelings, emotions and how they can express these; goal setting and achievements.
  - The Leader Identity spoke on the work of Mercy through advocacy and how we can all be a part of our community by giving back to each other.
  - Connections were built through the Year 7 'buddy system' and with Year 8 and Year 11 through regular events and meetings to offer support.
  - Mothers' Day celebration whereby students reflected on appreciation of family, values and respect.

- Year 9 – Striking a Balance
  - Danielle 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 days which included guest speakers such as Michael Crossland, Tom Reynold and Monte Alumni. The focus of this work was topics such as showing gratitude to others, overcoming adversity, being an active member of the community, friendship conflict and risky behaviours.
  - Sense of Self Worth workshop facilitated by the College Counsellor.
  - Pre-recorded online Father's Day celebration.
  
- Year 10 promoting respect and responsibility through:
  - *Mindfulness* Chapel program
  - Year 10 online Wellbeing and Reflection Day
  - Year 10 Welcome to Senior School
  - Dominic Aarsen (Moneyvest) as part of the STEP UP Program
  
- Year 11 theme – *Building Bridges: We can't build bridges without support*
  - Mindfulness program
  - Presentation on Service Leadership for all students
  - Feedback from Year 11 students and Pastoral team regarding sessions/activities run such as a Time Management session, Study Sensei, Retreat program, guest speakers like the ones from Two Wolves, Healthy Mind Platter activities (yoga, meditation, boxing, Zuma, colouring-in, reflexology).
  - Year 11 retreat - overarching theme "*Journey Through Life with Mercy Values*" – due to COVID, Retreats were held at the College over two days.
  
- Year 12 theme – *Empowerment*
  - Mindfulness session/guest speakers/meditation/ yoga sessions.
  - Year 12 students worked with the Two Wolves Project which is an initiative of the Cardoner Project (a student-focused hub for volunteering).
  - Year 12 Reflection Day to celebrate their years at the College, companionship and friendship.

### **Service to the Community**

- A whole-school Community Service Program for Years 7-12; students are engaged in service to their 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.
- Reduced Community Service Hours were completed by all senior students due to COVID restrictions.
- Stewardship of the environment by supporting the College herb garden. This connected with the Caring for Creation unit in the Religious Education curriculum.
- Timor-Leste Immersion education program.
- Central Desert service opportunities program.
- The production of love hearts by the Middle School Student Representative Council to be given as a parting gift to Year 12 graduates and those in need of love and support
- Mercy Kitchen was further established where students and staff of the College gave their time to create meals to be given to students and families in our community in need.

## **Community Events**

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

