



OUR LADY OF MERCY COLLEGE PARRAMATTA

OLMC *Annual Report 2015*



MERCY

COMPASSION

JUSTICE

DIGNITY

EXCELLENCE

HOSPITALITY

STEWARDSHIP

SERVICE



Setting the Scene

"...no work of charity can be more productive of good to society, or more conducive to the happiness of the poor and needy, than the careful instruction of women since whatever be the station they are destined to fill, their example and their advice will always possess influence..." Catherine McAuley

Our Lady of Mercy College Parramatta is a Christ centred learning community established by the Sisters of Mercy in 1889. Founded on the Gospel of Jesus Christ, faithful to its Mercy tradition, OLMC is a Catholic Independent Girls' School committed to excellence in education, respect for the dignity of each individual and the development of a strong sense of justice and social responsibility. The OLMC motto – *Sub Tuum Praesidium* – taken from a 3rd century hymn, places the school community under the protection of Mary, Mother of God.

Through its integration across the curriculum of the Mercy Values of compassion, justice, dignity, excellence, service, stewardship and hospitality, the College aims to provide an environment which fosters the spiritual, moral and intellectual growth of each student. With a view to developing academic excellence in the context of a well-balanced education, the College provides a broad curriculum with an extensive choice of subjects to Higher School Certificate level in a technology rich learning environment. Student achievement is consistently above State Average in NAPLAN tests, and in the Higher School Certificate Examinations. OLMC's wellbeing and Pastoral Care program acknowledges and values the dignity of each individual. It emphasises the development of leadership skills, equipping students to take responsible roles in society and developing their awareness of the importance of being involved in social justice. Students are also encouraged to extend their abilities beyond the classroom by taking part in a range of cocurricular offerings in sport, in the creative and performing arts and in a diversity of other competitions.

OLMC in 2015 had an enrolment of 883 girls across Years 7 to 12. OLMC is a non-selective Catholic school and accepts students from across the academic spectrum and aims to provide an education to meet the needs of all students.

OLMC values the contribution made by its students, staff, parents, the Congregation of the Sisters of Mercy Parramatta, the Board, alumnae and other groups who assist in building the College as a centre of educational excellence in the Mercy tradition.

History

The Sisters of Mercy established OLMC at Parramatta in 1889. This followed an invitation from Cardinal Moran, the then Archbishop of Sydney, for the Sisters to come from Callan, Ireland to Parramatta to establish a Catholic school for girls. The Sisters have made a major contribution to the education of young Catholic women in Western Sydney, and throughout the State and overseas, when the College was a boarding school.

For 115 years, the leadership of OLMC was in the hands of seven successive Sisters of Mercy. This enabled the development of the strong Mercy heritage, traditions and values that remain such a vibrant part of the school mission and community today. In 2002 OLMC was incorporated and its governance entrusted to a Board of Directors, chaired firstly by Ms Geraldine Starr and then by Ms Kerrie Walshaw. Mrs Kitty Guerin was appointed as the first lay Principal in 2004, succeeded by Mr Stephen Walsh in 2014.

Our Lady of Mercy College Parramatta continues today as a vibrant and dynamic community, meeting the contemporary learning needs of the girls. The Gospel of Jesus Christ is at the heart of the school. OLMC continues to be inspired by the legacy of the Mercy Sisters and the values and vision of Catherine McAuley, the founder of the Sisters of Mercy.

Location

The College is located on Victoria Road, Parramatta in an important historic education and religious precinct. Students come from throughout the western, north western and south western parts of Sydney, many utilising public transport to travel to the school.



From the Chair of OLMC Board

I am pleased to present the 2015 Annual School Report of Our Lady of Mercy College Parramatta providing for our parents and the wider community, an overview of the College and its operations. The report includes information about the religious life of the College, educational activities and performance, the students' wellbeing and the co-curricular activities that extend the students' opportunities beyond the classroom.

The College Board has the broad mandate of carrying on the mission of Mercy in the ministry of education at OLMC. It is our key responsibility, along with the educational community, to ensure that OLMC continues to provide a Catholic education based on the Mercy tradition for both the present and future generations of young women. As part of the implementation of our School Improvement Plan 2015-2017, OLMC is developing a more strategic approach to continuing the Mercy Mission with initiatives such as the *Student Service Learning Program*. This is being trialled in 2016 with a group of Year 9 girls and will involve students accruing hours of community service and reflecting on their experience.

Other key roles of the Board include providing diligent, comprehensive and forward thinking stewardship of the school's resources, ensuring that there is proper corporate governance in place and providing high level oversight of the curriculum and the pedagogy in the College.

In 2015 the Board continued to have a strong focus on improving its governance with the implementation of the amended requirements for the Registration of NSW non-government schools announced by the Board of Studies, Teaching and Educational Standards (BOSTES) in December 2014. These amendments require schools to have documented policies and procedures for the proper governance of the school covering: overall governance, conflict of interest, related party transactions, professional learning (with a minimum of twelve hours over three years of professional learning with regard to governance issues), induction process and independent audit.

2015 was an exciting year in relation to our physical spaces. After a thorough tendering and evaluation process for the construction of the Ailsa Mackinnon Centre (AMC), Reitsma Construction was appointed as the builder for the project and work commenced in June 2015. This building is the last major item, apart from an upgrade to the Edith Angel Hall, in our Master Plan that was adopted back in 2008. The AMC will feature an indoor multi-purpose sports and gathering place, seating approximately 1,200 people, as well as four teaching and learning spaces, a roof top outdoor sport area and a gymnasium. We are very pleased with the progress of the build and look forward to its completion in late 2016.

In December 2015 the College purchased Roseneath, the Georgian cottage on the corner of O'Connell and Ross streets. This is a beautiful building which is a significant part of the history of Parramatta. OLMC has engaged a heritage architect to prepare a conservation management plan for the site. There will be a detailed process of investigation, research and consultation undertaken to prepare the restoration and renovation plans. Roseneath will house the Centre for Mercy Excellence.

Education in the 21st century requires different spatial configurations than the traditional classrooms of the 20th Century. OLMC is focused on providing contemporary learning spaces to encourage collaborative, innovative and creative learning and during 2015 three classrooms were renovated to provide more innovative learning environments.

In 2015 the positive trend towards higher enrolments continued as we enrolled a full year seven cohort in 2016 and are anticipating the same for 2017. The improved enrolment trend is leading us to a major review of our enrolment policies and procedures as we move to a situation where we will need to effectively manage a "waiting list."

This positive enrolment trend is the result of a number of factors including, most importantly, the general promotion and marketing of OLMC; the relationships that our Principal is strategically building with the principals of the Catholic feeder primary schools; demographic factors; and most importantly, the highly successful Open Days and Information Evenings. The Board would like to congratulate and thank Stephen Walsh, OLMC staff and students and parents for their efforts and enthusiasm that made the 2015 Open Day so wonderful.

OLMC continues to be in a very sound financial position and the Board acknowledges the work of the College leaders and staff who continued to keep a close ongoing focus on the current and long term financial position and the impact of changing conditions and events. We have continued to carefully monitor a range of relevant indicators, as we want to be confident that the financial impact of the construction of the Ailsa Mackinnon Centre will continue to be within acceptable limits. It is worth noting that when the implementation of the Master Plan commenced in 2008 it was projected that OLMC would need to borrow money for the construction of the Janet Woods Building. However due to prudent financial management, it is now eight years later in 2016, with the construction of the Ailsa Mackinnon Centre, that we will first need to use our line of credit.

The 2015 public funding entitlement for OLMC equalled its 2014 public funding from all sources plus 3% indexation of recurrent grant funding, in line with the Commonwealth's undertaking. There is however still no longer term certainty around the total level of public funding.

The OLMC Board members reflect a diversity of background, skills and experience coming from educational, legal, financial,

strategic planning, human resources, government relations, communication and architectural backgrounds and this variety adds considerable value to the decisions we must make around OLMC and its future. It is a highly effective Board with the directors demonstrating their preparedness to manage judiciously, strategically plan for the future and deal with challenging issues. During 2015 we welcomed three highly experienced new directors, Tim Mahoney, Helen Bentham and Scott Dougall to the OLMC Board. We farewelled Stephania Dajuk following the completion of her term of appointment and thank her for her contribution, especially during the 125th year celebrations.

I would like to acknowledge the commitment of my fellow Board members and their efforts throughout the year. I am very aware that all of our Board members are generous with their time as they juggle diverse and challenging work roles and family responsibilities. My particular thanks to Beverley Johnson for her support in the role of Deputy Chair and as chair of the Teaching and Learning Committee; to Bill Rowan, who has provided strong leadership to our Finance & Audit Committee; to Kaye Remington for her leadership of the Building Committee; to Sister Trish Bolster who chairs the Scholarships, Bursaries and Financial Assistance Committee and to Sophie Ryan, Sharon McLean, Rosemary Vellar, Tim Mahoney, Scott Dougall, Helen Bentham and Marlene Murray who have all made strong contributions in a range of areas including serving on the sub-committees. Every Board member has thoughtfully worked to ensure that the Mercy Values provide the solid foundation for educating young women at OLMC. We respect the responsibilities that we have and are committed to doing our best for the school.

The Board had a sound working relationship with Mr Stephen Walsh, the OLMC Leadership team and other staff. I would like to congratulate Stephen on another successful year at the College and acknowledge the leadership demonstrated by both him and the Leadership Team in relation to the mission, teaching and learning and pastoral care at OLMC. Thanks also to all the staff at OLMC who contribute to making it a great school.

I wish to thank Sister Catherine Ryan, Sister Mary-Louise Petro and the other members of the Congregational Council for their continued support for the work of the Board and their personal commitment to OLMC. Finally, and importantly, I would like to recognise the contributions of the parents, and in particular the Parents and Friends Association, and other members of the broader OLMC community to the development and achievements of the College. Your ongoing commitment and support is much appreciated.

The Board commends the College Leadership Team, teachers, staff and students for their dedication and achievements that are outlined in the following 2015 Annual Report.

Kerrie Walshaw
Chair of the Board



From the Principal

'Strive in 2015' was the theme selected by this year's Year 12 students, acknowledging the College's focus on working to the best of our ability. 2015 began with the opening school mass held in St Patrick's Cathedral, concelebrated with Fathers Bob Bossini and Walter Fogarty. A statue of the Holy family was presented to the College from Miss Natalie White from her recent pilgrimage to the Holy Land.

Highlights for 2015:

Mercy Tree

The Mercy Tree, which was blessed at the beginning of 2012, is continuing to grow. It has become very quickly a feature of College life. It has proved to be a very effective symbol in raising money for the various ministries of the Sisters of Mercy. This year monies raised provided financial support to the Jesuit refugee Service (JRS) at Arrupe Place.

Towards 2020: Shaping Our Future - Strategic Improvement Plan 2015-2017

The year began with the launch of the new College Strategic Improvement Plan (SIP). Throughout the year I provided regular updates on the progress of the SIP to the College Board, staff and OLMC community.

Four key Domain Areas were identified for improvement:

1. Catholic Identity
2. Wellbeing
3. Learning & Teaching
4. Sustaining Success for our Future

Excellence is a consistent theme in the tradition of a Mercy education. This Plan continues and strengthens that commitment. Students are encouraged to commit to excellence and are supported in developing their unique gifts and talents and the skills needed for lifelong learning and achieving their potential.

Principal Formation Program

During Term 1 2015 I participated in the Mercy Formation Pilgrimage program in Dublin which was held from March 21 to March 29. On February 16 and 17, I attended the first two days of the program in Melbourne where I had the opportunity to meet the facilitators from ISMAPNG and the 35 participants from various Mercy ministries (including health, aged care, education and environment) as well as several Sisters of Mercy.

A part of the program required each participant to complete a project on their learnings of Mercy and their particular Mercy Ministry. My project centred on the creation of an interactive IT program for Year 7 and new students of OLMC that illustrated the lives of the original nine foundation Sisters using archival material and video clips recorded from the pilgrimage and the extended days in Ireland when I visited Callan. The project can be viewed on the College website.

The program concluded in July with another two days in Sydney where we presented our projects.

The Mercy Music and Performance Academy

The 'Academy' was officially launched at the College on the evening of Thursday May 21. Sister Mary-Louise Petro officially launched the Mercy Music and Performance Academy in the Christina Creede Music Centre. 'The Academy' will provide for OLMC students, as well as other girls and boys in the community, the opportunity to learn a musical instrument and to further develop their musical skills. Workshops, instrumental lessons and school holiday programs are open to the girls and boys in Year 3 to Year 12 from the general public.



New Ailsa Mackinnon Centre and Roseneath Cottage

The future of OLMC Parramatta continues to be bright and promising. Construction commenced in June on the new Ailsa Mackinnon Centre (AMC) with planned completion in 2016. The AMC will provide indoor sporting and multi-purpose spaces, four new classrooms, a gymnasium and roof top outdoor court and will have a maximum seating capacity of 1200.

At the end of 2015 the College purchased the historic Roseneath Cottage on the corner of Ross and O'Connell Streets. The new masterplan will also include the restoration of this historic cottage. This house and garden space will allow us to develop a new Centre of Mercy Learning Excellence.

Public Arts Fund for the Ailsa Mackinnon Centre

A letter was distributed to all registered OLMC Alumnae to raise funds for the Public Arts component of the new AMC. To date we have received approximately \$8,000 in funds.

Friday Morning Mass and OLMC Chaplin

After several months of negotiation, the College began regular Friday morning masses in the Chapel from Friday July 17. Friday morning mass will be celebrated (on a roster) by Father Bob Bossini, Dean of St Patrick's, Father Walter Fogarty, Parish Priest at Westmead and Bishop Manning. In the latter part of 2015, I received formal notification from Rev Father Peter Williams that Father Walter had been appointed as Chaplin to OLMC for three years with an appraisal at the end of that time.

Mercy Day

Mercy Day was held on Friday September 11, 2015. Mass was celebrated by Fathers Peter Williams and Walter Fogarty. A jumping castle and DJ were a part of the student celebrations on the day. We also gathered over 700 signatures requesting Pope Francis to Beatify Catherine McAuley in 2016, "The Year of Mercy."

Industrial Relations

In the area of industrial relations, CCER and the IEU began negotiations for replacement agreements to cover teachers and support and operational staff in NSW Catholic Independent Schools (CIS) at the beginning of the year. These negotiations continued throughout 2015.

The agreed salary increases for the Teaching Staff and Support and Operational Staff (including IT Staff) were:

- 2015 - 2.25% salary increase + 0.25% OOP superannuation
- 2016 - 2.3% salary increase + 0.2% OOP salary or superannuation

As previously indicated, I was pleased to advise that a majority of teachers and support and operational staff at OLMC who voted were in support of the *Support and Operational Staff (NSW Catholic Independent Schools) Multi-Enterprise Agreement 2015-2016 and NSW Catholic Independent Schools (Teachers) Multi-Enterprise Agreement 2015-2016*.

As CCER is our bargaining representative, formal application for approval of the enterprise agreements was lodged with the Fair Work Commission and approved. OLMC passed on the 2015 pay increase in the first pay period in 2016.

Catherine McAuley Alumnae Award

Congratulations to Mrs Ann O'Brien (nee Collignon) of 1972 who was awarded the OLMC Parramatta Catherine McAuley Alumnae Award for 2015 for her community work in the area of Social Work and counselling. She is currently the Director of Marriage Support and Specialist Services at Catholic Care in the Diocese of Parramatta. Mrs Ann O'Brien received her award at a College Assembly in March 2016.

The OLMC P&F Association

Lead by the president Mrs Kathy McGiffen, the P&F has once again superbly supported the College through its service at the following events:

1. The Year 7 Welcome Evening
2. College Open Day
3. The Year 7, 2017 Information Evening
4. Mother/Daughter Day Mass
5. Trivia Night
6. Father/Daughter breakfast liturgy

The P&F also allocated part of their funds this year to the purchasing of new gymnasium equipment to go into the AMC, when it is completed in late 2016.

The annual 'Thank You' Cocktail evening was held on Wednesday December 9 in the Christina Creede Music Centre. Thank you to all the P&F, Board members and Sisters of Mercy and special guests who shared the evening with us.

Rosehill Race Carnival Day

On Saturday October 31, OLMC held the inaugural Cambodia Immersion Race Day at Rosehill to raise money for the people of Cambodia that our students visit in January 2016. Approximately 400 parents, staff members, friends of the College and alumnae attended a great community day where almost \$40,000 was raised.

The money raised will be used to provide housing in the village the girls visit as well as necessary food, equipment, wheel chairs, and fresh water. My sincere thanks go to all the members of the parent committee and especially to Marianne and David Dwyer who led the planning and organisation of the event. It was truly a wonderful day demonstrating the OLMC community's compassion and Mercy in Action for those neediest in Cambodia.

Staff Farewells

There were a number of staff that the College bid farewell to in 2015. The following four staff members are retiring:

- Mrs Sandie Stockwell (who has been at OLMC for well over 30 years)
- Mrs Suzanne Morrow
- Mrs Judith Lynch
- Mr Alan Endicott
- Ms Kathryn Booth

We also bid farewell to Mrs Tanya Appleby who was the Deputy Principal at OLMC for the past three years. Tanya has been a wonderful leader who did a tremendous job in the area of Teaching and Learning at the College. Tanya is an ex-student of the College and lived the Mercy Values in her day to day dealings with her colleagues, parents and especially the girls.

Tanya was a very loyal Deputy and confidant to me and worked tirelessly in supporting the development and implementation of the new college strategic plan. Mrs Appleby moved to Trinity Catholic College, Goulburn as the Deputy Principal, a position in the Diocese of Canberra/Goulburn.





From the OLMC Student Leaders

The Student Leaders and Student Representative Council at OLMC were very active over the course of 2015. The Year 12 theme was 'Strive in 2015'. The Senior Leaders were involved in a range of social justice activities such as the annual Project Compassion campaign during Lent and activities organised by the five Mercy schools in Sydney. They also organised a well-attended afternoon tea for student leaders from a range of local schools. The senior leaders ran a very successful Wellbeing Week which featured many activities for staff and students. The Leaders also participated in several fundraising initiatives for the NSW Cancer Council. Their annual dance attracted a full house of OLMC students and invited guests from other schools. The funds raised from this event were used to support a range of charities identified by the students.

School-determined Improvement Achievements for 2015

Throughout 2015 the staff and College Board have been involved in working with the Leadership Team on the Strategic Improvement Plan: *'Towards 2020 - Shaping Our Future'*. The annual plan is based on the four Domain Areas.

The four Domain Areas identified for improvement are:

1. Catholic Identity
2. Wellbeing
3. Learning & Teaching
4. Sustaining Success for our Future

Domain: Catholic Identity

Key Improvement Achievements

- Appointment by the Parramatta and North Sydney Mercy Congregations of two staff for Mercy 5 Coordinators – one based at Parramatta and one at North Sydney. Roles to build staff induction, post school formation and immersion and current student social justice experiences.
- Planning and consultation for the commencement of the Community Engagement program as a pilot group with Year 9 2016 in Stage 5 completed.
- Changed name from 'Service Learning Portfolio' to 'Reflective Journal'
- Reflective journal completed.
- Year 9 Parent and student meeting took place with 40 families represented
- Five Middle Leaders completed the Mercy Formation program and participants presented their projects.
- 52 Year 10 students enrolled in the CCD program teaching scripture at North Parramatta Primary School on a weekly basis throughout 2015.
- Appointment of a new Deputy Principal to commence 2016.

Domain: Teaching & Learning

Key Improvement Achievements

- Over 40 staff attended a number of professional learning experiences and school visits to investigate alternative pedagogies and structures in other schools.
- Two companies delivered a presentation to selected staff on their Learning Management System (LMS) software. Trials were undertaken by representative staff on each product. The final decision after consultation was to implement Canvas as our new LMS from 2016.
- The College engaged a former BOSTES Inspector to undertake a pre-review of our documentation in preparation for our 2016 accreditation.
- BOSTES have allocated our accreditation inspector who has made contact with the College.
- All Teaching & Learning policies are now completed for Registration and Accreditation.
- ALLWELL testing results for Year 7 2016 have been analysed and a workshop for selected staff to analyse the data was held.
- NAPLAN report to Teaching & Learning Committee completed.
- Appointment of new Director of Teaching and Learning made for commencement in 2016.

Domain: Wellbeing

Key Improvement Achievements

- Request for volunteers to be Wellbeing Mentors for 2016 were made. Ten staff members participated in a planning meeting regarding Wellbeing Conversations.
- Parents/carers were informed of the privileges and responsibilities of Year 10 as senior students in the College and the objectives and desired outcome/s of the 2016 Wellbeing Conversations with Year 10.
- Staff provided input regarding changing the current horizontal Pastoral Care Structure to the proposed Vertical House System (Eight Houses with six Homeroom groups). Staff feedback regarding the questions about the proposed change were collated and analysed. For example:
 - Horizontal Responsibilities- camps, reflection days, information evenings etc
 - Student Leadership under a House System
 - Pastoral Care lessons/Assemblies/House Meeting/Year Group meetings
- Draft Wellbeing Conversation procedures presented to Middle Leaders and teaching staff. The finalised Wellbeing Conversation procedures were circulated to stakeholders for comment and analysis.
- Further staff consultation regarding revised PC structure for 2017 took place in several Staff Meetings and a staff workshop was completed. More planning and consultation will take place in 2016.
- Middle Pastoral Leaders participated in a planning day.

Domain: Sustaining Success For the Future

Key Improvement Achievements

- Preparation for School Registration continued throughout the year – currently finalising policies relating to school registration requirements by March 31, 2016.
- TAA Registration (a new requirement) - Currently working through the guidelines supplied by BOSTES. The creation of a draft Teacher Accreditation Handbook to cover most of the procedural matters has commenced and draft complementary policies to cover the remaining requirements will be created. This will be completed by March 31, 2016.
- New role description format now being used to align role descriptions with domain areas in SIP.
- New employment contract templates from CCER are now being used.
- College Organisational Chart has been finalised.
- Working with Children Checks – Feedback from AIS has been implemented and the transition to new WWCC has commenced. All staff have been notified of the requirements by email and will also have the opportunity to participate in a presentation closer to the phase in period commencing April 1, 2016.
- AIS *Appretio* process for 2015 was reviewed for implementation in 2016.
- Records of Music Academy staff and Sports coaches and qualifications, credentials, WWCC and use of campus resources have been updated.
- Policies for International Excursions, Enrolment and Critical Incidents have been finalised.
- Workplace Complaints Handling and Grievance policies finalised.
- Business Continuity Plan completed with CCI- further work required in 2016.
- Risk register completed.
- Principal and Board members completed mandatory Governance training with CEC.
- Continued implementation of the Synergetic Software program across the school.
- Appointment of a new Director of Business Services made and commenced in May.



Religious Dimension

Religious Education and Formation

OLMC is founded on and guided by the Mercy story. Our commitment seeks to ensure that all aspects of the life of the College are centred on Mercy and Gospel values in the Catholic Tradition. At OLMC theological and spiritual formation and immersion in the Mercy charism are provided for staff to enable them to foster the College's Catholic ethos.

Student Religious Education and Formation at OLMC involves students, staff and parents understanding the Mercy Values and the charism of Catherine McAuley which underpins curricular and cocurricular life at the College. Students are provided with a wide-ranging and comprehensive program of classroom Religious Education delivered by a specialist team of Religious Education teachers. At OLMC we are committed to nurturing and extending students' understanding of their Catholic faith. One of the ways we do this is in Religious Education classrooms. The subject of Religious Education provides students with the opportunity to strengthen their faith in God. There are opportunities within Religious education lessons to seek clarification on relevant religious topics. Students also learn how the Catholic Church and the Sisters of Mercy help those in need. They gain an understanding of the influence of the Catholic faith and practices in contemporary Australian society. In Years 7, 8, 9 and 10, students are taught the Diocese of Parramatta Religious Education syllabus called 'Sharing Our Story.' This syllabus provides students with the opportunity to learn a range of topics to help them develop an understanding of the Catholic faith and traditions. In Years 11 and 12 we offer students the opportunity to study the 1 and 2 unit Studies of Religion courses.

Religious Education, Social Justice, Liturgy, Retreats and Reflection days are formal and informal ways the College upholds a Mercy Education and assist students to develop a personal relationship with God. These activities are related to the College's Mercy identity and heritage. Students have the opportunity through retreats to experience the Sacraments through the support of the local diocesan clergy.

Respect and Responsibility

In 2015, OLMC continued to integrate the identified 'Mercy' values of Mercy, Justice, Compassion, Dignity, Excellence, Hospitality, Stewardship and Service into the life of the College. These values are integrated across the curriculum and have continued to be a focal point in the communal, academic College life and the formal Pastoral Care program. The Pastoral Care program is based on the four key strands of Mercy in Action; Learning for Life; Leadership in the Community, Wellbeing and Resilience. In addition to these activities, the College's Peer Support program has further enhanced a sense of Respect and Responsibility amongst the members of the OLMC community. Through Homeroom and Year and College Assemblies, students and staff are encouraged to reflect on their roles as responsible citizens in demonstrating respect for all. Additionally, the themes of Respect and Responsibility are strengthened by the way in which OLMC lives its Mercy Values through initiatives in the areas of cultural awareness and immersions to Cambodia (cultural exchange).



Liturgical Celebration, Reflection and Prayer

Being a Catholic College, prayer is central to the life of OLMC and the College has continued its fine tradition of beginning many of its activities with prayer. These include: daily Homeroom, assemblies, Chapel gatherings, form meetings, staff meetings and Board meetings. Weekly mass is celebrated in the Chapel, led by the College Chaplain. All students, once again, experienced a retreat or a reflection day in 2015. Years 11 and 12 participated in three-day residential retreats off site, while students in Years 7, 8, 9 and 10 participated in a one day Reflection Day. These were valuable opportunities designed to facilitate student spiritual development and growth. Staff experienced a liturgical formation course where they gained knowledge and skills to confidently lead prayer and reflective encounters within the College life.

Social Justice

The Catholic Church's Social Teachings reinforce the importance of social concern in today's society, guided by Jesus' actions in the Gospels. The foundress of the Sisters of Mercy, Catherine McAuley, strongly believed in living the Gospels in real terms. Social justice is thus a key priority in the Mission of the College. Social Justice is creating awareness of all members of society, especially those who are disadvantaged and vulnerable. It involves charity work, but moves beyond charity. It is about advocacy and working towards changing the structures of society so that the human rights of all people such as refugees, asylum seekers and indigenous people are addressed. Other issues include homelessness, ecological sustainability, poverty and fair trade. Through systemic change, solidarity and networking, all staff and students are encouraged within the community to bring justice, particularly to the most disadvantaged, thus making a difference in our society. The College has forged important partnerships with social justice agencies such as Mercy Works, the Jesuit Refugee Service and Australian Catholic University's Institute of Advancing Community Engagement.

As previously mentioned, social justice is central to the College's vision and mission, known as 'Mercy Action.' There are two elected Mercy Action Leaders in Year 12 and a Mercy Action Representative in each Homeroom for Years 7 to 12. A large number of coordinated activities drew the interest and involvement of many OLMC students in 2015. Students across all years participated in the Red Shield and St Vincent de Paul Doorknock Appeals and other activities included: Caritas Australia's Just Leadership Day; Josephite Community Aid, St Vincent de Paul's Winter Appeal and Christmas hampers; Bahay Tuluyan's Kidsview Conference; Fair Trade Fortnight; fundraising for Mercy Works projects in Timor Leste, Papua New Guinea and Pakistan; Riding for the Disabled Australia; Cambodia Immersion, Australia's Biggest Morning Tea for the Cancer Council; Reconciliation Week; 65 Roses Day; Mamre House; visits to the Marian Nursing Home in Parramatta and Tutoring of African children at All Saints African Centre at St Patrick's Blacktown.

Once again, in 2015, each Homeroom had a designated Mercy Action Representative who helped to raise awareness of matters of social justice and helped initiate and develop activities designed to involve the rest of the student body in works of Mercy and Justice. In this way, OLMC continued to support and enhance the participation of students in the area of social justice.

Cambodia Immersion

Every two years, OLMC students are given an opportunity to undertake an overseas immersion experience which exposes them to a number of agencies working in the areas of human rights and social justice. In 2014/2015 students visited Siem Reap taking field trips to places of national significance such as the Killing Fields. This immersion provides students and staff with a more profound insight into issues of poverty and outreach in an unfamiliar environment. Prior to departing, students actively prepare for the practical, historical and cultural components of the immersion.

Teaching and Learning

Quality Teaching and Learning

An understanding of the dynamic nature of learning is intrinsic to supporting contemporary curriculum, assessment and pedagogy at OLMC. OLMC ensures that innovative teaching and learning enables meaningful delivery of the curriculum through program development that is contemporary, differentiated, student centred and focuses on how girls learn best.

OLMC is committed to enabling students to achieve personal excellence and inspire life-long learning. OLMC's performance in the NAPLAN tests in Years 7 and 9 and also in the Higher School Certificate reflect our commitment to growth.

Throughout 2015, the College focused on developing growth in the following areas:

- A Year 7 Foundation Skills Course was piloted to develop cross-curricular literacy skills
- Embedding assessment 'as' and 'for' learning into teaching and learning practice, specifically across Stage 4 and 5
- Evaluation of teaching and learning programs via external facilitators, prior to Registration and Accreditation of Non-Government Schools
- Differentiation and modification of learning and assessments for students of diverse ability levels

- Meaningful and whole-school analysis of NAPLAN and HSC data
- Personal and Department target setting and evaluation

Student Achievement - National Literacy and Numeracy Assessments

In 2015, students from Years 7 and 9 completed the NAPLAN tests. NAPLAN annually assesses skills considered essential for every student in the areas of: reading, writing, spelling, grammar, punctuation and numeracy. The results of these tests compare students against national standards for Literacy and Numeracy. NAPLAN results continue to support OLMC teachers to target personalised learning for all students.

NAPLAN results are accessed through the *My School* Website. On the whole, the 2015 results reflect that OLMC is consistently performing above the national standards for both Literacy and Numeracy.

State Proficiency Standards Table

The following table represents OLMC student performance against State % Proficiency standards.

NOTE: The % at Proficiency shows achievement for the top two bands for NAPLAN testing.

At Percentage Proficiency in Year 7 and Year 9

YEAR 7	OLMC Year 7 2013	State Year 7 2013	OLMC Year 7 2014	State Year 7 2014	OLMC Year 7 2015	State Year 7 2015
Reading	42%	31%	27%	31%	44%	32%
Writing	24%	21%	26%	19%	36%	19%
Spelling	54%	38%	45%	38%	54%	40%
Grammar & Punctuation	54%	35%	45%	34%	46%	34%
Numeracy	33%	31%	37%	31%	36%	29%

YEAR 9	OLMC Year 9 2013	State Year 9 2013	OLMC Year 9 2014	State Year 9 2014	OLMC Year 9 2015	State Year 9 2015
Reading	37%	25%	43%	27%	41%	25%
Writing	39%	19%	35%	16%	39%	15%
Spelling	37%	25%	46%	27%	41%	28%
Grammar & Punctuation	36%	23%	37%	24%	31%	19%
Numeracy	33%	31%	46%	28%	43%	29%

Several points should be noted:

- Reading achievement in 2015 for Year 7 and 9 OLMC students has remained consistent over the past three years. State achievement reflects a similar pattern.
- Writing achievement in 2015 for Year 7 demonstrated continued growth over the past three years, with a clear value-add for Year 9 who improved their Writing results by 15% from Year 7. State achievement results in both Year Groups do not match this growth, indicating a steady decline over three years.
- Spelling achievement has remained steady across both Year 7 and Year 9 OLMC students compared with State results, although there is a deficit for Year 9 with a decline of 13%

- Grammar and Punctuation achievement has remained steady across both Year 7 and 9 OLMC students when compared with State results, although there has been a deficit for Year 9 with a decline of 23%
- Numeracy achievement has steadily improved across both Year 7 and Year 9 OLMC students with clear value-added growth for the 2015 Year 9 cohort. A Sydney Morning Herald article, published on March 9, 2016, cited OLMC as a school of 'high gain' for numeracy. <http://www.smh.com.au/national/education/my-school-the-naplan-high-achievers-20160308-gnde6b.html>

Details on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimal standard are outlined separately for Year 7 and 9. Additional information can also be accessed from the My School website.

State and OLMC Comparative Overview 2015

Percentages in Band Report - Year 7 Literacy and Numeracy

BANDS	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
	STATE %	OLMC %	STATE %	OLMC %	STATE %	OLMC %	STATE %	OLMC %	STATE %	OLMC %
9	11.9	15.1	4.5	12.1	11.6	19.7	15.9	23.7	13.3	10.5
8	19.9	29.1	14.4	23.7	28.3	34.7	18.4	22.5	15.8	25.6
7	25.8	29.1	21.9	34.1	27.0	26.0	22.6	30.1	26.1	29.1
6	26.3	18.6	27.4	19.1	18.3	12.7	24.9	17.3	27.1	26.2
5	13.5	7.6	21.4	10.7	8.3	5.2	10.8	4.0	15.9	8.7
4	2.6	0.6	10.4	0.6	6.4	1.7	7.4	2.3	1.9	0.0

Percentages in Band Report - Year 9 Literacy and Numeracy

BANDS	READING		WRITING		SPELLING		GRAMMAR & PUNCTUATION		NUMERACY	
	STATE %	OLMC %	STATE %	OLMC %	STATE %	OLMC %	STATE %	OLMC %	STATE %	OLMC %
9	8.2	10.6	5.6	14.6	9.0	14.6	6.3	6.9	13.1	17.6
8	17.0	30.3	9.0	24.3	18.7	26.4	12.9	23.6	15.5	25.4
7	25.2	35.2	23.4	35.4	31.1	41.3	26.9	34.0	26.0	32.4
6	24.3	21.1	22.1	13.9	22.4	13.2	22.4	25.7	28.3	20.4
5	19.0	2.8	19.7	9.7	10.8	2.1	21.4	9.0	15.1	4.2
4	6.3	0.0	20.3	2.1	8.1	0.7	10.1	0.7	21.1	0.0



Record of School Achievement (RoSA)

Since 2012, students across NSW who leave school before receiving their Higher School Certificate are eligible to receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. The Board of Studies issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

School leavers who are not eligible for the RoSA will receive a Transcript of Study. In determining the grade received at the end of Stage 4 (Year 10) and later at the end of the Preliminary Year, OLMC teachers use the Common Grade Scale to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understandings developed in Stage syllabus documents and provide a general description of typical performance at each grade level from A to E.

Teachers at OLMC follow procedures for assessment as outlined in the College Assessment and Reporting Policy. The process involves the collection of information on the achievement of each student at various stages throughout the course. This assessment information presents a picture of what the student knows, understands and can do in relation to syllabus objectives and outcomes. Teachers may use both formative and summative assessment (assessment of, as and for learning) to determine this grade.

OLMC teachers apply their professional judgement to the overall picture of student achievement at the end of the course

and then use the Common Grade Scale to make an on-balance judgement of the most applicable grade description. This grade is determined at the end of the Stage and teachers keep work samples to support and demonstrate their understanding of the Common Grade Scale.

School reports issued by OLMC give parents and students data on the progress of learning outcomes in relation to syllabus objectives. Students are able to access their grades from school reports and also the NSW Students Online website.

In 2015, two students received a RoSA at the end of Stage 6, Year 11.

Higher School Certificate Examination

Once again the College celebrated excellent HSC results achieved by Year 12, 2015. 149 girls completed their Higher School Certificate in 39 courses. These figures include Preliminary Year students completing the study of Mathematics as accelerated students.

Several points should be noted:

- OLMC ranked in the top 100 schools in NSW - position 99.
- 1st Catholic girls school in the Western Suburbs of Sydney
- 21st Catholic girls' school in State

State Academic Achievements

- Highest ATAR 99.45
- 2nd highest ATAR 98.35, 3rd highest ATAR 97.80
- 5th in state in Hospitality
- Three students on the *All Rounders List*
- 64 students named on the Distinguished Achievers List
- 133 Band 6 / E4s achieved by Mercy students



Percentage of ATARs achieved by OLMC students 80 and above

- An estimated 24% of students achieved ATARS over 90
- An estimated 40% of students achieved ATARS between 80-90
- 58% of students achieved a Band 5 or 6 in one or more subjects at the HSC Examination.

Comparative study by Course

The 2015 data reflects that of the 39 Courses completed by OLMC students, 49% of courses performed at 5 or more marks above the State mean.

There was significant improvement in the following courses from 2014 to 2015: Business Services, Chemistry, Community and Family Studies, Design and Technology, Economics, Food Technology, French Beginners, Hospitality, Legal Studies, and Retail Services. The table in Figure 1 identifies comparative data by course from State mean from 2013, 2014 and 2015.

OLMC Longitudinal Study Band 5 and 6 Comparison

OLMC's 2015 performance has remained steady. In comparison to the State of NSW, OLMC continues to achieve above the State in both the combination of Bands 5 and 6.

OLMC Longitudinal Study 2015-2011 Band 5 and 6 Distribution

YEAR	OLMC % Band 5	OLMC % Band 6	OLMC % Band 5 & 6
2015	43.2	14.5	57.8
2014	46.3	13.9	60.2
2013	42.7	14.8	57.5
2012	46.3	12.5	58.8
2011	45.9	11.7	57.6

State Longitudinal Study 2015-2011 Band 5 and Band 6 Distribution

YEAR	State % Band 5	State % Band 6	State % Band 5 & 6
2015	28.8	10.9	39.7
2014	29.6	10.9	40.5
2013	28.4	10.1	38.5
2012	10.5	10.5	40.0
2011	10.6	10.6	39.6

The OLMC learning community continues to pursue growth for all students. Using foundational knowledge of students' personal needs, we strive to engage all learners through innovative pedagogy, meaningful feedback and differentiation, so that students may achieve mastery of 21st century skills and personal excellence.

Outcomes for Class of 2015 – 149 students in cohort

University & Equivalent Places (Bachelor Degree)

INSTITUTION	Students
University of Sydney	18
University of Western Sydney	27
Macquarie University	23
University of Technology Sydney	31
University of New South Wales	14
ACU National	15
University of Notre Dame	1
Charles Sturt University	-
University of Canberra	-
University of Newcastle	-
University of Wollongong	1
Central Queensland University	1
TAFE Higher Education	-
University of New England	-
La Trobe University	-
Southern Cross University	-
Australian National University	-
Griffith University	-
Deakin University	-
THINK Group	2
Overseas	-
Total places	133

Other Further Education

University Pathway Courses (Diploma Level)

INSTITUTION/COURSE	Students
Western Sydney University The College	8
UTS Insearch	2
Total places	10

University Pathway Courses (Foundation Studies Level)

INSTITUTION/COURSE	Students
University of New South Wales	1
University of Wollongong	1
Total places	2

Colleges (Diploma Level)

INSTITUTION/COURSE	Students
TAFE NSW – Ryde Campus	1
Total places	1

Gap Year

INSTITUTION/COURSE	Students
Work	1
Travel	1
Total places	2

Total unknown	1
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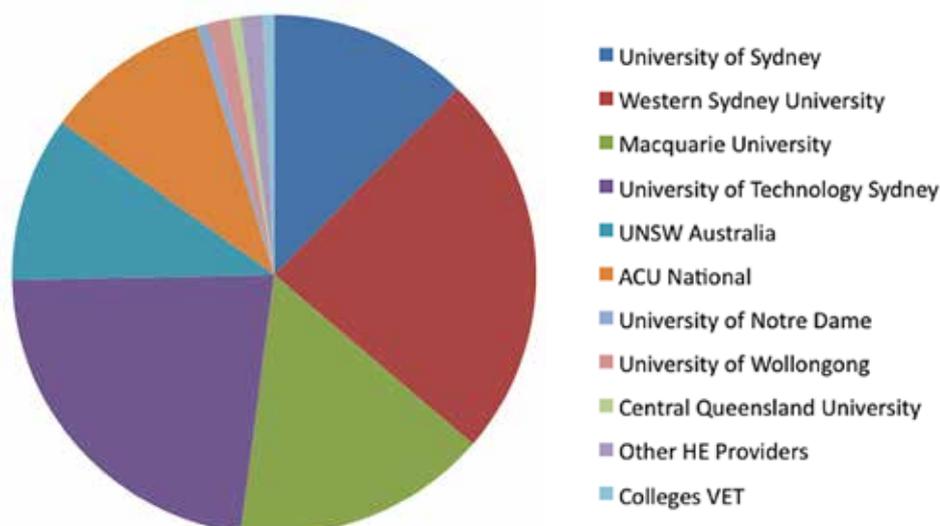
Summary

OUTCOMES - PLACES	%
Students in further education	98
Gap Year	1.3
Unknown	0.7

OUTCOMES – LEVEL OF STUDY	%
Bachelor degree	89
Diploma level	7.5
Foundation level	1.5

Other Further Education

Further Education Places - Class of 2015

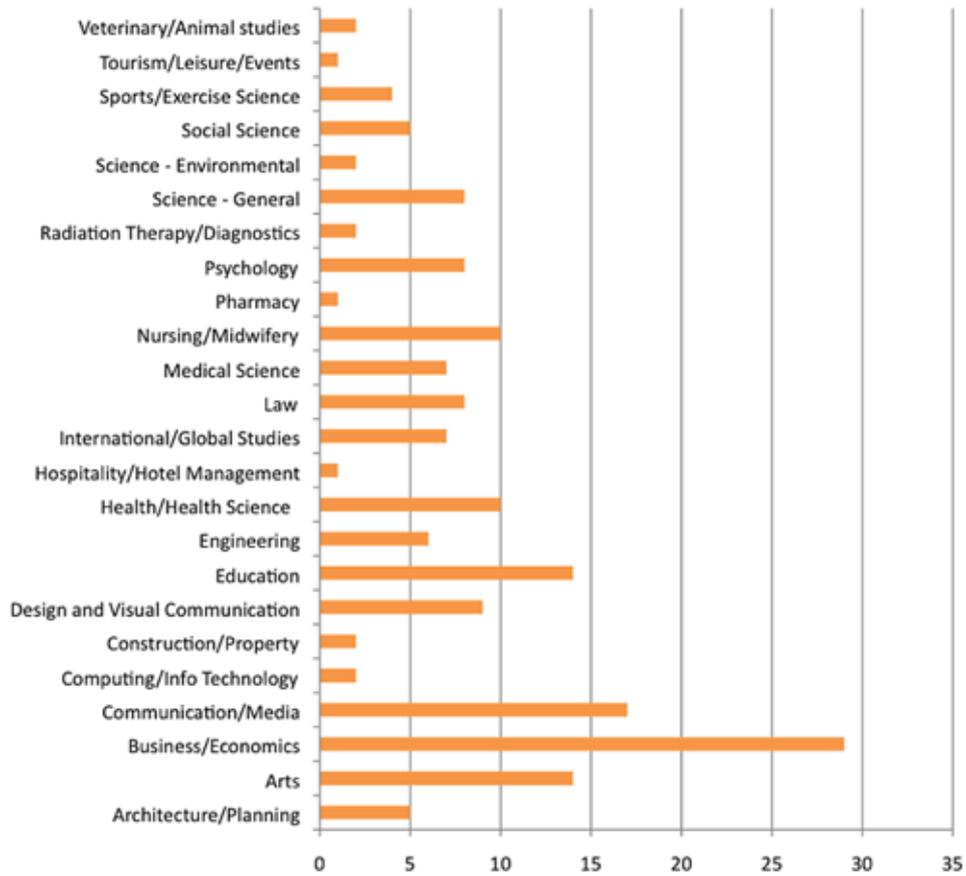


Areas Of Study Selected By Students

AREA OF STUDY	STUDENTS
Architecture/Planning	5
Arts	14
Business/Economics	29
Communication/Media	17
Computing/Info Technology/Internet	2
Construction/Property	2
Design	2
Design - Fashion	1
Design - Industrial	-
Design - Interior	1
Design - Visual Communication	5
Education – Early Childhood	3
Education - Primary	9
Education - Secondary	2
Engineering	6
Fine Arts	-
Food Technology/Nutrition	-
Health Information Management	-
Health/Health Science Applied Science (1) Promotion (0) Podiatry(0), Paramedicine (0), Chiropractic (0), Physiotherapy (2), Occupational Therapy (4) Oral (0), Naturopathic (0), Orthoptics (0), H & Speech (3), TCM (0) Vision (0)	10

AREA OF STUDY	STUDENTS
Hospitality/Hotel Management	1
International/Global Studies	7
Justice/Policing/Criminology	-
Law	8
Mathematics/Finance	-
Medical Science	7
Medicine	-
Music	-
Nursing/Midwifery	10
Pharmacy	1
Psychology	8
Radiation Therapy/Diagnostics	2
Science - General	8
Science - Environmental Science/ Management	2
Science - Forensic	-
Social Science	5
Social Work	-
Sports/Exercise Science/PDHPE/Exercise Physiology	4
Theatre/Dance/Performance	-
Tourism/Leisure/Events	1
Veterinary/Animal studies	2

Areas of study chosen by students - No. of students



Scholarships/Special Achievements

Jessica Ottavi	USYD E12 Scholarship
Natasha Cadalt	Cadetship Ernst & Young
Alicia Hastie	Westpac Bicentennial Foundation Young Technologist Scholarship

Cocurricular Activities

OLMC has had some amazing student sporting achievements in 2015 across a range of sports with students representing the college at Regional, State and National levels. Particular success was achieved with students being selected - in the NSW U16 European Handball team; to Captain the NSW Cross Country team; to umpire at the School Sport Australia Netball Championships; winning a national Title at the Australian Junior Athletics Championships and being crowned NSW Judo Champion as well as students medalling at the NSW All Schools Athletics Championships.

The range of cocurricular activities include:

- Amnesty International
- Athletics PDSSSC (Parramatta Diocese Secondary Schools Sports Council) and CCC (Combined Catholic Colleges)
- Aquathon CGSSSA (Catholic Girls Secondary School Sports Association)
- Basketball PDSSSC
- Cake Decorating
- Chamber Orchestra
- Cheerleading
- Chess Club
- Choir
- Concert Band
- Cricket CGSSSA
- Cross Country PDSSSC and CCC
- Dance CGSSSA
- Debating CSDA (Catholic Schools Debating Association)
- Duke of Edinburgh Award Scheme
- European Handball (NSW School Championships)
- Golf CCC
- Gymnastics CGSSSA
- History Club
- Hockey CCC & CGSSSA
- Mercy Action Group
- Mercy Chorale
- Mock Mediation
- Music Ensembles – e.g. Flute, Clarinet, Jazz
- Netball PDSSSC and CCC
- Orchestra
- Oz Tag PDSSSC
- Peer Support
- Public Speaking (CSDA, Rostrum, Rotary_
- Rock Band
- Saturday Basketball (Santa Sabina College Inter School Competition)
- Saturday Netball ERNA (Eastwood Ryde Netball Association)
- Saturday Soccer IGSSA (Independent Girls Schools Sports Association)
- Saturday Volleyball (Santa Sabina College Inter School Competition)
- Science Club
- Scrabble Club
- Soccer PDSSSC
- Softball CGSSSA
- String Orchestra
- Swimming PDSSSC and CCC
- Tennis PDSSSC and CGSSSA
- Textile Club
- The Readers Group
- Titration Competition
- Touch Football PDSSSC
- Tournament of the Minds
- Triathlon NSW All Schools
- Ultimate Frisbee (NSW School Championships)
- Variety Concert
- Volleyball CGSSSA
- Water Polo CCC
- Wednesday Touch Football (Parramatta Touch Association)



Debating Report 2015

In 2015 48 students participated in the CSDA competition with five teams progressing beyond the scheduled rounds. Special mention must go to 10B who made the elimination round, 7B and 11A who made the quarter finals and 10A and 12B teams who made the Finals. 10A were runners up and 12B won the finals - an event which has not occurred at the College for over 20 years. All the other teams managed between two and four wins during the season.

At the final assembly we recognised four debaters who had debated at OLMC since Year 7. We also presented the Sister Ailsa Mackinnon Shield to 10A (the winner of this shield is not necessarily the team which won the most debates or was the most successful in the competition, but rather the team that most exemplifies the spirit of debating at OLMC).

Once again these teams were coached by a mixture of old girls and teachers, while over 80% of our adjudicators were old girls, some of whom have been giving up their Friday evenings for up to six years.

This year the AHIGS did not include debating in the Festival of Speech. In late November a Year 7 team and a Year 9 team competed in the Western Sydney University Day of Debating. This was a valuable experience and gave both teams a chance to debate against public and selective schools.

Debating continues to thrive at OLMC. Most debating teams have to go through an exhaustive process, in some cases having to reduce from over 20 students who apply in order to select the final eight who form the CSDA team.

Public Speaking Report 2015

With over 100 girls taking part in public speaking competitions in 2015, OLMC has achieved a level of involvement that is unmatched by any other school. This number reflects the enthusiasm and commitment of our girls and is a truly remarkable milestone. Along with the enthusiasm comes a skill level that sees our students consistently achieving highly in competition.

There are far too many girls involved to mention individually but there were some highlights in 2015 that deserve mention. In the CSDA competition, Rachael Berta (Year 7), Gabrielle Mizzi (Year 8), Jacqueline Nubla (Year 9) and Jazmin Kokoszka (Year 11) reached the semi-finals of this event. In Rostrum Voice of Youth, four girls were runners-up in their heats, while Bethany Leise (Year 11) not only won her heat, but was runner-up by the narrowest of margins in the Regional Final, just one step short of reaching the State Final. There were also impressive performances by our girls in Parramatta Rotary, Sydney Morning Herald and Legacy competitions.

As usual, a huge number of entrants in the Parramatta Eisteddfod resulted in many outstanding results. Lisa Khouri (Year 8) and Yasmine Biady (Year 11) won individual events, while Kanika Ahuja, Genevieve D'Silva, Ellen Durbridge, Abirami Prakesh and Charlotte Warnant (Year 7), Zara Apro (Year 8), Amelia Glass and Nisha Rahulan (Year 9), Sydney Daelo, Felicity Ogle and Rhia Pillay (Year 10), Ashleigh King (Year 11) and Madeleine Ocampo (Year 12) were all placed in the top three performers in their respective events. Many others received fourth place or were highly commended.





The Soroptimist competition saw Madeleine Ocampo declared runner-up in the Senior event, while Stephanie Arulthasan (Year 7) was outstanding in winning the Lions Carlingford competition, a result worthy of note as Stephanie competed against students up to Year 9 level. Our girls were also involved in UN Voice and AHIGS competitions, each time performing very well.

In September, Bethany Leise, Natasha Mustac, Alisha Panambalana and Josephine Warnant (Year 11) travelled to Melbourne to participate in the Australian Individual Debating and Public Speaking Competition. Their efforts against some of the best student speakers in Australia were most commendable as was their behaviour as ambassadors for the College.

The end of the year saw Charlotte Warnant (Year 7), Gabrielle Mizzi (Year 8) and Maria Mathieu (Year 9) winning their respective levels of the OLMC Christmas Competition.

Our girls were also involved in College Open Morning Tours, in Parramatta Historical Society events and were volunteers when the College hosted events. Mention must also be made of the contribution of Public Speaking Leaders Lauren Attard and Fionn Byrne.

Well done to all girls involved and to the teachers who supported them throughout the year.

Athletics	NSW CCC Medallists NSW CCC 15 Years Age Champion NSW All Schools Medallists Australian U18 Hammer Throw Champion and Open Silver medallist	Abigail Newton, Mikayla Mestousis and Sarah Marvin Mikayla Mestousis Mikayla Mestousis and Alexandra Hulley Alexandra Hulley
Cross Country	NSWCCC medallist, NSW All Schools & School Sport Australia	Sarah Marvin
European Handball	NSW U16 State Team	Sheila Roberto and Georgia Mentis
Golf	NSW All Schools Stroke play	Andrea Le
Judo	NSW Judo Champion and National Silver medallist	Saskia Brothers
Netball	NSWCCC, NSWPSSA, NSW All Schools and School Sport Australia Umpire	Jordan Forbes
Swimming	PDSSSC 15 Girls 50m Backstroke Record NSW CCC Medallist and NSW All Schools	Jessica Grubba
Touch	PDSSSC OPEN Team	Madison Noud, Shauna Naaman and Madielyn Nolan
Water Polo	NSW Water Polo Academy	Natalie Prout
PDSSSC Sports Blue Award Recipients		Saskia Brothers - Judo Jordan Forbes - Netball Umpiring Alexandra Hulley - Athletics Sarah Marvin - Cross Country Georgia Mentis - European Handball Sheila Roberto - European Handball Mikayla Mestousis - Athletics

Human Dimension - Students and Staff at OLMC

Student Attendance

YEAR LEVEL	Attendance Rate %
Year 7	96%
Year 8	94%
Year 9	94%
Year 10	93%
Year 11	95%
Year 12	95%

Ninety-five per cent of students attended school on average each school day in 2015. This was the same as the daily attendance in 2014.

Management of School Attendance

The College has a policy and procedure for the management of student non-attendance. The full text of the College's Policy for Student Attendance may be accessed on the College's website. From January 2015 all schools in NSW are required to use the mandatory Attendance Codes to record student attendance on the attendance register or roll. New South Wales attendance register codes have been implemented.

As part of the implementation of the National Standards, holidays taken by students outside of school vacation periods will now be included as absences. A Certificate of Exemption can no longer be granted for this purpose. Families are encouraged to holiday or travel during school vacations. The College Principal has the authority to accept the reason for absence or deny approval as it is deemed not in the best interests of the student and a Certificate of Extended Leave will not be granted and the absence will be recorded as unexplained. This change is reflected in the Student Attendance Policy and procedures. A new application form, the Parental Application for Leave Form, is available on the College website and parents/carers are required to submit this application two weeks prior to the planned leave of five or more days for the Principal's approval.

Non-Attendance Procedures

Parents/carers are responsible for:

- Responding to Absence SMS messages (which they receive if their daughter has been marked absent) in one of the following ways:
 1. replying via text message with an explanation, including daughter's name, year and date of absence
 2. replying via email to studentservices@olmc.nsw.edu.au with an explanation, including their daughter's name, year and date of absence
- Contacting Student Centre to verbally explain the absence/lateness. If this option is chosen, parents/carers are required to send a note in with their daughter immediately upon her return (as written confirmation).
- If their daughter is expected to be absent for more than three days, calling the College to explain the reason for this to the Pastoral Leader (such as illness or other circumstances).
- Putting in writing requests to the Principal for planned extended absences (for example, an overseas holiday).
- Long term absences (more than 3 days) are monitored and followed up firstly by the relevant Pastoral Leader, then the Director of Pastoral Care or one of the College Counsellors. Parents are contacted for an interview and plans are put in place to support the students' to return to school. External agencies may be involved in cases of long term student absence from the College.

Student Retention Rates

There is a strong student retention rate at the College with 149 students in Year 12 in 2015 enrolled in the College from 180 students in Year 10, 2013. The numbers that stay on do vary from year to year depending on the number of students who make the decision to move schools, often to coeducational schools, or move into the workforce.



Policies for Student Management & Welfare

Our Lady of Mercy College Parramatta seeks to provide a safe and supportive environment which:

- supports the spiritual, academic, social and emotional development of students;
- minimises risk of harm and ensures students feel secure;

- provides pastoral care programs that develop confidence, competence and a sense of self-worth.

To ensure that all aspects of the College's mission for providing for a student's welfare are implemented, the following policies and procedures are in place:

School Policies

Policy	Changes in 2015	Access to full text
Student Welfare	Nil	http://www.olmc.nsw.edu.au/_literature_85179/Pastoral_Care_Policy
Anti-bullying	Nil	http://www.olmc.nsw.edu.au/_literature_85182/Anti-Bullying_Policy
Discipline	Nil	http://www.olmc.nsw.edu.au/_literature_85181/Student_Management_Policy
Resolution of complaints policy	Draft policy and procedure	Draft accessed by request from the College Principal
Complaints and Grievances Resolution The policy uses appropriate procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.	The version created in 2015 ensures that all processes used to manage external complaints are based on procedural fairness.	The full text of the College's <i>Resolution of Complaints Policy</i> can be accessed by request from the Principal, from the College's website and intranet.

The above policies have been reviewed in 2015.

Policy for Student Management

OLMC is committed to providing a safe and caring environment, which fosters respect for others. The gospel values of mercy and justice are central to the management of students at OLMC – students are invited to learn and grow from their mistakes. In light of the College Mission Statement, we base our relationships on the teachings of the Gospel: *"Whatever you do to the least of my brothers and sisters you do unto me."*

The management of students at OLMC is undertaken within the framework of the College's approach to Pastoral Care and hence there is a commitment to work in partnership with students and parents. Student management, as practised at OLMC, is based upon respect for self, respect for others and respect for the proper use of authority. It always involves listening and forgiveness.

The overall well-being and growth of each individual as well as the welfare of the entire College community is intrinsic to the management of students. The just and equitable treatment of students and the maintenance of their dignity are principles

that underpin this policy. A primary focus at OLMC is to assist students to develop a genuine sense of social responsibility for themselves and the wider community.

Student management practices focus on developing self-discipline and for students to understand that there are consequences of their actions. OLMC affirms and rewards positive behaviours and intentions. Behaviours that have an adverse impact on the individual student and those around them result in sanctions which may include suspension, expulsion or exclusion. Accordingly, OLMC is committed to adopting procedures in relation to suspension and expulsion which are, in all respects, fair and appropriate and which are designed to avoid injustice in practice.

The College expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the College. The full text of the College's Policy for Student Management may be accessed on the College's website.

Anti-bullying Policy

Our Lady of Mercy College Parramatta is committed to providing a safe and caring environment which fosters respect for others and does not tolerate bullying. A whole-school approach recognises that bullying can be tackled by the student, parents, school staff and community members in a consistent and systematic manner. Appropriate structures, policies and practices are in place to provide the tools for dealing with day-to-day incidents of bullying and harassment, and longer term preventative strategies.

Objectives:

- Promote positive relationships both within the classroom and via participation in co-curricular activities which build a sense of community, identity and belonging.
- Enhance connectedness and self-worth by building caring relationships which offer support and show compassion and trust.
- Set high but achievable expectations by offering respect and guidance, building on the strengths of each person.
- Complement a whole school approach against bullying by reinforcing the skills, values and strategies that are needed for dealing effectively with instances of bullying.
- Send clear messages about what is and is not acceptable behaviour. The more subtle forms of bullying cannot be addressed if they are not named and understood to be forms of harassment.
- Facilitate communication with parents by developing and publicising procedures to identify and respond to parent or student concerns about bullying.

The full text of the Anti-bullying Policy and associated procedures is provided to all members of the College community on the Staff Portal and on the College website. A partial text of the same policy outlining expectations of students and teachers is also in the Student Diary. The Student Management Policy contains processes for student management that are based on procedural fairness.

No changes were made to this policy this year.

Merit System

The Merit System at OLMC works in conjunction with the overall student management strategy as a tangible avenue through which to proactively influence and reinforce positive behaviour. It seeks to recognise and acknowledge students for any outstanding effort and achievement and for positively contributing to the life of the College community.

The system is designed to allow all students the opportunity to consistently have their academic effort, positive attitude and good behaviour specially recognised as being an integral part of class and College life. Students are awarded merit codes for their efforts and not their natural abilities.

Formal Pastoral Program

The formal Pastoral Care Program has common strands in each Year Group - STRAND A: Mercy in Action; STRAND B: Learning for Life; STRAND C: Leadership in the Community; STRAND D: Well-being and Resilience.

The content delivered under the four central strands was reviewed by the Pastoral Leaders in Term 3, 2015. This annual review aims to maintain the contemporary nature of the content delivered in Pastoral Care lessons and to afford the girls a broad range of experiences.

Policy for Complaints and Grievances

OLMC is committed to developing an educational and organisational culture based on mutual trust and respect. We are committed to providing a safe and supportive work and learning environment for all employees and students.

The College acknowledges that students, parents and community members may sometimes have a complaint about a decision, behaviour, act or omission that they feel is unacceptable or affects them adversely. This policy provides a process for parents, students and members of the wider community to raise a complaint relating to any practice or policy of the College. These processes incorporate, as appropriate, principles of procedural fairness.

This policy works toward the achievement of the following objectives:

- to ensure that College practices and policies are consistent with the College Mission Statement;
- to resolve complaints and grievances as far as possible to the satisfaction of both the complainant and the College;
- to ensure that complaints and grievances are investigated without bias;
- to consider all aspects of a complaint or grievance and follow the principles of procedural fairness in investigating;
- to respond to complaints and grievances in a timely manner.

Principles of the Complaints Process

- investigated in a fair and impartial manner;
- a person facing a complaint is entitled to know detailed information about the substance of the complaint and have the opportunity to respond;
- confidentiality will be observed;
- the complaints management process will be respectful of all parties
- persons making a complaint will not be victimised or sanctioned in any way
- complaints will be addressed in a timely manner and the complainant will be advised if the matter cannot be finalised within one month.

Enrolment

OLMC is a secondary school. In 2015, there were 883 girls from Years 7 –12 enrolled at the College. As part of the pastoral care arrangements, students are allocated at the beginning of the year to Homeroom classes. In 2015 there were 44 Homeroom classes. In Years 8, 9, and 10 there were five streams and in Year 7 there were six streams for the following subjects, Religious Education, English, Science, History and Geography, Personal Development/ Health/ Physical Education.

In Year 7, students are mixed into different sets of eight streams for Technology, Drama, Music and Visual Arts and 7 streams for Mathematics. In Year 8, class sizes are reduced by having six streams for Mathematics and some practical subjects such as Technology, Music and Visual Arts.

Both Years 11-12 study English and have an additional 6 lines with a range of different subject options provided on these lines.

Enrolment Policy and Process in 2015

The ambition of the founder of the Sisters of Mercy, Catherine McAuley, to “fit the young women for earth without unfitting them for heaven” is fundamental to OLMC’s mission. This aim and the foundations established by the Sisters of Mercy strongly influence the operation of the College today including the enrolment process.

OLMC is an independent Catholic school that enrolls girls from families seeking a Catholic education in the Mercy tradition.

OLMC’s rich tradition and excellence in education have earned the College a strong reputation in the community.

Enrolment decisions at the College are based on the following considerations;

- The Year Group in which the girl wishes to enrol (the College’s main intake) is into Year 7 though occasionally vacancies do occur in other years in particular in Year 11.
- The provision of appropriate documentation - all applications must be supported by full documentation as detailed in the Enrolment Procedures.
- The capacity of the College to meet the applicant’s individual needs.
- Total student numbers - OLMC operates on a resource base to meet the educational needs of its enrolment.

Enrolment priorities:

- Applications are dealt with in order of receipt
- Applications are open to all families who seek a Catholic education for their daughter however;
 - Priority is given to female siblings of students currently enrolled at OLMC.
 - In terms of groups, priority is given in the following order:
 - Catholic applicants
 - Orthodox Christian applicants
 - Applicants from other Christian denominations
 - Other applicants

Should a family be unsuccessful in their application, they have the right of appeal against the College’s processes.

Enrolment Process

- A *Registration for Waiting List Form* (available on the College website) for admission to OLMC must be completed by both parents and forwarded to the College. The applicant’s name is then placed on the Waiting List.
- Two years prior to enrolment for a Year 7 student and at the time of application for students in other years, OLMC will require parents to:
 - complete the *Application for Enrolment Form*
 - provide a copy of the student’s last school report
 - provide any information which may assist in the determination of the College’s capacity to meet the educational needs of the applicant or to provide services or facilities that are not required by other students.
- The College will undertake an assessment process once all material is received.
- The Principal may require the parents and prospective student to attend an interview.
- At the conclusion of this process, OLMC may make an enrolment offer. To accept the offer, parents will be asked to:
 - complete the *Acceptance of Place Form*
 - pay the enrolment fee and enrolment deposit as outlined in the Fee Schedule.

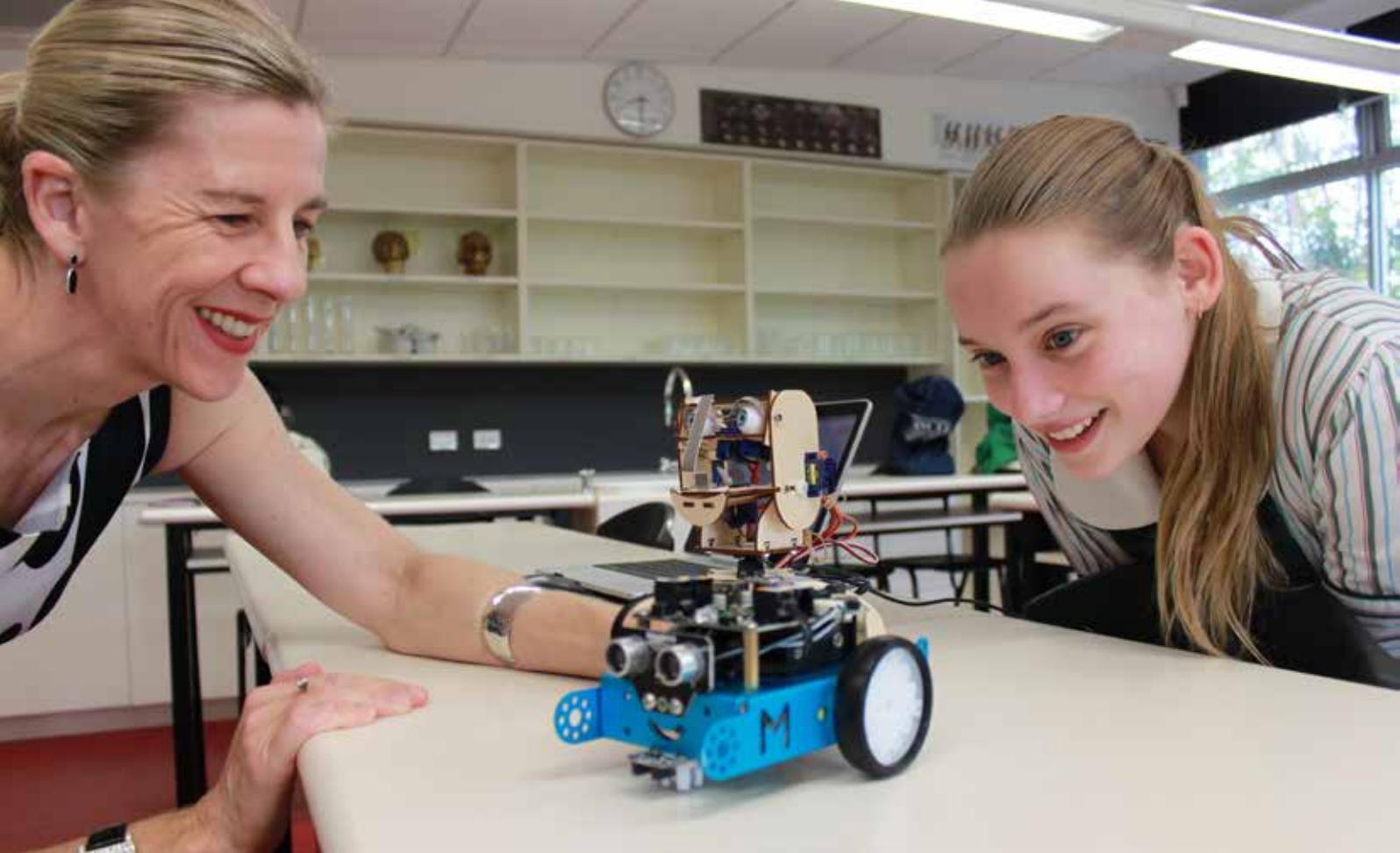
(These amounts are reviewed annually).



OLMC Staff Data

Ratios as at census date i.e. 6/8/15

Teacher: Non Teacher ratio (Head count)				Ratio
	Teaching staff	Non-teaching staff		
	76	34		2.2:1
Female: Male ratio (Head count)				Ratio
	Teaching staff	Non-teaching staff	All Staff	
Male	15	7	22	
Female	61	27	88	
Total	76	34	110	4:1
Catholic: Non Catholic ratio (Head count)				Ratio
	Teaching staff	Non-teaching staff	All Staff	
Catholic	60	18	78	
Non catholic	16	16	29	
Total	76	34	110	2.4:1
Average Age				
All Staff	47			



Parent, Student and Teacher Satisfaction

Working in partnership with parents as co-educators of their daughters is a strong philosophy at OLMC. Parents are encouraged to be involved in their daughter's learning and wellbeing at the College. Attendance by parents at 'parent/teacher' interviews in all year groups from Years 7 to 12 is well over 90%.

There is a very supportive and active Parents and Friends Association which meets eight times a year. The Parent and Friends Association conducted a number of highly successful activities throughout 2015 including the Year 7 Welcome Evening, the Mother/Daughter Mass, the Father/Daughter Mass, the Annual Trivia Night, the Year 7 Enrolment Evening BBQ and the Year 7 Orientation Day supper.

An exit survey is distributed to parents of students who leave the College which provides the College with useful information about their experience at OLMC.

In 2015, as in previous years, Year 12 students were invited to a series of morning teas attended by members of the College Leadership Team as a way of thanking them for their contributions to the College and asking them for their reflections on their time at OLMC and suggestions for the future.

Teachers at OLMC

Professional Learning

During 2015, members of the College Leadership Team, Leaders of Learning, Pastoral Leaders and teaching staff attended conferences across a broad range of educational areas. The conference organisers included such groups as AIS, ASR, Autism Understanding, BoSTES, Caritas Australia, HTA and History Council of NSW, Centre for Deeper Learning, CSSA, ISRA, Lawsense, Legal Studies Association of NSW, Macquarie University, National Art School, PDHPE Teachers' Association, STANSW, Synergetic, TTA, and the University of NSW.

Regular professional development was provided for all teaching staff throughout the year in professional learning sessions delivered as after-school workshops and Staff Development Days. Examples of the topics covered in these sessions included Assessment for Learning, Child Protection, Differentiation, First Aid, Work Health and Safety including a focus on Discrimination, Harassment and Bullying.

In addition, the following external professional development activities were undertaken by staff in 2015:

Description of the Professional Learning Activity	No of staff participating
Leadership – Participation in CSSA Forums, School Law workshops and workshops on leadership development	20
Pastoral Care – Participation in workshops that provided information to assist teachers in pastoral care positions to undertake their roles more effectively; workshops and conference that focused on current issues in adolescent health	9
Dance – Collaborating with others	1
English – Workshops on areas of study and strategies to improve student results	11
History – Workshops to enhance subject knowledge and attending State History Conference	4
HSIE – Economics and Legal Studies state conferences	6
Learning Enrichment – Workshops on autism and communication, Special Education	14
Library – workshops on working with copyright, critical thinking and higher engagement	5
Mathematics – Workshops providing an introduction to a wide range of pedagogies to support teaching and learning in Mathematics	18
Music – Attendance at workshops for more effective integration of technology in teaching	4
PDHPE – Network meetings and sport coaching workshops	13
Pedagogy – attending workshops to explore and evaluate a broad range of pedagogies in different school settings	24
Religious Education and Formation – Studies of Religion inservices on Islam and Judaism, and SOR conferences	29
Science – Attendance at Science and Physics conferences and workshops to enhance student performance	11
STEM - Symposiums and workshops regarding the promotion of STEM	8
TAS – Textile and jewellery making workshops and HSC seminars	5
VET – Opportunities for networking and validation	4
Visual Arts – Workshops with a focus on the development of photomedia and its application in bodies of work	6

Teaching Standards/Qualifications

Category	Number of Teachers
i. 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, or	86
ii. 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



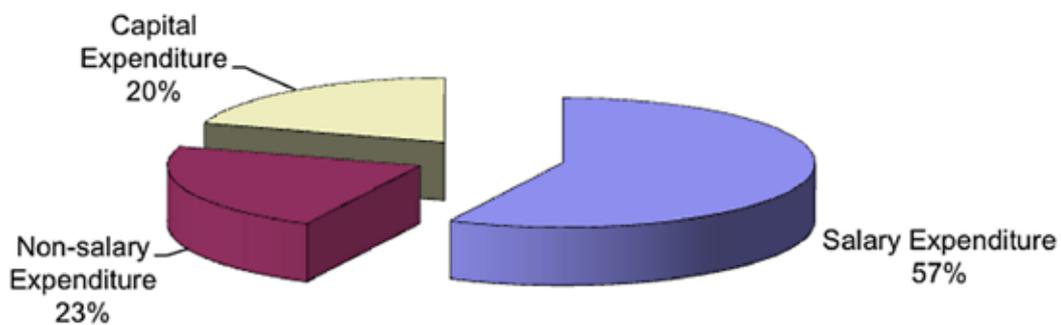
In conclusion, this Annual Report for Our Lady of Mercy College Parramatta provides an overview of the significant events that were held throughout the year as well as the many achievements by the members of the community. The report also contains an analysis of educational outcomes for the year. All these have come about due to the dedication and professionalism of both the teaching staff and non-teaching support staff at OLMC.

Students are well cared for and given a wide range of opportunities to give of their best. The College celebrates the achievements of students in all fields in 2015. OLMC remains a strong independent Catholic girls' school in the Mercy tradition.

Stephen Walsh
Principal
Our Lady of Mercy College Parramatta

Kerrie Walshaw
Chair
Board of Our Lady of Mercy College Parramatta

Recurrent & Capital Expenditure 2015



Recurrent & Capital Income 2015

