



# ANNUAL REPORT 2019



## SETTING THE SCENE

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*"...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 College community under the protection of Mary, Mother of God.

Through its integration across the curriculum of the Mercy Values of compassion, justice, mercy, 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 the State average in NAPLAN tests and in the Higher School Certificate Examinations. OLMC's Academic 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 service and social justice. Students are also encouraged to extend their abilities beyond the classroom by taking part in a range of co-curricular offerings in sport, the Creative and Performing Arts, environmental initiatives and in a variety of competitions.



## THE YEAR OF SERVICE:

# *expanding beyond what we know we can be*

Catherine McAuley, the Foundress of the Sisters of Mercy, said *"We should be shining lamps giving light to all around us"*. Just as Catherine sought to 'shine a light' on injustices in society, the College community is inspired to challenge practices and attitudes that have contributed to the marginalisation of vulnerable members of society. Finding ways to be of service to members of the OLMC community and beyond involved collaboration and actions that supported the vulnerable women of western Sydney. Therefore, the Parramatta Women's Shelter became the primary fundraising focus for 2019.

In 2019 the College warmly welcomed new staff, students and their families. This year we had 201 Year 7 students commencing their secondary education at OLMC. 2019 marks the 130th Anniversary of the founding of the College (1889).

In acknowledgement of this significant Anniversary, the College presented a Musical production of the Wizard of Oz, featuring over 100 students and staff. The successful production was held over three evenings and each of these was fully subscribed by the College community. Additionally the College, together with the Sisters of Mercy Parramatta, commissioned a sculpture of Mercy Foundress, Catherine McAuley, *"Come sit awhile"* by the artist Gael O'Leary.

In 2019, OLMC had an enrolment of 1,039 students 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 that meets 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 from Western Sydney, 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 its students. 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 the western, north western and south western parts of Sydney, many utilising public transport to travel to the College.





## FROM THE CHAIR OF OLMC BOARD

I am pleased to present the 2019 Annual School Report of Our Lady of Mercy College Parramatta providing, for our parents and the wider OLMC community, an overview of the College and its operations. The report includes information about the religious life of the College, educational activities, educational performance and achievements, 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 and ensuring that OLMC continues to provide a Catholic education based on the Mercy tradition for both the present and future generations of young women.

We accept the major responsibility of ensuring that OLMC is faithful to the traditions, values, charism and the philosophy of the Sisters of Mercy Parramatta within the context of the Catholic Church. As part of this responsibility, the Board pays close attention to the Mercy formation of its members.

In 2019, nearly all Board members attended a two-day weekend Board Formation workshop organised by the Sisters. This provided us with the opportunity to consider and reflect on *Laudato Si*, the Encyclical of Pope Francis focused on care for the environment and what this means for us as the Board of OLMC. As Stewardship is one of our Mercy Values there is a strong commitment to Sustainability at OLMC.

Another responsibility of the Board is to ensure that there is proper corporate governance in place at OLMC. As required by the Education Act, all Board members undertake the mandatory professional governance learning (minimum of 12 hours over three years).

The OLMC Board members reflect a diversity of background, skills and experience coming from educational, legal, financial, ethics, strategic planning, human resources, government relations, academia, communication, social welfare and architectural backgrounds. 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, plan strategically for the future and deal with challenging issues. The Board members are generous with their time as they juggle diverse and challenging work roles and family responsibilities. All members are voluntary and in addition to the Board, serve on at least one of the sub-committees.

One of these sub-committees is Teaching and Learning. Its role is to provide professional advice to the Educational leaders at OLMC and to be a source of critical information. The highly qualified Directors on this sub-committee are Sharon McLean (Chair), Sophie Ryan and Professor Michele Simons. Sharon has a long career in secondary education and was Head of Geography at a major independent school for ten years. Sophie worked at Parramatta Catholic Education Office as Director of System Performance (supervision of 20 schools K-12) and is a former Primary Principal in Catholic schools. Michele is currently Dean of Education at Western Sydney University (WSU) and was formerly the Dean of the School of Education at University of South Australia. All three are current and former members or office holders of major education related bodies.

The three other sub-committees are Finance, Audit, Risk and Compliance; Building; and Bursary, Scholarships and Financial Assistance.

I would like to acknowledge the commitment of my fellow Board members and their efforts throughout the year. My particular thanks to Sharon McLean for her support in the role of Deputy Chair; to Bill Rowan, Kaye Remington and Sister Patricia Bolster who have provided strong leadership to various sub-committees; and to Tim Mahony, Sophie Ryan, Rita Khodeir, Maree Collins, Michele Simons and Helen Bentham who all contribute in a range of areas, including serving on several 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.

## Planning for the future

A key responsibility of the Board, along with the educational community, is to ensure that OLMC continues to provide a Catholic education based on the Mercy tradition for not only the present but also future generations of young women. In 2019, we celebrated 130 years of Mercy education and the Board must strategically plan for the staffing, financial resources and facilities to support the sustainability of OLMC. We want the parents of future students to continue to see OLMC as a leading provider of a Catholic education for their daughters.

### Developing our staff

In April 2019, all teaching staff participated in a professional learning conference with the focus of Stronger Together. Professor Yong Zhao from the School of Education University of Kansas was the keynote speaker. The conference focused on enhancing professional learning for all members of the community by:

- updating teacher knowledge on trends in education and innovation (Inspiration)
- reflecting on and acknowledging individual skills and talents (Perspiration)
- utilising acquired knowledge and staff skills to build a strong strategy for each area of learning (Celebration)

These themes were encapsulated in the opening prayer using the cup, saucer and plate to acknowledge the individuals 'cup of talents' and the role that the community plate plays in supporting and utilising the individual.

In 2019, we welcomed new staff as a result of additional staffing requirements due to increased student numbers, staff pursuing professional career growth and staff retirements. Like most schools across the State, over the past few years we have been seeing significant numbers of teachers from the 'baby boomer' era retiring. It has also been very pleasing to see that OLMC teachers are achieving promotional positions in other schools. While we are always sorry to see staff move on, we are supportive of their career development. This contributes to the strong reputation of OLMC being a good school to work in and means that we can attract very good applicants when we recruit.

### Our facilities

During 2019, we completed the development of our 2018-28 Master Plan. This process was led by Mayoh Architects, who were selected by a competitive process at the end of 2018 based on the schematic Master Plan concept that they presented to us.

The key drivers for this Plan are:

- Catering for increased enrolments
- Providing new/upgraded facilities for Teaching and Learning that are contemporary and flexible and support our Learning Framework
- Improving circulation and wayfinding through the campus
- Providing new areas of open space
- Enhancing the historic elements of the site

The process involved extensive consultation with stakeholders and the engagement of specialist consultants to assess whether the design concept was achievable.

The plan that will be rolled out in stages involves the:

- Demolition of several existing buildings
- Construction of two new four storey buildings on Ross Street side
- Refurbishment of existing buildings
- Relocation of the main entry to the College
- Construction of an elevated landscaped walkway that links all the buildings and provides pedestrian connectivity.

The Concept plan is very exciting, and work will commence during the 2020 school holidays with the demolition of the 1941 building adjacent to Brigid Shelley. The construction of the new building in its place and the upgrading of the Brigid Shelley classrooms will start in 2021. All work will be planned to have the minimal impact on the operations of the College. It is a big challenge to take on this Master Plan, but we need to ensure that we are planning our facilities to meet the educational needs of the girls in the 2030s and beyond.

Roseneath was occupied during 2019 and the landscaping is currently being undertaken. The landscaping was delayed slightly as the remains of a well was discovered during the work and we were required to carry out archaeological investigations. The restoration work of Roseneath Cottage was nominated for a National Heritage Trust Award but unfortunately, we did not win.

### Our enrolments

In 2019, the positive trend towards higher enrolments continued as can be seen in the following table.

YEAR	ENROLMENTS	
	Year 7	Total school
2014	130	857
2015	174	884
2016	186	906
2017	200	955
2018	200	1021
2019	201	1039
2020	200	1079
2021 projected	200*	1121

*\*Based on current incoming students and enrolment patterns, it is expected that year 7 in 2021 will have between 200 and 205 students.*

The enrolments for Year 7 in the future years are very strong and I would encourage parents to secure the enrolments of any younger siblings. While the College will always closely monitor enrolment trends at the present time our enrolments are sound and reflect OLMC's reputation as a leading independent Catholic girls' school.

## Our Finances

It is our key responsibility along with the educational community to ensure that OLMC is financially sustainable. OLMC is in a sound financial position. In 2019 the operating surplus earned by the College during the year was \$1,731,276. As an independent school OLMC must plan for its capital works and as we always aim to limit borrowings, we try to build up our reserves. Late in 2019 we were successful in receiving a Commonwealth Block Grant through the Association of Independent Schools (AIS) of \$500,000 for Stage 1 of our Master Plan. This was welcomed and we will continue to apply for any grants that might be offered.

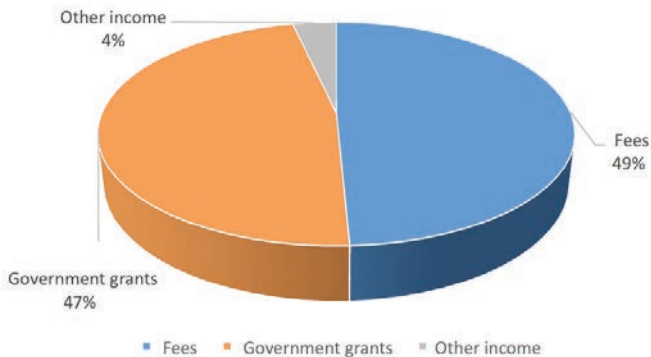
The piecharts below outline, for 2019, the sources of revenue and expenditure as well as our capital expenditure

In 2019, Danielle Dwyer, Director of Business Services, after 8 years at OLMC, resigned to take up a position at another school. We appreciated Danielle’s professionalism, hard work and sound management of the College’s resources and wished her well in her new career step. In July 2019, Michael Cuzic was appointed to the role and brings with him extensive executive level experience in financial and facilities management roles. The Board would like to commend all staff in Business Services for providing excellent and highly competent services.

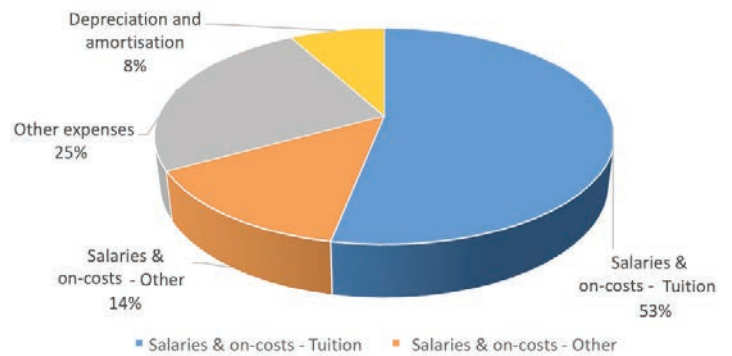
High level oversight of the financial position of OLMC is provided by the Finance, Audit, Risk & Compliance Sub-Committee of the Board that meets quarterly to review financial information and policy, including annual budget and annual financial reports. The Committee acts on behalf of the Board in reviewing and resolving matters relating to the management of risk and ensuring compliance with laws, regulations, rulings and practice guidelines issued by various authorities and impacting the College.

Last year, it was indicated that the Commonwealth funding arrangements would be changing with the introduction of a national needs-based model that aims to transition all schools to a set share of Commonwealth funding. While the Commonwealth Government provides 80% of the Schooling Resource Standard in funding non-government schools this base funding is discounted or reduced by the anticipated capacity of the parents and guardians to financially contribute to cost of schooling. From 2020 the Government will introduce the new method for calculating a school community’s ‘capacity to contribute’ (CTC) based on a *Direct Measure of Income* of parents and guardians of students at a school. For OLMC this means that we will receive less Commonwealth funding in the future losing approximately \$271,000 in 2022 increasing to \$542,000 in 2023. This annual recurrent reduction of \$542,000 in funding will require OLMC to continue our focus on achieving improved effectiveness and further cost efficiencies while improving our educational delivery.

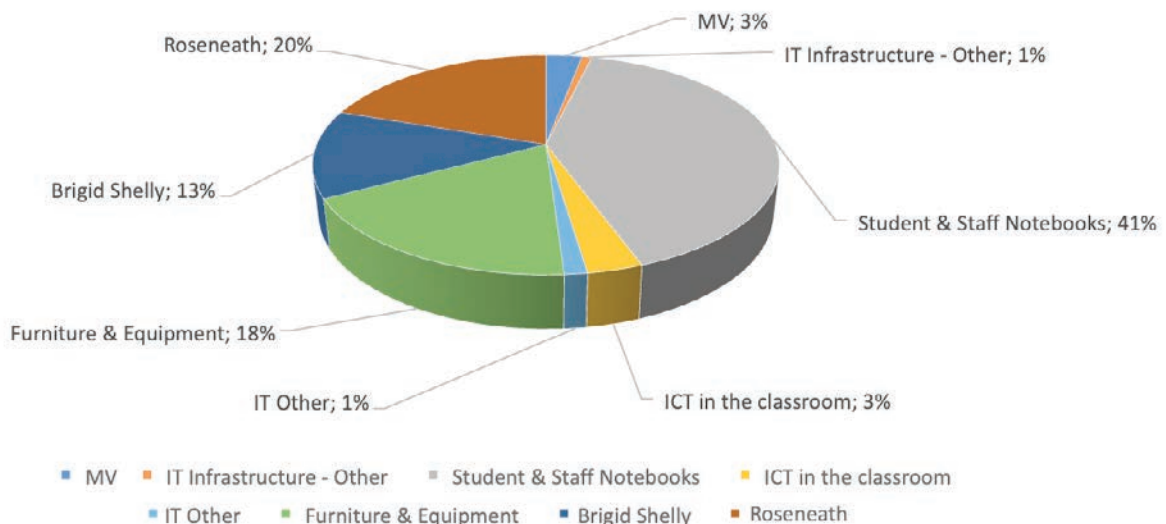
### Sources of Revenue 2019



### Sources of Expenditure 2019



### Capital Expenditure 2019





## Our Partnerships

Over 2019, OLMC strengthened its relationship with Western Sydney University (WSU) and this culminated in the signing of a Memorandum of Understanding with them in November 2019. This establishes the foundation for a cooperative and productive relationship between the two institutions for the broad purpose of developing the learning of students and staff at both OLMC and WSU. Projects and shared initiatives will include the development and conduct of joint OLMC/WSU research projects; possibility of OLMC accessing some of the sporting fields and other specialist facilities at WSU; professional development opportunities for staff at both institutions and discussion of some longer-term initiatives in relation to shared facilities.

## The OLMC community

The Board had a sound working relationship with the Principal, Mr Stephen Walsh, the Deputy Principal, Mrs Marie Wood, the OLMC Leadership team and other staff. I would like to congratulate the Leadership Team on another successful year and acknowledge the leadership demonstrated by them in relation to the mission, teaching and learning and pastoral care at OLMC. Most importantly, the Board thanks the staff at OLMC who contribute to making it a great school.

I wish to thank Sisters Mary-Louise Petro, Maria Lawton, Trish Bolster, Margaret Jones and Margaret Sheppard, members of the Congregational Leadership team, for their strong support over the past year. The Board appreciates and highly values the involvement of the Sisters in OLMC activities and the strengthening of our partnerships with the Sisters in the delivery of ongoing Staff Formation. The girls and staff gain much from the involvement of the Sisters in College activities.

The Board would like to acknowledge the valuable work performed by the members of the Parents and Friends Association (P&F) and thank them for their contributions and assistance at many College events. It is gratifying to see the warm welcome that the P&F members extend to the parents of the new Year 7 students.

Finally, I would like to recognise the contributions of the parents, the OLMC Alumnae, and other members of the broader OLMC community, to the development and achievements of the College. Your ongoing commitment and support are much appreciated.

The Board commends the College leaders, teachers, staff and students for their dedication and achievements that are outlined in the following 2019 Annual Report.

**Kerrie Walshaw**

*Chair*

Board of Our Lady of Mercy College Parramatta







## FROM THE PRINCIPAL

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In 2018, the College focussed on our Mercy Value of Hospitality. 2019 has been a year that the College has focussed on our Mercy value of Service.

Service is the action of doing work or helping someone. Catherine McAuley defined mercy and service as 'the principal path marked out by Jesus Christ for those who wish to follow his example'. The Year 12 theme in 2019 was to 'be the hero in 1-3-0' and the student leaders capably led the student body in the pursuit of one thought, three actions and zero regrets as they sought to serve the needs of others. This was regularly encouraged and acknowledged at the College's fortnightly assemblies.

The 2019 school year began with the Opening School Mass held in the Ailsa Mackinnon Community Centre celebrated by Father Walter Fogarty. It was well-attended by parents in the OLMC community.

### Highlights for 2019

#### International Women's Day

International Women's Day on 8 March was celebrated with a lunchtime guest speaker - Liz Scully, Chair, NSW Labor Women's Forum and Chair, Parramatta Women's Shelter.

#### Mercy Tree

The funds raised by the Mercy Tree continue 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 Parramatta Women's Shelter.

#### Catherine McAuley Award

The OLMC Parramatta Catherine McAuley Alumnae was awarded to Dr Melissa Hunfalvay. She is Chief Science Officer & Co-Founder, RightEye, LLC. Dr Hunfalvay spoke to the community about her achievements in science and the values she had learnt from her education at OLMC, inspiring students to aspire to be their personal best, to persevere and to contribute to the global community as best they can.



## Scholarships for 2020

There were over 80 applications for scholarships for 2020. All candidates completed the ALLWELL testing in early March. From these results, three students and their parents were invited to meet with Sister Patricia Bolster RSM and myself. A Year 7 Alumnae Scholarship, introduced by the College Board and partly sponsored by the OLMC Alumnae, was offered to a student coming from an Alumnae family.

## Friday morning Mass and OLMC Chaplain

Friday morning Mass continued throughout 2019 with Father Walter leading weekly Eucharist for the College community.

## P&F Fundraiser for Mercy Works

The College P&F held a Comedy for a Cause social entertainment evening in August to raise funds for Mercy Works for 2019.

## HSC examinations concluded on 12 November

The Year 12 Formal was held on Wednesday, 13 November at the Waterfront, Bicentennial Park. It was a lovely evening.

## The annual Celebration of Excellence 7 December

On 7 December, the College celebrated the annual Celebration of Achievement Evening in the Ailsa Mackinnon Community Centre. We were able to seat 1200 people for the evening and the auditorium was full. The guest speaker for the night was Ms Tania Smith from the Parramatta Women's Shelter.

## Thank you Cocktail Evening

The annual 'Thank You' Cocktail evening was held on Monday 25 November in the Ailsa Mackinnon Community Centre after the Board meeting. Thank you to all Board members and Sisters of Mercy and special guests who shared the evening with us.

## The OLMC P&F

Lead by the President and the P&F executive who supported the College throughout the year at the following events:

1. Year 7 Welcome Evening
2. College Open day
3. Year 7 2019 Welcome Evening
4. Mother/daughter Mass
5. Father/daughter Breakfast Liturgy

The P&F also allocated part of their funds this year to the purchasing of new playground equipment across the College campus.

## Women in Leadership Forum

Four inspirational speakers challenged the students and attendees 'to embrace all opportunities and to back themselves' at the OLMC Women in Leadership Forum held at the College on Wednesday 29 May, 2019 in the Ailsa Mackinnon Community Centre. Organised by our Deputy Principal, Marie Wood, the guest speakers were Edwina Bartholomew - Journalist and Presenter with the Seven Network was joined by Annabelle Chauncy OAM - CEO and Founding Director of School for Life Foundation, Liz Scully - Chair, NSW Labor Women's Forum and Chair, Parramatta Women's Shelter and Belinda Woolford - CEO Ronald McDonald House Charities Greater Western Sydney.

## Mercy Day

Mercy day was held on Friday, 20 September 2019. Mass was celebrated by Father Walter Fogarty.

After the Mass, the eight College Houses raised funds for Mercy Works through various interactive initiatives which raised awareness of such issues as climate change, refugees and asylum seeker concerns and support for women's refugees in western Sydney.

## Catholic independent school enterprise agreements from CCER

Teaching staff have received their 2.5% wage increase back dated to the first full pay period in February. Support staff gained their 2.5% increase for the year.

### Mrs Marie Wood

*Principal (Acting)*

Our Lady of Mercy College Parramatta



## FROM THE OLMC STUDENT LEADERS

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The Student Leaders and Student Representative Council at OLMC were once again very active over the course of 2019.

The Year 12 theme was 'be the hero in 130'. This theme supported the College's focus of our value of Service.

The Senior Leaders were involved in organising and leading a range of social justice activities including the annual Caritas Project Compassion campaign during Lent and other social justice activities organised by the six Mercy schools in Sydney. Students

participated in the annual 'Big Breakfast' to raise money and awareness of cancer research. 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 of activities for staff and students. The annual SRC Dance attracted many 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. The students provided leadership and hospitality at the annual Alumnae Reunion Day, and the College Open Day.



# SCHOOL-DETERMINED IMPROVEMENT ACHIEVEMENTS FOR 2019

Within our strong Mercy tradition, we will:

- Enhance a welcoming environment in a school that aims to promote and strengthen its Catholic identity. We shall continue to provide opportunities for students, staff and parents to enrich their faith and spirituality through liturgical celebration, prayer, reflection and formation, leadership and practical works of Mercy ministry in a rapidly changing world, recognising that we can all make a difference.
- Provide excellence in education where priorities for continuous improvement and growth in student learning and wellbeing outcomes are aligned to the OLMC *Transforming Learning Framework*. Along with our commitment to best practices in girls' education we will focus on learning that develops critical and creative thinkers who confidently innovate and self-evaluate their learning progress within a safe and supportive pastoral environment.
- Continue to provide and expand professional development opportunities for our staff in a supportive and collaborative community. We will continue to provide a working environment that is both reflective and innovative in practice and which supports growth in learning and wellbeing for all.
- Develop the best possible learning and physical resources to meet the contemporary needs of the College community. We acknowledge our responsibility to maintain OLMC as a dynamic and vibrant Mercy school for future generations of young women. We will seek to lead the school with regard to ethical governance and responsible stewardship of all of our resources. The new Masterplan outlining maintenance and capital works will be sensitive to our heritage and imbued with ecological sustainable practices which respond to contemporary learning needs.

Mission	Students	Teachers	Community
<ul style="list-style-type: none"> <li>• Develop connections within the broader Mercy community using a technologically rich environment</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance student technological efficacy to strengthen student learning and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Develop teachers' use of innovative technology to enhance student learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance effective communications within the College and broader community</li> </ul>
<ul style="list-style-type: none"> <li>• Promote the mission of Jesus Christ and the Mercy Charism within the OLMC community</li> <li>• Enhance teachers' capacity to identify as Mercy educators</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to implement best practice wellbeing strategies and initiatives to enhance student wellbeing</li> <li>• Enhance students' sense of belonging through effective House activities</li> <li>• Continue to provide positive transition experiences for all new students</li> <li>• Enhance the processes of celebrating student achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities for teachers to engage in internal and external interdisciplinary relationships.</li> <li>• Provide opportunities through the House system to strengthen relationships with parents.</li> <li>• Expand the coaching and mentoring skills of staff</li> <li>• Adopt a personalised approach to student learning</li> <li>• Foster an academic care approach that recognises the House Leader as the case manager for all students in the House</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance the opportunities for parent involvement in student learning</li> <li>• Continue to engage with the Mercy community including the Sisters of Mercy Parramatta, OLMC Alumnae, P&amp;F</li> <li>• Continue to engage with the local and global community</li> </ul>
<ul style="list-style-type: none"> <li>• Provide opportunities for staff and students to embrace the Mercy charism through diverse formation experiences</li> <li>• Expand staff and student opportunities to participate in global exchange and immersion experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance student efficacy through collaborative learning opportunities and wellbeing initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance collaborative and active professional learning opportunities to support teacher growth</li> </ul>	<ul style="list-style-type: none"> <li>• Leverage the community use of the College campus</li> <li>• Leverage the use of Roseneath as a flexible learning/ community space</li> <li>• Develop and implement an effective College Masterplan</li> </ul>
	<ul style="list-style-type: none"> <li>• Promote student learning and wellbeing experiences that are personalised and inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Personalise staff professional learning pathways aligned to the College Strategic Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Implement flexible structures that support personalised learning and wellbeing initiatives</li> </ul>

Mission	Students	Teachers	Community
<ul style="list-style-type: none"> <li>Strengthen the visible signs of Mercy throughout the College campus</li> </ul>	<ul style="list-style-type: none"> <li>Support students to actively engage with learning intentions and success criteria</li> </ul>	<ul style="list-style-type: none"> <li>Enhance teacher capacity through personalised professional development opportunities</li> <li>Provide staff learning and wellbeing initiatives which are informed by best practice</li> </ul>	
<ul style="list-style-type: none"> <li>Promote opportunities for effective community engagement in social justice issues</li> </ul>	<ul style="list-style-type: none"> <li>Enhance student capacity to engage in formal and informal feedback that is personal, peer-to-peer and student to teacher</li> <li>Cultivate student understanding of and engagement with assessment for learning, of learning and as learning</li> <li>Acknowledge and regularly celebrate student learning growth</li> </ul>	<ul style="list-style-type: none"> <li>Promote a culture of peer-coaching and mentoring underpinned by Mercy Values</li> </ul>	<ul style="list-style-type: none"> <li>Engage with feedback to ensure alignment with student, staff, parent community needs</li> </ul>
<ul style="list-style-type: none"> <li>Recognise and value the faith journey all members of the college community</li> </ul>	<ul style="list-style-type: none"> <li>Access personalised (bespoke) learning pathways and curriculum</li> <li>Enhance student capacity to articulate learning goals</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate diverse opportunities for professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Establish a sustainable approach to stewardship</li> </ul>
<ul style="list-style-type: none"> <li>Differentiate Mercy Formation experiences that enrich the lives of all members of the OLMC Community</li> </ul>	<ul style="list-style-type: none"> <li>Establish an inclusive learning culture for all learners</li> <li>Implement intervention programs that support diverse student needs</li> <li>Provide a diverse co-curricular program</li> </ul>	<ul style="list-style-type: none"> <li>Support all staff in their inclusive teaching and learning practices</li> <li>Foster external professional networks</li> </ul>	<ul style="list-style-type: none"> <li>Attract and retain quality staff</li> </ul>
<ul style="list-style-type: none"> <li>Foster a mindful approach to all spiritual practices</li> </ul>	<ul style="list-style-type: none"> <li>Practise mindfulness for learning to develop successful learning skills and strategies</li> <li>Continue utilising and evaluating best practice wellbeing initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Utilise mindfulness strategies that support staff wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Promote a Mercy culture that engages with mindful learning practices</li> </ul>
<ul style="list-style-type: none"> <li>Ensure that Catholic identity and the Mercy charism is appropriately embedded across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Utilise an evidenced based approach to student learning and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Use of a range of data to inform teacher practice and student growth</li> <li>Establish the OLMC Insight Dashboard to track learning growth and deliver personalised learning outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Develop an agreed approach to the use of data analytics to improve system development, financial planning and projected enrolments</li> <li>Develop and implement effective communications systems</li> <li>Use data to assist in the development and implementation of the next College Masterplan</li> </ul>
<ul style="list-style-type: none"> <li>Provide Mission initiatives and faith learning that are innovative and Christ centred</li> </ul>	<ul style="list-style-type: none"> <li>Engage and grow through 'next practice' teaching and learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Commit to developing 'next practice' for teaching and learning</li> <li>Support all staff to continually seek professional growth</li> </ul>	<ul style="list-style-type: none"> <li>Implement next practice strategies in the effective use of the College resources</li> </ul>
<ul style="list-style-type: none"> <li>Engage in a lifelong faith journey</li> <li>Value the faith diversity of individuals as members of an inclusive, Christ centred community</li> </ul>	<ul style="list-style-type: none"> <li>Adopt a growth mindset that recognises learning opportunities and values growth over achievement.</li> <li>Enhance student capacity to recognise formal and informal leadership opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Promote a growth mindset that optimises student learning growth and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the College reputation as the leading Catholic Independent girls school of greater Western Sydney</li> </ul>





## MISSION AND IDENTITY

### Mercy Values

The College has selected eight Mercy Values which are integrated across the curriculum and Pastoral Care program, and remain a focal point in College life. The Mercy Values are:

- Mercy
- Justice
- Compassion
- Dignity
- Excellence
- Hospitality
- Stewardship
- Service

Each year, the College selects one Mercy Value as a focus for the year. In 2019, the Mercy Value of Service was a fitting one for our 130 year celebrations. It also reinforced the importance of the Mercy Engaged program and allowed for reflection on the idea of service for self, others and God.

### Formation

All aspects of College life are centred around the Gospel values and teachings of Jesus Christ. Our Catholic identity underpins the theological and spiritual formation and experiences provided to all staff and students.

Our Mercy charism connects us to Catherine McAuley in a real and dynamic way. Her values, beliefs and actions and all intertwined into the curricular and co-curricular life at the College. Students are exposed to programs in Religious Education that cover a wide range of topics allowing for academic, spiritual and faith formation whilst always supporting and enriching their Catholic faith and identity.

A Mercy education focuses on the whole person. As a Catholic College, prayer is central to life at OLMC and the College Retreats, Reflection Days, liturgies and social justice initiatives are all opportunities for students to develop a personal relationship with God. These activities are related to the College's Mercy identity and heritage and are always wonderfully supported by the College Chaplain, Fr Walter Fogarty, who provides opportunity for participation in the Eucharist and Reconciliation.

The Spiritual formation of staff and students is supported and deepened through participation in either a Reflection Day (Year 7-10), a three day Retreat (Year 11 and 12), or a Staff Spirituality Day. These are valuable opportunities designed to facilitate spiritual development and growth.



## Outreach

OLMC lives its Mercy Values through initiatives in the areas of cultural awareness. This occurs not only through activities and initiatives run within the College, but also opportunities that arise to enable students to participate in immersions and outreach programs such as the Mercy Engaged program.

**Service Learning Trip to Cambodia:** The students and staff alike were able to immerse themselves in a new culture, language and way of life. By participating in several service learning projects like the building of a recycling station in a primary school, and assisting to build two houses, those involved were left feeling empowered knowing that their hard work, and the support of the College who assisted in raising funds, will be life changing to the people directly connected to these projects.

**Mercy Pilgrimage:** The Pilgrimage to Ireland and Rome was an excellent way for the students to be able to see, first hand, the roots of our Mercy story in Ireland, as well as the rich history of the Roman Empire and spread of Christianity throughout Europe. The rich experiences will live on in the hearts and minds of all who travelled.

**Mercy Engaged:** The Community Engagement Program has continued for another year and saw many girls participating in rich and rewarding activities in the school and local community. Some girls have maintained regular contact with their places of engagement and will continue this work into the future.

Reaching out to others is one way that we can show the value for the other person. In the Year of Service, getting out and being a participant has been a rewarding experience for many.

## 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 at the heart of Mission at the College. Mercy Action and Stewardship Leaders work directly with the students to ensure that the entire College community are kept up to date with issues relating to the just treatment of all people, animals, plants and places. One of the main ways to engage in works of justice is through education. Being informed and becoming an advocate means you can become an agent for change. We have seen this first-hand through campaigns and initiatives that have been run this year at the College, including Mercy Day where the theme of 'Displacement of People, Degradation of the Earth' was relevant and key issues were highlighted.

We continued our partnerships with agencies such as Mercy Works, Jesuit Refugee Service, Caritas Australia, St Vincent de Paul, Hope Hostel and Catholic Mission. This allowed students to hear first-hand stories related to people living in our local community. The opening of the Women's Community Shelter in Parramatta has also been a recipient of donations from staff and is the key focus for our Mercy Tree Appeal.

Mission has been, and will continue to be, a real and prominent face at OLMC because, in the words of Catherine McAuley, "We can never say it is enough" (familiar instructions, p.2).

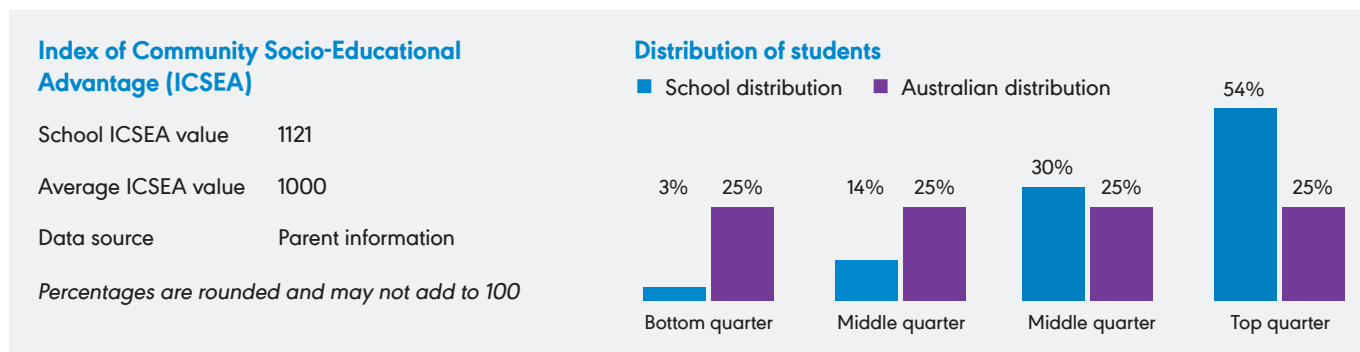


# TEACHING AND LEARNING

## Quality Teaching and Learning

OLMC is committed to enabling students to achieve personal excellence and grow into life-long learners. OLMC takes a personalised approach to student learning and offers an academically rigorous program, providing diverse opportunities through the curriculum, to enable student growth.

### Student Background



## Student Outcomes in National and State-Wide Tests and Examinations

### 2019 NAPLAN Results

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7, and 9.

### Percentage of Students in Band Category

The Percentage of Students in Band Category report provides a high level view of a school's percentage of students in the NAPLAN band categories and compares the scores to the school's Statistically Similar School Group (SSSG) and NSW government schools (DoE).

Years	7 OLMC	7 SSSG	7 State	9 OLMC	9 SSSG	9 State
Reading	51.7	49.0	32.1	33.5	39.1	25.4
Writing	41.8	27.8	19.1	36.2	19.9	13.8
Spelling	58.5	48.2	36.2	47.6	33.0	25.7
Grammar & Punctuation	58.7	48.0	32.7	34.6	31.9	22.1
Numeracy	52.7	59.2	37.7	42.7	45.5	28.7

The report shows achievement in the top two bands reported for NAPLAN testing.

## ROSA

### Year 10

In 2019, there were 171 students in Year 10. The formal Record of School Achievement was awarded by NESA to two students in this cohort.

### Year 11

In 2019, there were 154 students in Year 11. The school did not have any students who required the award of a Record of School Achievement in this cohort.

## Higher School Certificate

In 2019, 120 students sat for the NSW Higher School Certificate in 35 courses. In total, 100% of candidates across all courses achieved marks of 50 or more (Band 2 or higher) with 62% of these placed in Bands 5 and 6 (80-100 marks). Of the 19 candidates who sat for one extension course, 100% achieved the highest bands with 40 marks or more.

Some highlights of this cohort's achievements include:

- 157th school in the State in the Sydney Morning Herald's Ranking out of 3000 schools in NSW
- 13th in State for Business Studies
- 18% of cohort achieved an ATAR above 90
- 39 Distinguished Achievers (Band 6)
- Highest ATAR - 97.45

In 2019, 17% of the Year 12 cohort attained a certificate or equivalent vocational educational and training qualification.

## Bands 5 & 6 by HSC Course

Course	Name	Band 5 and 6 %
15020	Ancient History	100
15030	Biology	54
26199	Business Services Examination	57
15040	Business Studies	52
15050	Chemistry	67
15060	Community and Family Studies	48
15070	Dance	33
15080	Design and Technology	100
15090	Drama	57
15100	Earth and Environmental Science	100
15110	Economics	63
15140	English Advanced	80
15130	English Standard	17
15670	French Beginners	100
15190	Geography	75
26587	Hospitality Examination	70
15220	Legal Studies	52
15240	Mathematics	58
15236	Mathematics Standard 2	25
15270	Modern History	42
15290	Music 1	94
15320	PDHPE	66
15330	Physics	43
15350	Society and Culture	55
15370	Studies of Religion I	85
15380	Studies of Religion II	46
15400	Visual Arts	89



## HSC Subject Ranks

Our Lady of Mercy College Parramatta Ranking in Subject by HSC Success Rate, 2019

Course Name	School Rank	#of Schools Ranked	Das	Entries	Subject Success Ratio	Subject Success Rate Percentile
Personal Development, Health and Physical Education	16	211	7	29	24.1%	92.4%
Studies of Religion 1	9	109	6	20	30.0%	91.7%
Business Studies	50	232	5	25	20.0%	78.4%
Biology	75	246	5	41	12.2%	69.5%
English Advanced	157	270	6	66	9.1%	41.9%
Mathematics	166	273	5	33	15.2%	39.2%
Mathematics Standard 2	204	312	2	55	3.6%	34.6%
Studies of Religion II	53	65	3	100	3.0%	18.5%
Chemistry	96	113	1	21	4.8%	15.0%
Community and Family Studies	70	80	1	25	4.0%	12.5%
Legal Studies	139	157	1	21	4.8%	11.5%



## Z Score

A z-score measures the distance – measured in standard deviations – that a score is from the mean. Therefore, the z-score analysis shows a school's performance relative to the state mean in each selected course. Using this statistic, you can compare your school's mean performance in a course to the performance of the state cohort in this course, and by doing this across several years make some judgements about relative performance in a course over a period of time.

COURSE NAME	2014 z score	2015 z score	2016 z score	2017 z score	2018 z score	2019 z score
Ancient History 2 unit	0.38	0.46	0.69	0.42	0.86	1.11
Biology 2 unit	0.52	0.25	0.57	0.52	0.44	0.63
Business Studies 2 unit	0.76	0.65	0.33	0.70	0.73	0.30
Chemistry 2 unit	0.05	0.29	0.03	0.17	0.15	0.42
Community and Family Studies 2 unit	0.55	0.84	0.86	0.69	0.79	0.26
Dance 2 unit	0.05	- 0.23		- 0.39	0.99	- 0.44
Design and Technology 2 unit	0.31	0.78	0.56	0.93	0.09	0.80
Drama 2 unit	1.14	0.44	0.86	0.05	0.08	0.36
Earth and Environmental Science 2 unit	0.70	0.58	0.47	0.51		0.99
Economics 2 unit	0.18	0.30	0.10	0.07	0.28	0.25
English (Standard) 2 unit	0.67	0.63	0.41	0.39	0.69	0.49
English (Advanced) 2 unit	0.23	0.09	0.13	0.40	0.44	0.24
English Extension 1 1 unit	- 0.01	- 0.17	0.13	0.79	0.98	- 0.35
English Extension 2 1 unit	0.35	- 0.22	- 0.10	0.99	1.15	
Food Technology 2 unit	0.53	1.05		0.75		
Geography 2 unit	0.47	0.56	0.48	0.42	0.62	0.82
Legal Studies 2 unit	0.48	0.84	0.59	0.55	0.49	0.32
Mathematics General 2 2 unit	0.65	0.39	0.37	0.50	0.85	0.36
Mathematics 2 unit	0.02	0.10	0.14	0.06	- 0.04	0.22
Mathematics Extension 1 2 unit	- 0.44	0.04	- 0.08	- 0.15	0.02	- 0.02
Mathematics Extension 2 2 unit	- 0.29	- 0.36	- 0.70	- 0.39	0.07	- 0.07
Modern History 2 unit	0.26	0.19	0.16	0.86		0.16
History Extension 1 unit	0.14	- 0.43	- 0.25	0.71		
Music 1 2 unit	0.90	0.54	0.36	0.27	0.25	0.72
Music 2 2 unit	- 0.44		0.28	- 0.68	- 0.03	
Music Extension 1 unit	- 1.04		- 0.40	- 0.89		
Personal Development, Health and Physical	0.68	0.72	0.82	0.68	0.76	0.84
Physics 2 unit	- 0.29	0.33	0.19	0.31	0.02	0.28
Senior Science 2 unit	0.98	0.62	0.84	0.94	0.99	-
Society and Culture 2 unit	0.44	0.59	0.52	0.48		0.25
Studies of Religion I 1 unit	0.32	0.16	0.23	0.71	0.33	0.57
Studies of Religion II 2 unit	0.33	0.45	0.39	0.53	0.41	0.06
Textiles and Design 2 unit	0.33	- 0.02	0.68			
Visual Arts 2 unit	0.75	0.45	0.41	0.43	0.86	0.53
French Beginners 2 unit	0.37	0.88	0.63		0.47	0.50
French Continuers 2 unit	- 1.05	- 0.15	- 0.54		- 0.76	
Japanese Beginners 2 unit		- 0.63		0.91		
Japanese Continuers 2 unit		- 0.29	0.60	0.13	0.48	
Business Services Examination 2 unit	- 0.34	0.84	1.24	0.85	0.40	0.30
Hospitality Examination 2 unit	0.81	1.19	0.50	0.43	1.16	0.82
Retail Services Examination 2 unit	0.68	1.10				

# POST HSC DESTINATION OUTCOMES

Class of 2019 - 120 students in cohort

## University (Bachelor Degree)

INSTITUTION	Students
Australian Catholic University	11
Macquarie University	27
Torrens University	2
University of Notre Dame	5
University of New South Wales	11
University of Sydney	14
University of Technology Sydney	16
Western Sydney University	10
Interstate	-
Overseas	-
<b>Total places</b>	<b>94</b>

## Bachelor degree breakdown

DEGREE TYPE	Students
Single	66
Double (combined)	28

## University Pathway Courses

INSTITUTION/COURSE	Students
Australian Catholic University - College - Diploma & Certificate program	2
Macquarie University - The College - Diploma program; Intensive program	4
University of Technology - Insearch - Diploma	1
University of Newcastle - Newstep program	1
Monash University - The College - Diplomas	1
<b>Total places</b>	<b>9</b>

## VET providers (Diploma/Certificate Level)

INSTITUTION/COURSE	Students
TAFE - Diploma	1
AFL - Certificate III (Traineeship)	1
Greenleaf ELC - Certificate III (Traineeship)	1
<b>Total places</b>	<b>3</b>

## Private Colleges (Bachelor/Diploma Level)

INSTITUTION/COURSE	Students
International College of Management, Sydney - Bachelor	1
Macleay College - Diploma	1
<b>Total places</b>	<b>2</b>

<b>Total Number of Students in Further Education</b>	<b>108</b>
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## Employment

PATTERN OF WORK - FIELD OF WORK	Students
Part-time employment	2
Full-time employment	1
Seeking employment/Gap year/Unknown	9
<b>Total places</b>	<b>12</b>

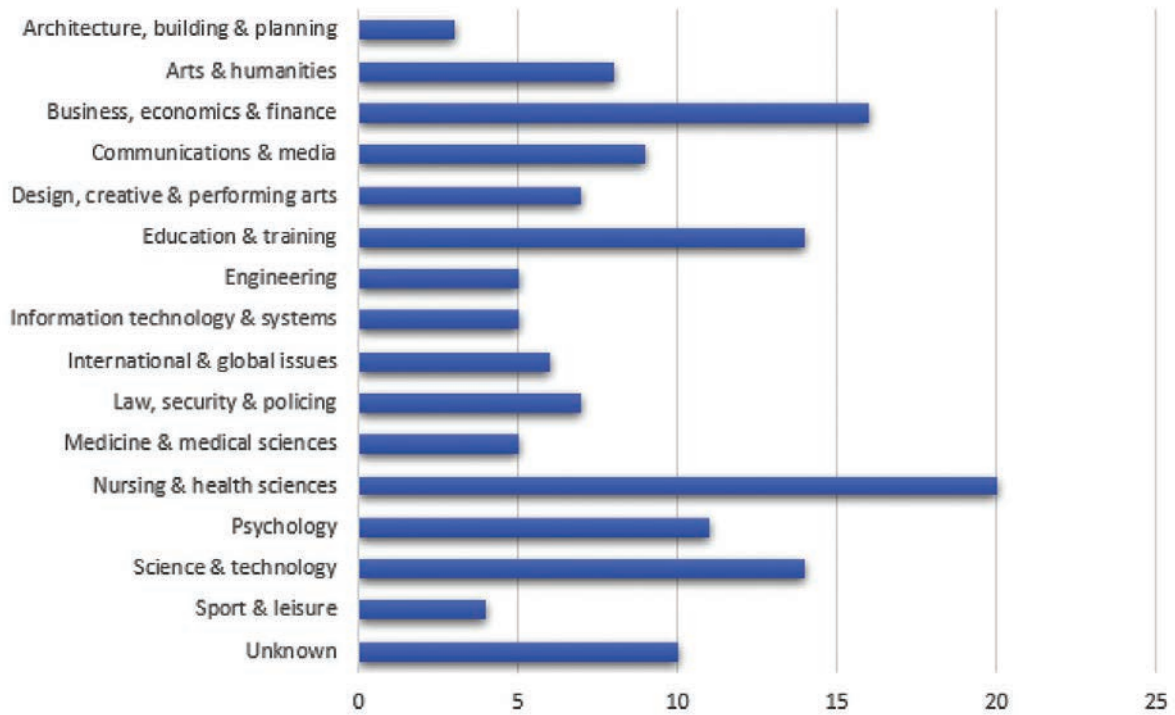
<b>Total Number of Students in Employment</b>	<b>12</b>
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## Summary of Destination Outcomes

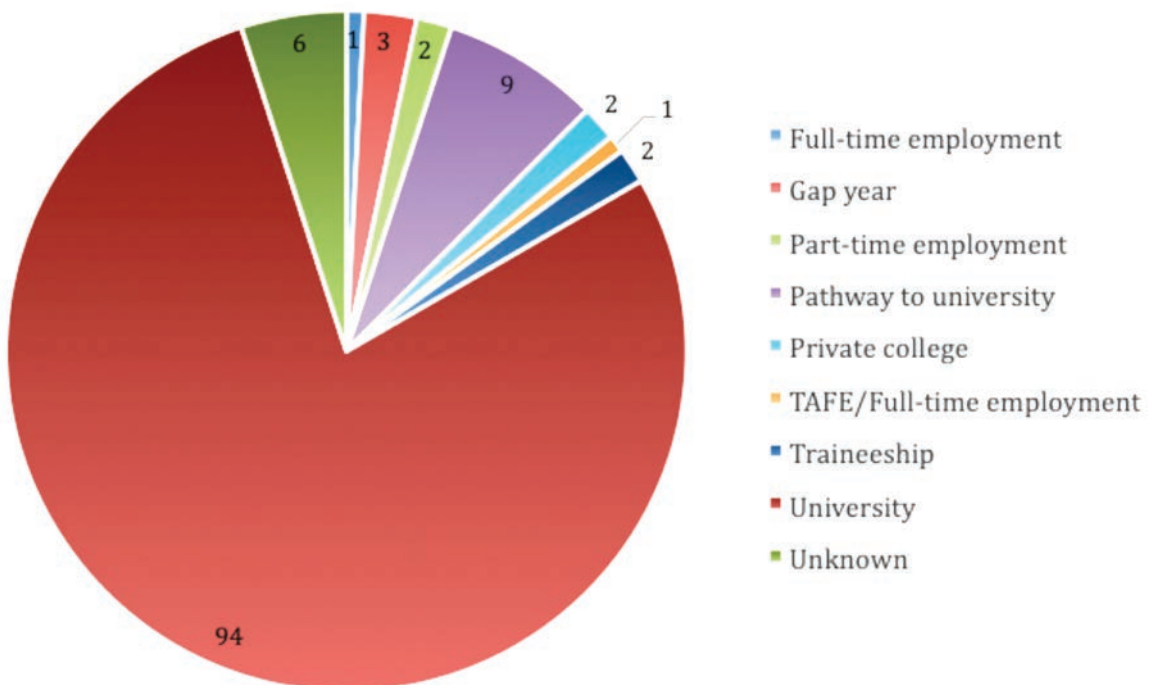
OUTCOMES - PLACES	%
Students in further education	90
Employment	10

OUTCOMES - LEVEL OF STUDY	%
Bachelor degree	79
Diploma or Foundation Level	9
Certificate Level	2
Employment (includes unknown)	10

### Major areas of study and work - Class of 2019



### Destination Outcomes - Class of 2019





# COCURRICULAR ACTIVITIES

The range of cocurricular activities available at OLMC include:

- AFL (GWS Giants Cup)
- 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
- Chamber Orchestra
- Choir
- Concert Band
- Cricket CGSSSA
- Cross Country PDSSSC and CCC
- Dance CGSSSA and PDSSSC
- Debating CSDA (Catholic Schools Debating Association)
- Drama
- Duke of Edinburgh Bronze Award
- EcoOLMC
- European Handball (NSW School Championships)
- Futsal PDSSSC
- Genealogy Group
- Gohan Girls Club
- Gymnastics CGSSSA
- History Mastermind
- Hockey CCC and CGSSSA
- Lego Club
- Max Potential
- mBots
- Mercy Action Group
- Mercy Chorale
- Mercy Engaged Craft Club
- Mock Mediation
- Mock Trial
- Music Ensembles, e.g. Flute, Clarinet, Jazz
- Netball PDSSSC and CCC
- Orchestra
- Photography
- Public Speaking, e.g. 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)
- Soccer PDSSSC
- Softball CGSSSA
- SRC Dance
- String Orchestra
- Swimming PDSSSC and CCC
- Tennis PDSSSC and CGSSSA
- 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)
- Write a Book in a Day



## Debating Report 2019

Debating at OLMC continues to go from strength to strength, with more than 100 OLMC students keen to hone their skills in argumentation in 2019, and a final group of 48 students competing in the CSDA competition. Four of our teams, in Years 7, 9, 10 and 12, successfully progressed through the preliminary round-robin competition to the elimination rounds, quite an accomplishment in a competition that has more than 4000 participants each year. Of these teams, the Senior Open A team and the Year 10A team made it through to the quarterfinals.

The Year 10A debating team did not stop there. In a series of finals rounds which were delayed due to the bushfire crisis in western New South Wales, our Year 10s were eventually crowned Sydney Metropolitan champions, and then NSW State CSDA champions in some nail-biting debates that drew on their unique ability to conceptualise complex ideas.

Our debating teams had expert guidance this year with a mixture of ex-students and teachers as coaches and mentors. So too, our

adjudicator pool was drawn from teachers and ex-students, and our ranks are set to swell next year with many of our Year 12 debaters keen to return and help our up and coming debaters develop their skills. Thanks must go to all students, teachers and ex-students who volunteer their time to help with debating, not only as coaches and adjudicators but also in the hosting a dozen or more schools for the round-robin debates held at OLMC.

Our Debating and Public Speaking Leaders discharged their responsibilities in 2019 with grace, dignity and good humour, and both Lisa Khouri and Gabrielle Mizzi proved themselves outstanding role models for their Mercy sisters. They were heavily involved in all aspects of the competition and rose to any challenge presented or request made of them. The school is very fortunate to be able to draw our student leaders from such a talented and hard-working group of students, highly committed to this co-curricular activity.

We look forward to the challenges of 2020!





## Public Speaking Report 2019

Public Speaking continues to expand and in 2019, a record 130 students registered to compete. Our public speakers are also involved in a wide range of other activities and events at the College.

The first competition of the year is always the CSDA event. Ambeikaa Mishra (Year 8), Sakshi Chouta and Stephanie Ogle (both Year 9 but competing in the Year 10 division) reached the semi-finals. Sakshi went one better and reached the final, a great effort.

A highlight of the year was the achievement of Year 11 student, Jessica D'Souza, who travelled to Montreal, Canada, as part of the Australian team to compete at WIDPSC, the World Independent Debating and Public Speaking Competition. Jess's dedication to public speaking was rewarded as she competed against some of the best student speakers around the world.

The Parramatta Eisteddfod saw simply outstanding results. Ten girls took out first place in their events: Mikayla Alphonse, Allison John, Tia Monga, Stephanie Saab (all Year 7), Karshini Dahal, Sandy Elia (Year 8), Ria Iyer (Year 9), Smrithi Raghunathan, Adriana Saab (Year 10) and Renuga Inpakumar (Year 11). Eleven more were awarded second place: Mikayla Bayeh, Mia Fogolin, Vedika Kothekar, Bianca Salloman, Isabella Samaha, Ivana Stefanovski (Year 7), Demi Kalogeras (Year 8), Alyssa Dib, Maeve Nolan, Stephanie Ogle and Charlotte Saker (Year 9). Third place getters were Ria Sallakonda (Year 7), Bettyna Mostoles, Cassandra Sastrillo (Year 8) Charlotte Gillies and Riley McIntosh (Year 9). A remarkable twenty more received Highly Commended certificates.

Each year, some of our girls are involved in the Historical Society Public Speaking Day and the Hambleton Cottage celebration of History Week, both events run by the Parramatta Historical Society. Ananya Arunkumar, Sakshi Chouta, Alista Gautam and Amelia Kraszewski must be commended on their contributions to both events.

OLMC students excelled at the Soroptimist competition in August. In the six divisions available, Grace Nenadic and Ivana Stefanovski (both Year 7) won their event while Mia Fogolin (Year 7), Freya Scothern (Year 8), Amelia Kraszewski (Year 9) and Daphne Fong (Year 11) achieved second placings. In addition, Amelia Assaad (Year 11) was third in her section.

The annual Australian Individual Debating and Public Speaking Competition and its junior counterpart, Speakfest, were held in Melbourne this year and once again, OLMC was represented by eight outstanding speakers. In the junior event, Ainslie McNally, Ambeikaa Mishra, Tijana Pavlovic and Freya Scothern, all of Year 8 but competing against students up to Year 10, each performed very well in the four events required. The overall results were excellent but special mention must go to Freya Scothern, who was declared the Australian Junior Champion in After Dinner Speaking. The senior team was also excellent. Well done to Yasmine Alwakal, Veronica Chacty and Anne Nguyen (Year 10) and Daphne Fong (Year 11). While all girls performed well, Yasmine Alwakal's achievement was truly remarkable. Yasmine was declared seventh from approximately 60 competitors, an automatic qualification for the ten-strong Australian team to compete at the World titles in Shanghai, China, at Easter 2020. However, due to COVID-19, this event was postponed and will be held elsewhere later in 2020. All girls deserve congratulations for their efforts and their exemplary behaviour in Melbourne.

The final term of the year saw OLMC hosting several heats of UN Voice, a competition that requires a creative solution to a choice of current social issues. Well done to Alanah Issa of Year 8 who proved to be our most outstanding competitor. Alanah reached the State Final where she performed exceptionally well, just missing out on the National Final.

The OLMC Christmas Competition decided our Speakers of the Year in Years 7, 8 and 9. Well done to all entrants but congratulations to Lily Moujalli (Year 7), Ainslie McNally (Year 8) and Maeve Nolan (Year 9) whose names will now be engraved next to an illustrious list of previous winners.

The annual Public Speaking Day of Excellence workshop once again proved to be a success, with over 70 students involved. Thank you to ex-students Anita Donovan, Amishi Handoo, Imogen King, Andrea Kozera and Gabrielle Mizzi who, together with our current DAPS leaders Daphne and Lily, proved to be excellent leaders and mentors in the program. Special mention must also go to Year 7 speakers Laurice Behan, Tia Monga, Summer Rayne Roughley and Maddison Starkey whose skills as presenters added so much to the enjoyment of those attending. The same Year 7 speakers also contributed to the several Open Morning Tours throughout the year, as well as addressing audiences numbering in the hundreds at the College Open Day and at the Year 7 Enrolment Information evening.

Many other students were involved in various competitions and even if they did not achieve major placings, were all well prepared and represented the College with pride.

Our girls were involved in other significant days throughout the year. The Year 7 Transition program saw the involvement of Year 8 and 9 students Sakshi Chouta, Alyssa Dib, Samantha Emeish, Julia Kable, Riley McIntosh, Ainslie McNally, Ambeikaa Mishra, Stephanie Ogle, Tijana Pavlovic, Sophia Santos and Freya Scothern who contributed as group mentors and leaders. Ex-student and DAPS leader Amishi Handoo also returned to provide an excellent role model as a speaker as well as acting as a group leader.

So many other people have contributed. A big thank you to outgoing DAPS leaders Lisa Khouri and Gabrielle Mizzi for their ongoing contribution throughout the year. New DAPS Leaders Daphne Fong and Liy Tambrchi have also brought energy and enthusiasm in their roles. The College Administration, many teachers and support staff as well as dedicated parents also played a significant part.

Most of all, however, a sincere thanks to our wonderful public speaking girls. Their enthusiasm, talent and commitment continue to be qualities which ensure that wherever and whenever they speak in public, they make an impact.

**Christopher Ostrowski**  
*Public Speaking Coordinator*



## Sport

OLMC continues to produce some amazing sporting achievements in 2019, across a range of sports, with students representing the College at Regional, State, National and International levels. Particular success was achieved with students competing for Australia in Futsal and Athletics as well as National Championships for Athletics, Cross Country and Acrobatic Gymnastics.

Aquathon	<ul style="list-style-type: none"> <li>CGSSSA Junior Team Champions</li> </ul>	Lucie Francis and Mia Fogolin
Athletics	<ul style="list-style-type: none"> <li>NSW CCC Medallists,</li> <li>NSW All Schools Medallist and Australian All Schools Championships</li> <li>LANSW Team</li> <li>Australian Athletics Championships</li> <li>Australian and Oceania Open Ambulant LJ Champion</li> </ul>	Summer Giddings and Lucie Francis Summer Giddings Lucie Francis Summer Giddings and Lucie Francis Summer Giddings
Cricket	<ul style="list-style-type: none"> <li>NSW U14 Indoor Cricket Team</li> </ul>	Tarni Sutton
Cross Country	<ul style="list-style-type: none"> <li>NSWCCC medallist, NSW All Schools medallist and School Sport Australia</li> </ul>	Summer Giddings and Lucie Francis
Dance	<ul style="list-style-type: none"> <li>PDSSSC Hip Hop Champions</li> </ul>	Sunirra Anderson, Kyrah Bonnelle, Ashley Cagauan, Alexis Chang, Joanna Davino, Michaela De Leon, Tyra Di Giulio, Aushlesa Ghale, Layla Gray, Dominique Mossman, Keisha Nelson, Gabriella Nimmo, Simone Sabat, Sophia Santos, Laura Stark and Ashleigh Williamson
Football	<ul style="list-style-type: none"> <li>PDSSSC Open Team</li> </ul>	Pene Bonovas and Tayla Milicevic
Futsal	<ul style="list-style-type: none"> <li>Australian U17 team</li> </ul>	Annabelle Ruskin
Gymnastics	<ul style="list-style-type: none"> <li>Acrobatic Gymnastics Nationals</li> </ul>	Holly Walker
Softball	<ul style="list-style-type: none"> <li>PDSSSC Open Team</li> </ul>	Bianca Carney and Isabella Carney
Tennis	<ul style="list-style-type: none"> <li>PDSSSC Open Team Champions</li> </ul>	Mila Purkovic, Charlize Cipri, Catherine Yue and Angelene Lu
Touch	<ul style="list-style-type: none"> <li>PDSSSC U15 Team</li> </ul>	Amelia Polley, Hannah Mathews and Chanelle Maikhael
PDSSSC Sports Blue Award Recipients		Annabelle Ruskin - Futsal Summer Giddings - Athletics Lucie Francis - Athletics/Cross Country/Triathlon and PDSSSC Junior All Rounder
NSWCCC Sports Blue Award Recipient		Summer Giddings - Athletics



# HUMAN DIMENSION – STUDENTS AND STAFF AT OLMC

## Student Attendance

YEAR LEVEL	Attendance Rate %
Year 7	94.29
Year 8	93.96
Year 9	92.42
Year 10	93.92
Year 11	94.02
Year 12	94.45

93.88 per cent of students attended school on average each school day in 2019. This was similar to the daily attendance in 2018.

## Management of school attendance

As can be seen from these figures, attendance by students was high. Regular attendance at school is essential if students are to maximise their potential and 'expand beyond what they know they can be'. 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 daughters, College staff – as part of their duty of care – monitor part or whole day absences. OLMC monitors the daily attendance and absence of students in the College by maintaining a daily register for each Homeroom in Synergetic using the NSW Attendance Register Codes. Period based attendance registers are maintained, with teachers marking the class roll in Synergetic at the commencement of each lesson.

Under the 1990 Education Act, schools are required to ensure that individual students meet certain attendance standards. This includes mandatory attendance for students under 17 years of age unless exemptions are applicable. Attendance is integral to a student's involvement in the life of OLMC Parramatta. It is compulsory for students to attend the College for the full duration of each term; including carnivals, Retreats, camps, excursions and Reflection Days, so that they can achieve their best academically, spiritually and socially.

## Managing Student Non-attendance

The House Leader and Director of Pastoral Care addressed prolonged or repeated non-attendance not related to illness in a pastoral way. Procedures for managing poor school attendance of students were resolved by a range of school-based strategies including student and parent/carer interviews, the development of a school-based attendance improvement plan, referral to the College Counsellor or external professionals and support from the Inclusive Learning staff. If the situation persisted the Principal requested an interview with the parents and follow up actions were determined. If the situation persisted, then a Department of Family and Community Services report would be made.

The full text of the Student Attendance Policy and associated procedures can be accessed by request from the Principal, from the College website and on the Staff Portal. An excerpt of the policy is included in the Student Diary.

The Student Attendance Policy was amended in 2019 to reflect the changed pastoral care structure to a Vertical House System, specifically updated titles for staff.

## Student Retention Rates

There is a strong student retention rate at the College with 120 Year 12 students in 2019 enrolled at the College from 133 students in Year 10, 2017. The numbers that stay on varies from year to year, depending on the number of students who make the decision to move schools, often to co-educational schools, or into the workforce.

## Policies for Student Management and 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 (overleaf):

## School Policies

Policy	Changes in 2019	Access to full text
<p><b>Student Pastoral Care</b></p> <p>The College seeks to provide a safe and supportive environment that supports the mental, physical and emotional wellbeing of all students through a comprehensive pastoral care program, including a vertical house structure.</p> <p>The Pastoral Care structure encourages relationships built on respect, communication and an approach to student management that promotes the dignity of the person. The structure enables each student to be cared for as an individual, and places an emphasis on affirming the good qualities of each student and encouraging them to grow and assume responsibility for their own personal development.</p>	Nil	The full text of the College's <i>Student Pastoral Care Policy</i> can be accessed by request from the Principal and from the College's website and intranet.
<p><b>Anti-bullying</b></p> <p>OLMC is committed to providing a safe, caring and supportive school culture that promotes positive relationships and reflects Gospel teachings. All staff, students and parents/carers contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.</p> <p>Complaints concerning bullying are responded to and investigated in a timely manner that respects the dignity and the privacy of those involved, whilst observing due process and procedural fairness.</p> <p>The College policy includes contact information for the local police School Liaison Officer and Youth Liaison Officer as well as a number of community service and support groups.</p>	Yes Changes included updated contact information for staff	The full text of the College's <i>Anti-Bullying Policy</i> can be accessed by request from the Principal and from the College's website and intranet.
<p><b>Student Management</b></p> <p>The Student Management Policy is based on principles of procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion. The College does not permit corporal punishment of students, or sanction corporal punishment of students by non-school persons.</p>	Yes Changes reflect updated titles for Pastoral Care staff	The full text of the College's <i>Student Management Policy</i> can be accessed by request from the Principal and from the College's website and intranet.
<p><b>Resolution of complaints policy</b></p> <p>The policy uses as 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 College will respond. This version ensures that all processes used to manage external complaints are based on procedural fairness.</p>	Nil	The full text of the College's <i>Resolution of Complaints Policy</i> can be accessed by request from the Principal and from the College's website and intranet.

### Policy for Student Pastoral Care

Pastoral Care involves all members of OLMC and is evidence of the Gospel precepts of love, Mercy and justice within our school. Pastoral Care at OLMC refers to the total care of the student. It embraces all aspects of school life - academic, emotional, physical, spiritual and social.

A Vertical Pastoral Care Structure exists at OLMC where the students are grouped into eight Houses lead by House Leaders. The purpose for grouping students in Houses rather than Year Groups for Pastoral Care is to foster strong links between girls, teachers and parents/carers and enhance the positive and respectful relationships already in existence at the College.

Homeroom Groups are House based, meet daily and include girls from Year 7 to Year 12. The Homeroom Group provides a sense of belonging to a 'small family unit' within a larger House family and bonds are created between peers of all ages. Students will have the same Mentor and House Leader throughout their OLMC journey. There are occasions where girls meet as a Year group during the Pastoral Care period to ensure that the College is addressing developmental themes appropriate to the age group of each student. This also allows for Year identity to remain strong.

The Pastoral Care structure encourages relationships built on respect, communication and an approach to student management that promotes the dignity of the person. The structure enables each student to be cared for as an individual and places an emphasis on affirming the good qualities of each student and encouraging them to grow and assume responsibility for their own learning and personal development. The students' love of learning and academic interests is fostered by the relevant House Mentor and House Leader. The structure supports the College's Learning Framework by transforming relationships for learning.

The Pastoral Program integrates the leadership, health, social justice and spiritual aspects of a student's development from Year 7 to Year 12. It is a key element of a Mercy education and supports the principles of the National Safe Schools Framework. As the program recognises and addresses the issues arising from the ever-changing societal pressures faced by students and their families there is a need for reflection on its purpose, content, processes and outcomes. The dynamic nature of the program is vital, and therefore it is revised annually. However, programs and activities aimed at maintaining good mental, spiritual and emotional health continued to be important components of the Pastoral Program in 2019. The content of the program is delivered under four central strands and was reviewed by the House Leaders in Term 3, 2019.



The formal Pastoral Care Program has common strands:

- STRAND A: Mercy in Action
- STRAND B: Learning for Life
- STRAND C: Leadership in the Community
- STRAND D: Well-being and Resilience.

The full text of the College's Policy for Student Pastoral Care can be accessed by request from the Principal, from the College website or on the Staff Portal.

No changes were made to this policy in 2019.

## Policy for Student Management

The College expressly prohibits corporal punishment and does not sanction the administering of corporal punishment by College persons and non-school persons, including parents, to enforce discipline at the College.

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. Student management is practised as a whole school approach at OLMC, and is based upon respect for self, respect for others and respect for the proper use of authority. It always involves listening, acceptance, apology and forgiveness. The just and equitable treatment of students and the maintenance of their dignity are principles that underpin this policy.

The Student Management Policy is designed to enhance positive behaviour and to minimise behaviours that detract from the community. The policy acknowledges the rights and responsibilities of each student and is founded on restorative justice practices. The Student Behaviour Plan outlines possible consequences of inappropriate behaviour and is set out in six levels of increasing ramifications. The policy is based on procedural fairness and involves parents in the processes of procedural fairness for suspension and expulsion.

Student management practices focus on developing self-discipline within students and for students to understand that there are consequences of their actions. OLMC affirms and rewards positive behaviours and intentions. The Merit System at OLMC works in conjunction with the overall student management strategy as a tangible avenue to proactively influence and reinforce positive behaviour. Merit codes are allocated to students by staff through the College Diary system. The information and record of Merit Certificates is provided in every student's Diary.

Behaviours that have an adverse impact on the individual student and those around them require sanctions. The behaviour of the student warranting correction should be clearly separated from the student as a person. The principles of procedural fairness are followed in regard to the follow-up of any behaviour issue. All complaints regarding the management of students will be dealt with as per the OLMC Resolution of Complaints Policy. This policy can be accessed on the College website.

The full text of the College's Policy for Student Management may be accessed by request from the Principal, from the College website and on the Staff Portal. An excerpt of the policy is included in the Student Diary.

The Student Management Policy was amended in 2019 to reflect the changed pastoral care structure to a Vertical House System, specifically updated titles for staff.

## Anti-Bullying Policy

OLMC does not condone bullying or harassment in any form and is committed to providing a safe, caring and supportive school culture that promotes positive relationships and reflects Gospel teachings. All staff, students and parents/carers contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships. There are expectations on each person to seek to maintain positive relationships with one another and to resolve conflict in a respectful and dignified manner.

The College's Anti-Bullying Policy outlines the rights and responsibilities of students, parents and staff regarding right relationships and bullying, and advises students as to support networks available. Complaints concerning bullying will be responded to and investigated in a timely manner that respects the dignity and the privacy of those involved, whilst observing due process and procedural fairness.

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 portion of the same policy outlining expectations of students and teachers is also in the Student Diary.

All complaints regarding the management of student bullying issues will be dealt with as per the OLMC Resolution of Complaints Policy. This policy can be accessed on the College website.

The Anti-Bullying Policy was amended in 2019 to reflect the changed pastoral care structure to a Vertical House System, specifically updated titles for staff and contact details.

# ENROLMENT

OLMC is a secondary school. In 2019, there were 1034 girls from Years 7 to 12 enrolled at the College. As part of the pastoral care framework, students are allocated at the beginning of the year to Homeroom classes. In 2019, there were 56 Homeroom classes.

In Year 7, there were eight streams for the following courses, English, Mathematics, Religious Education, Science, History, Geography and Personal Development, Health and Physical Education. Year 7 students were also mixed into different sets of nine classes for practical courses including Technology, Drama, Music and Visual Arts.

In Year 8, there were seven streams for Mathematics, Religious Education, Science, History, Geography and Personal Development/Health/Physical Education. Additionally, there were nine class groups for practical subjects such as Technology, Music and Visual Arts. There were eight groups for English for this cohort.

In Year 9, there were seven streams for most subjects and eight for English and Mathematics. In Year 10, there were seven streams for the core classes and eight for Mathematics. A wide variety of elective courses were offered in 2019, with the number of classes determined by student preferences.

Students in both Years 11 and 12 study English and Studies of Religion and also have a wide range of course options available, catering to a wide range of student interest and diversity in the senior years.

## Enrolment Policy and Process in 2019

The vision of the College is to provide a contemporary Mercy education that empowers young women to lead with courage and act justly, making a difference in whatever sphere of life they chose to move, in the spirit of Catherine McAuley.

OLMC is an independent Catholic secondary school that enrolls girls from families seeking a Catholic education in the Mercy tradition. Information regarding the College and student body can be found on the My School website ([www.myschool.edu.au](http://www.myschool.edu.au)).

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

- The Year Group into which the student wishes to enrol - the College's main intake is into Year 7, though occasionally vacancies do occur in other years.
- The provision of appropriate documentation - all applications must be supported by full documentation as detailed in the enrolment procedures on the College website. If a parent or guardian withholds information relevant to the application/enrolment process, the Principal reserves the right to refuse, or terminate enrolment on that ground.
- The capacity of the College to cater for the applicant's educational needs.
- Total student numbers - OLMC operates on a resource base to meet the educational needs of an enrolment of approximately 1100. The College seeks to keep student numbers close to this target.
- OLMC recognises the uniqueness of each student. The College endeavours to provide for specific needs, educational and other, of a student seeking enrolment. Parents and guardians may be asked to provide independent documentation to inform the identification of educational needs and adjustments that may be required.

Enrolment priorities:

1. Applications by all families for wait list purposes are dealt with in order of receipt.
2. Priority is given to siblings of students currently enrolled at OLMC.

While applications are open to all families who seek a Catholic education for their daughter in terms of religious affiliations, priority is given in the following order:

- Catholic applicants
- Orthodox Christian applicants
- Applicants from other Christian denominations
- Other



#### Disability:

- Disability has the meaning set out in Schedule 1.
- Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the College's courses or programs or to use the College's facilities or services, the College will follow the procedure set out in Schedule 1.

#### College Reserves Rights:

The College reserves the right not to offer any child a place at the College or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child. The College also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

#### Continued enrolment:

When accepting a place at OLMC Parramatta parents are deemed to have accepted the College's policies, values, procedures and expectations and commit to ongoing support of these. Continued enrolment is dependent upon certain prerequisites, such as attendance, behaviour and payment of fees. This information is clearly outlined in the *Conditions of Enrolment and Acceptance of Place Form* signed by parents.

Should a family be unsuccessful in their application, they have the right of appeal against the College's processes. A family can action this appeal by contacting the College Board in writing:

Enrolment Application Appeal  
The Chair of the Board OLMC Parramatta  
C/o Our Lady of Mercy College Parramatta  
Victoria Road  
North Parramatta NSW 2150

## Enrolment Process

- A *Registration for Waiting List Form* (available on the website) for admission to OLMC must be completed by both parents and forwarded to the College. The applicant's name is 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 Applicant's Birth Certificate
  - provide a copy of the Applicant'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 the Applicant 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).

## Schedule 1

Disability, in relation to a child, means:

- (a) total or partial loss of the child's bodily or mental functions;
- (b) total or partial loss of a part of the body;
- (c) the presence in the body of organisms causing disease or illness;
- (d) the presence in the body of organisms capable of causing disease or illness;
- (e) the malfunction, malformation or disfigurement of a part of the child's body;
- (f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
- (g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

and includes a disability that:

- (h) presently exists;
- (i) previously existed but no longer exists;
- (j) may exist in the future (including because of a genetic predisposition to that disability); or
- (k) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

## Enrolment procedures for a child with a disability

Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the College's courses or programs or to use the College's facilities or services, the College will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:

- (a) require the parents to provide medical, psychological or other reports from specialists outside the College; and
- (b) obtain an independent assessment of the child.

Where information obtained by the College indicates that the child has a disability, the Principal will seek to identify the exact nature of the child's needs and the strategies required to address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or



actions to assist the child to participate in the College's courses or programs or to use the College's facilities or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

- (c) the child's disability;
- (d) the views of the child or the child's parents about:
  - (i) whether the particular measure or action is reasonable; and
  - (ii) the extent to which the particular measure or action would ensure that the child was able to participate in the College's courses or programs or to use the College's facilities or services on the same basis as a child without the disability;
- (e) the effect of the adjustment on the child, including the effect on the child's:
  - (i) ability to achieve learning outcomes;
  - (ii) ability to participate in courses or programs; and
  - (iii) independence;
- (f) the effect of the particular measure or action on anyone else affected, including the College, its staff and other students; and
- (g) the costs and benefits of taking the particular measure or action.

The College will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the College. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the College, the Principal will take into account all relevant circumstances of the case, including:

- (h) the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the College, the child, the family of the child, and the College community); and
- (i) the effect of the disability of the child; and
- (j) the College's financial circumstances and the estimated amount of expenditure required to be made by the College; and
- (k) the availability of financial and other assistance to the College.

Where the Principal determines that the enrolment of the child would require the College to take unreasonable measures or actions to ensure that the child is able to participate in the College's courses or programs, or to use the College's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.





## OLMC STAFF DATA

### Ratios as at Census Date of 1/8/2019

Teacher: Non Teacher ratio (Head count)				Ratio
	Teaching Staff	Non-teaching Staff		
	90	42		2.09:1
Female: Male ratio (Head count)				Ratio
	Teaching Staff	Non-teaching Staff	All Staff	
Male	14	10	24	
Female	76	32	108	
Total	90	42	132	4.50:1
Catholic: Non Catholic ratio (Head count)				Ratio
	Teaching Staff	Non-teaching Staff	All Staff	
Catholic	61	27	88	
Non catholic	29	15	44	
Total	90	42	132	2.00:1
Average Age				
All Staff	46			





## 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 Student-led Conferences in all Year Groups from Years 7 to 12 is well over 90%.

There is a very supportive and active OLMC Parents and Friends Association (P&F) which meets eight times a year. The P&F conducted a number of highly successful activities throughout 2019 including the New House Meetings, Welcome to Year 7 Evening, the Mother/Daughter Mass, the Father/Daughter Mass and the Year 7 Enrolment Evening BBQ. I wish to thank the P&F for their donation towards the purchasing of new school playground equipment.

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

In 2019, as in previous years, Year 12 students were invited to a series of morning teas attended by members of the College Executive. This is 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. The College Alumnae Executive also holds a meeting with Year 12 to explain the role of the Alumnae and promote membership.

An afternoon Alumnae Welcome event for students who graduated from Year 12 in 2018 was held in August. This was well attended by ex-students, Alumnae, staff and several Sisters of Mercy.



# TEACHERS AT OLMC

## Professional Learning

During 2019, members of the College Leadership Team, Leaders of Learning, Pastoral Leaders and teaching staff attended conferences across a broad range of educational areas. These conferences included such groups as AHISA, AIS, Autism Spectrum Australia, Criterion Conferences, CSSA, Hawker Brownlow, ISRA, Lawsense, Legal Studies Association of NSW, MANSW, National Art School, SPELD NSW, STANSW, Synergetic, University of Sydney and VADEA and Sisters of Mercy Formation sessions.

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 CANVAS training, First Aid, Growth Mindsets, Literacy, Reflection Processes and Child Protection training.

The 2019 Professional Learning Conference focussed on the development of innovative digital pedagogy, including the use of Google suite and One Note.

In addition, the following external professional development activities were undertaken by staff in 2019:

Description of the Professional Learning Activity	No of staff participating
Leadership - Participation in CSSA Forums, School Law workshops and workshops on leadership development	23
Pastoral Care - Participation in a conference that focussed on current issues in Family Law	1
CAPA Dance -Assessment training Music - Workshop to implement a connected pedagogical, physical and virtual space that incorporates the latest pedagogy using a 2-teacher collaborative model	4
English - Conference and workshops on assessment and teaching practices for the new Stage 6 Syllabus. Workshop on strategies to improve student results and exploring how the flipped classroom can be developed	6
History - Workshops on assessment and teaching practice for the new Stage6 Syllabus and Examination requirements. Key teaching and learning activities to enhance analysis and critical writing skills. Attending and presenting at the State History Conference	15
HSIE - Workshops on engaging students in deep thinking. HSC Examination Committee training days and attending the Legal Studies' Sate Conference	4
Inclusive Learning - Training on the NCCD. Workshops on moderation of the implementation of NCCD and how to support and develop teachers' understanding of the diverse learning needs of students	14
Library - Attending the AIS Teacher Librarian Conference	1
LOTE - Workshops on marking and assessment as well as programming and differentiation. Attending the Annual French Language Teachers' Conference	2
Mathematics - Workshops on assessment and teaching practice for the new Stage 6 Syllabus and examination requirements. Seminar on innovative teaching in Mathematics. Workshops in engaging students in deep thinking	13
PDHPE -Sport coaching workshops and concussion training. Workshop on marking and assessment in PDHPE	3
Religious Education and Formation - Studies of Religion in-services on Islam and Judaism, implementation of new curriculum and SOR Conferences	7
Science - Science, Physics and Biology Conferences and workshops to enhance student performance. Workshops on assessment and teaching practices for the new Stage 6 Syllabus. Conference and network meetings for Lab Technicians	20
TAS - Technology Educators Association Conference	1
VET - Retraining workshops as well as opportunities for networking and validation	10
Visual Arts - Workshops to develop skills that would be beneficial to Stage 6 teachers including Adobe After Effects and a Photomedia Conference.	2
Counsellors - School Counsellor and Psychologist Conference. Seminar on law for School Counsellors and network meetings	4
Finance - Business Administrators' Conference and Taxation Seminar	2
IT - management and leadership conferences and workshops	14
Duke of Ed - training	1
Administration - workshop on engaging community and first aid training	4

## Teacher Accreditation

Description of the Professional Learning Activity	Number of Teachers
Conditional	3
Provisional	4
Proficient Teacher	83
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers (the same as reported on My School)	90

## 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	90
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



## CONCLUSION

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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 of these are the product of 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 be the best version of themselves whenever possible. The College celebrated the achievements of students in all fields in 2019. OLMC remains a dynamic and evolving independent Catholic girls' school in the Mercy tradition.

**Marie Wood**

*Principal (Acting)*

Our Lady of Mercy College Parramatta

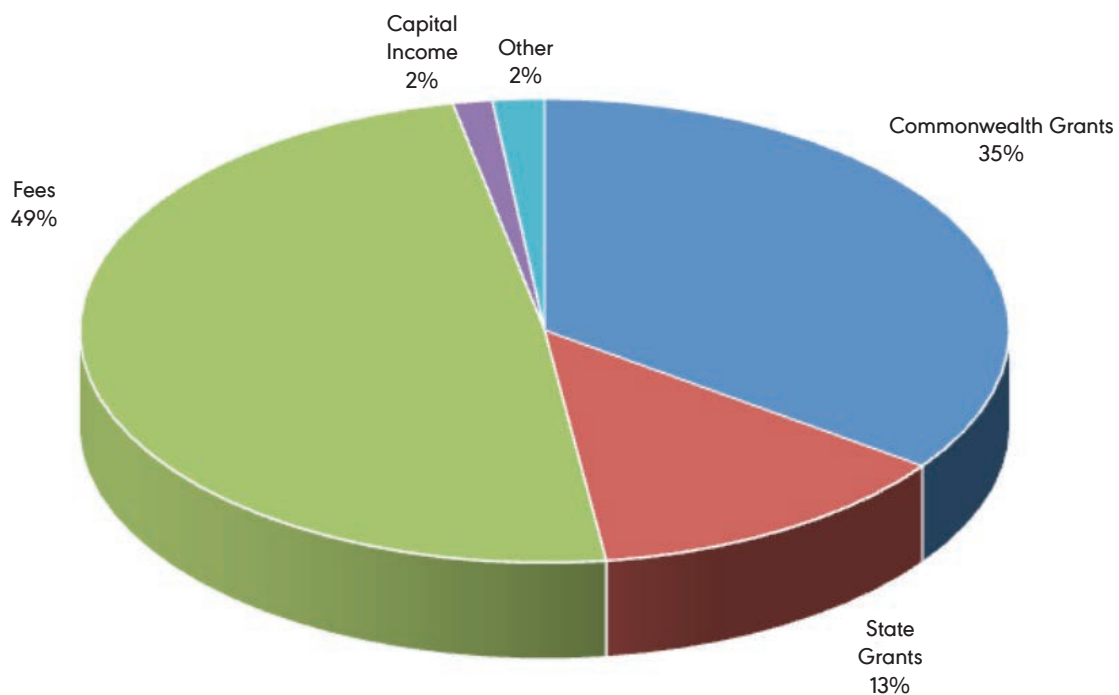
**Kerrie Walshaw**

*Chair*

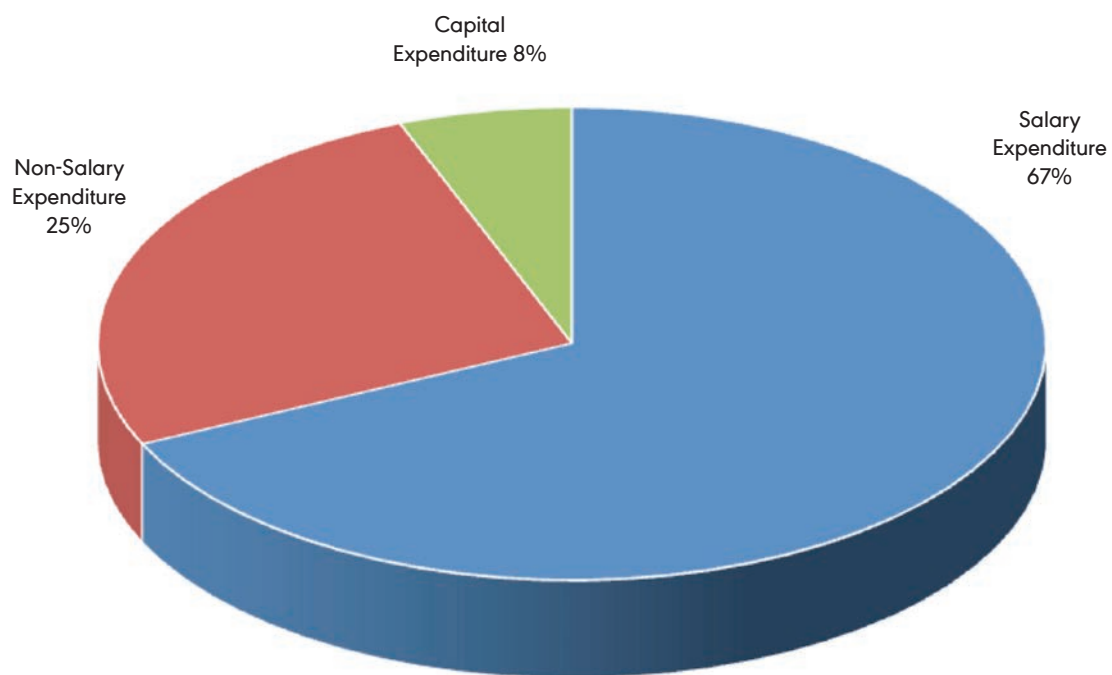
Board of Our Lady of Mercy College Parramatta



### Recurrent & Capital Income 2019



### Recurrent & Capital Expenditure 2019





*A work of the Sisters of Mercy  
Parramatta since 1889*

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MERCY

COMPASSION

JUSTICE

DIGNITY

EXCELLENCE

HOSPITALITY

STEWARDSHIP

SERVICE