



Mercy Catholic College Chatswood

2012 Annual Report



Principal: Mrs Suzanne Kavanagh

Address: 101 Archer Street
CHATSWOOD NSW 2067

Phone: (02) 9419 2890

Fax: (02) 9415 2831

Web: www.mercydbb.catholic.edu.au



1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Mercy Catholic College is a Catholic secondary school for girls whose students enjoy a strong profile in the local community as learners, thinkers, leaders and most importantly, young women of action and compassion. This is because students, staff and parents work in partnership to ensure that opportunities are available to assist each student to fulfil her potential.

The formation of our students in Christian discipleship is pursued within the Mercy charism which stresses the importance of hospitality, shared ministry and a concern for the poor and the marginalised. This is achieved through ongoing reflection on the action of God in our lives and the many religious rituals we celebrate as a Catholic community.

The College recognises the worth of each individual, encourages the understanding that rights must be balanced by responsibilities, and encourages each person to respond to their duty as a global citizen.

The College motto Strive for Better Things led the Mercy community to make 2012 a time of reflection and review as we analysed our timetable and pastoral care structures to see if they were meeting the needs of our students.

It was gratifying to find from the student surveys done during the pastoral care review, that they felt a sense of connectedness and belonging to the College. Students identified the quality of relationships based on trust, respect and care (particularly those experienced with staff), as being a significant factor in enhancing the quality of their education and contributing to their sense of wellbeing.

Mercy College is proud to provide such a nurturing environment where students feel known and valued.

Principal

1.2 Message from the Parent Body

Parents and carers are always made feel welcome within the Mercy community as members of the Mercy family. We are encouraged to attend Parent Association and Activities Club meetings and social events where there is an opportunity to contribute ideas and seek clarification on the direction of the College.

Numerous social events were organised such as the Mothers' and Fathers' Day breakfasts, a St Patrick's Day dinner and a cocktail party for parent volunteers. All of these have been well supported by parents, adding to the sense of community.

The College has also organised and encouraged parents to attend Information evenings on academic issues such as subject selection and pastoral care concerns around adolescent mental health.

Parent Association President



1.3 Message from the Student Body

Mercy Catholic College is a community characterised by its sense of inter-connectedness across all Year levels, where students have a constant willingness to contribute to all aspects of College life and a sense of enthusiasm in all that they do.

Within this supportive environment students are able to develop into well-rounded members of both the College and wider community assisted by the many leadership opportunities available in all Year levels, as well as the opportunity to participate in a variety of sporting, creative expression and social justice activities throughout the year.

Mercy girls are encouraged to become independent, passionate and empowered young women, setting them in good stead for life after Mercy.

College Captain



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
463	0	179	2	463

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
47	1	0	48

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 94%.



2.5 Teacher Satisfaction

In 2012 information regarding teacher satisfaction was gathered through workshopping in staff meetings, open forums in middle management meetings and in the results of the survey during the review of the College's pastoral care structures.

Staff appreciated the consultative process and recognised the importance of the collegial sharing of ideas and educational pedagogy.

The pastoral care review confirmed that teachers recognise the important role they play in students' wellbeing and they valued the close relationships that students indicated were so important to their sense of belonging.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	96
8	97
9	95
10	92
11	95
12	95

The average student attendance rate for 2012 was 95%.

Of the students who completed Year 10 in 2010, 81% completed Year 12 in 2012.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging;
- maintains accurate records of student attendance;
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise;
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations; and
- recognises and rewards excellent and improved student attendance.



School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

Feedback from the surveys completed by students in the review of the College's pastoral care structures demonstrated the students' strong sense of connectedness and belonging to the College.

They described teachers as committed and generous, someone who was interested in them and prepared to give extra time and tuition outside the classroom.

Teachers were in general described as approachable and the majority of students stated they could identify a member of staff they felt they could go to if they were in need.

Students identified the quality of relationships based on trust, respect and care, as being a significant factor in enhancing the quality of their education and contributing to their sense of wellbeing.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2012 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 3%.

2.9 Student Destinations

Approximately 87% of the 2012 Year 12 cohort secured tertiary admission into NSW, interstate and overseas universities. A small number of students expressed an intention to defer university for one year, following initial acceptance, to experience a GAP year overseas.

The past decade at Mercy has seen the primary intention for tertiary study weighted in favour of a university education. Year on year between 76%-82% of the total cohort are offered placements, which is significantly higher than the state average.

A smaller number of students successfully complete an externally delivered TVET course through TAFE each year. In 2012, two students completed Certificate 2 in Hospitality as part of their HSC pattern of study. Approximately 11% of the cohort pursued tertiary study at TAFE and private colleges, whilst 2% entered the workforce.

The College supports participation in TVET courses for students whose interests align with relevant industry groups and wish to advance to Certificate and Diploma certification. Students who access transition to work programmes are strongly encouraged to pursue TVET courses.

There has been no interest in traineeships or apprenticeships in recent years.



3. Catholic Life and Mission

3.1 Catholic Heritage

Mercy College commenced in 1890. The school aims to educate women for the twenty-first century to take their rightful and recognised roles as individuals within communities through the domains of faith, learning, leadership, relationships, environment and identity. The formation of students in Catholic discipleship is pursued within the Mercy ethos, which stresses the importance of hospitality, shared ministry and a concern for the poor and marginalised. This is achieved through ongoing reflection on the action of God in our lives. The Pastoral Letter of the Bishops of NSW and the ACT, *Catholic Schools at the Crossroads*, provides indicators which support Mercy in its journey as a Catholic community.

At Mercy Catholic College we strive to create a dynamic faith community and a climate in which each student will internalise Christian values and become vitally involved in the promotion and practise of justice. The College's long tradition of Catholic education for young women has provided firm Christian guidelines for the present and the future. These are reflected in a dynamic Religious Education Program that encourages students to engage with and give witness to the values and mission of the Gospel.

3.2 Religious Life of the School

Throughout 2012, there have been many occasions for our students to be led beyond their personal experiences and to *Strive for Better Things*. Involvement in the religious curriculum, social justice initiatives and the liturgical life of the College has provided students and staff with opportunities to develop their relationship with God and others. Knowledge about faith provides a springboard for reflection and action. This year students and staff have sought to deepen their understanding of Scripture, Church, Social Justice, Prayer, Sacraments and Christian morality.

Mercy Catholic College recognises parents as the prime religious educators of their children and teachers, through their vocation, as giving assistance to parents in this role. This is achieved through the integration of Gospel values throughout the formal curriculum, through the Broken Bay Diocesan Religious Education Program, along with the range of formal and informal ways that all teachers and staff give expression to their own spirituality and to the Catholic life and mission of the College. The integration of religious literacy, intellectual debate, a spirit of inquiry and a reflective disposition to learning provides students with a strong foundation for making realistic, life giving choices in relation to their journeys as Catholics.

The liturgical life of the College is integral to the Catholic education and faith formation of our students and our participation in the life of the Church. Mercy College celebrated Mass and a range of liturgies throughout the year. The Choir and College Orchestra led by their conductors, the Religious Education staff, our Liturgy Portfolio Representatives, Altar Servers and Eucharistic Ministers have all contributed to the rich liturgical life of the College.

The Opening College Mass celebrated the commencement of the new school year and a recommitment to the charism and mission of Mercy Catholic College. In preparation for Easter, the College joined the parishioners of Our Lady of Dolours Parish for Ash Wednesday Mass. Our Easter Liturgy was a very moving dramatic presentation of the Passion Story, led by Years 9 and 10 Drama students and directed by the College's Drama teacher. Year 10 worked with their Religious Education teachers to prepare the liturgy for Harmony Day. On the 16 May, the College celebrated Mass together to support and accompany students who were receiving the Sacraments of Initiation.



We began Mercy Week by celebrating Mass, drawing together the educational, pastoral and religious dimensions of College life in a spirit of celebration and outreach. We were honoured to have as our special guest the CEO of the Mercy Foundation who spoke to the College community about her research and experiences with the homeless and the work that the Mercy Foundation carries out in this area.

On 18 October, a group of Year 10 students represented the College at the Diocese of Broken Bay Mission Week Mass. Our All Saints' Day and All Souls' Day Liturgy provided the opportunity for the College community to pray for the peaceful repose of our loved ones and reflect on the inspiration and formative influence these people have been in our lives. The United Nations International Day for the Elimination of Violence against Women, commemorated on the 25 November was the focus of our 'White Ribbon Day' liturgy. We reflected on how some women face violence on a daily basis and how we, as Christians, can inform ourselves and advocate for these women.

The Year 12 Graduation Eucharist and the Final College Mass provided inspiring ritual conclusions to their academic year. Our Advent Mass was one of thanksgiving for all the opportunities and experiences which God has, through his grace and providence, gifted us in 2012.

Reflection Days and Retreats have also been successful and enriching for students and teachers. Staff and various guest facilitators offered very worthwhile and stimulating experiences. Year 12 students spent two nights at the Edmund Rice Retreat and Conference Centre, Mulgoa, where the girls had the opportunity to be challenged by the physical and spiritual environment. Year 11 students travelled to Challenge Ranch in Somersby for a time of discovery, prayer, reconciliation and thanksgiving. Year 10 students were challenged to become the people that God has gifted them to be. Year 9 students were introduced to Catholic Schools Youth Ministry Australia (CSYMA), a program of Christian leadership and spiritual formation and enrichment. Our guests were the Youth Ministry Co-ordinator and Youth Ministry students from St. Peter's Catholic College Tuggerah. Year 9 students were then invited to elect to study the CSYMA course as part of the Religious Education program in Year 10. Year 8 students experienced a day of prayer, reflection, drama and music with Chris Doyle. Year 7 students reflected on their journey so far as people of Mercy. Through prayer and reflection, icebreaker games, art and craft, discussions and role plays the students were given an opportunity to deepen their friendships and faith.

Social justice themes characterise each of the monthly formal assemblies in which students prepare a prayerful reflection to raise students' awareness. An active Mercy Action agenda and a dynamic Mercy Week continue to energise the community. Mercy Week was abuzz with various fund raising, advocacy and social justice initiatives. The Mercy College Outreach Day was a wonderful opportunity for students to go out into the community and practice their faith in action.

A group of Year 10 students were very privileged to be invited by teachers from Sule College, Prestons to participate in their Harmony Day celebrations. This was a wonderful experience as the students came to a better understanding of the differences and many similarities between Christians and Muslims. In Mercy Week we reciprocated their hospitality with students from Sule College joining in our Mercy Day celebrations.

Throughout the year, students have been very generous in answering the call to care for the poor and marginalised, resulting in very generous donations to Caritas Australia's Project Compassion Appeal, St Vincent de Paul Winter and Christmas Appeals, Mercy Works projects, as well as many other charities.

The Mercy Action social justice group and The Mercy Mustards youth group have met regularly and with the guidance of our Youth Minister, Mrs Helen Thomas, planned activities and had the opportunity to explore their spirituality and strengthen their faith.



Prayer features strongly in the daily life of the College, initiated by staff and students. Prayer is an ongoing priority for staff. Staff Prayer was held each fortnight in the College Chapel, led by volunteers from different faculty groups. Each Staff Development Day opens with liturgy or prayer, led by staff.

In 2012, the College, in collaboration with the Parish, prepared a program of Parish and College initiatives which included liturgy, Christian Initiation, Holy Week and Prayer activities. Mercy celebrates the feasts of Ash Wednesday and Assumption with the Parish community.

The College Religious Education Co-ordinator and Youth Ministry Co-ordinator work closely with the Parish Priest of Our Lady of Dolours, on the preparation of Liturgy. The Parish Priest and the Parish Youth Minister also join the College community for Student Retreats and Reflection days.

Mercy contributes annually to Diocesan priorities overseen by Caritas and the St Vincent de Paul Society.

Mercy College students are also very involved in Diocesan celebrations such as BYTE and the Year 10 Social Justice Day, both as participants and through the provision of students for Eucharistic Ministry, drama, music and choir.

3.3 Catholic Worldview

As a Catholic school, Mercy College has the particular task of presenting quality education as an expression of the Catholic Worldview. We therefore seek to offer opportunities to apply this Worldview to all aspects of College life.

In June the staff travelled to the Nan Tien Buddhist Temple in Berkeley for the Staff Spirituality Day. The theme of the day was Interfaith Dialogue with a keynote address by Fr. Brian Vale from the Columban Mission Institute's Centre for Christian-Muslim Relations which focused on the importance of dialogue with people of other faiths; the Church's position on interfaith relations; and an outline of the types of dialogue, activities and organisations in which the Church is currently engaged. The afternoon was an immersion experience in Buddhism including a guided tour of the temple and explanation of the principal beliefs and practices of Buddhism. The experience reminded us of the importance of being informed about other faiths and appreciating the rich encounters that are the result of interfaith and intercultural dialogue and exchange.

In keeping with the Mercy charism and its emphasis on the Gospel values of justice, love, hospitality and compassion, students are provided with numerous opportunities to engage in outreach activities and to respond to social justice issues within the wider community. The student Mercy Action Group facilitated many of these experiences in 2012. Mercy Week enables each student to engage in an outreach activity designed to assist them to integrate their faith with a particular dimension of their culture.

On Mercy Day in 2012 students heard presentations from Catholic Mission and Caritas Australia. Community service activities included: assisting at a number of Primary Schools in the Diocese, visiting nursing homes, a day with refugees and asylum seekers at The House of Welcome and work with Legacy, St Vincent de Paul, The Wayside Chapel, The Salvation Army, The Footpath Library, Exodus Foundation Restaurant, St Vincent de Paul Sorting Warehouse, bush regeneration with Willoughby Council and the Asylum Seekers' Centre.

Mercy Action also focuses on raising awareness and this was developed through student participation in Social Justice Conferences and forums such as the Mercy 5 Junior and Senior Mercy Action Group Conferences and the Australian Catholic University social justice Forum.



3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Professional learning in the area of Catholic Life and Mission occurred in a diversity of ways. In 2012, Religious Education staff participated in a number of professional learning workshops including a Broken Bay Diocesan HSC Trials Standards Setting Day, Association for Studies of Religion Conference and other school led workshops facilitated by CSO personnel.

The Diocese of Broken Bay has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Mercy Catholic College has Pastoral Care, Anti-Bullying and Anti-Harassment policies which have been derived from the Diocesan policies. Within the Pastoral Care policy, any major disciplinary sanctions were implemented with the involvement of the Secondary Schools Consultant.

The implementation of the Pastoral Care policies promotes the ongoing formation of students in relationships, outreach, self-discipline and concern for the environment. The College has a high level of staff, student and parent awareness of these goals, rights and responsibilities including the affirmation and behaviour management steps which flow from the behavioural choices of students.

Across Years 7-12, the 2012 Pastoral Programme included:

Beliefs About Teaching and Learning, Peer Support, Mercy Week Preparation, Meta-cognition and Co-operative Learning Strategies, Study Skills, Time Management, Awareness and Safe use of the Internet, Team Building, Anti Bullying, Student Leadership Processes, Police Youth Liaison Initiatives, Resourceful Adolescent Program, Body Image, Job Skilling, Goal Setting and Inspirational Speakers. Workshops on Anxiety, Depression, Friendship, Plagiarism, Careers, Driver Awareness, Relaxation and Self-Defence. Through these programmes students develop processes to enhance their behaviours which have a positive effect on their learning.

4.3 Pastoral Care of Families

The Mercy College community values the contribution of our parents and their role as partners in the education of their daughters. We therefore have put in place both formal and informal structures to support them in this role. Homeroom teachers, Year Co-ordinators, the Assistant Principal and the Principal work closely with families to help resolve any issues their teenage daughters are experiencing. The College Counsellor is also available to assist families and if necessary contacts outside health or other agencies for support of the family as a whole.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.



4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2012, the College continued to successfully work towards meeting targeted objectives outlined in the current Strategic Plan. Analysis of data received from a variety of external Tests and examinations including NAPLAN, GAST and HSC, were utilised to support implementation of best pedagogical practice in the classroom. Programmes developed to support individualised student learning focused on Literacy initiatives, differentiated approaches to course delivery and recognition of extension provisions for students who were capable of accelerated progression. The metacognition programme continues to be offered to Year 7 students, providing a rich set of approaches to learning and problem solving.

Departmental review of teaching programmes to reflect better design and learning outcomes was being addressed together with work continuing on the integration of the Australian Curriculum requirements for 2014.

Staff development programmes aligned with the strategic direction of the College were provided across many areas from both Board of Studies and Diocesan providers.

5.2 Student Achievement

Students in Years 7 and 9 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 7**, students placed in Band 4 are achieving below the national minimum standard. Students in Band 5 are achieving at the national minimum standard. Students in Bands 6-9 are performing at a standard deemed above the national minimum standard. Students in Bands 8 and 9 are "at proficiency".
- **In Year 9** students in Band 5 are achieving below the national minimum standard. Students in Band 6 are achieving at the national minimum standard. Students in Bands 7-10 are performing above the national minimum standard. Students in Bands 9 and 10 are "at proficiency".
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area.
- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2012 cohort, there were 104 students in Year 7 and 85 students in Year 9.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>)



Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	5.2	13.0	21.8	26.5	22.1	11.5	94.9
	National	4.2	13.7	24.7	28.1	19.2	8.6	94.2
	School	2.0	4.9	10.8	31.4	38.2	12.7	98%
Writing	State	7.8	22.2	26.4	20.7	15.4	7.5	90.2
	National	8.5	18.5	29.5	23.7	12.6	5.7	89.9
	School	1.0	6.9	15.7	23.5	33.3	19.6	99%
Spelling	State	5.5	8.3	19.0	30.1	25.2	11.9	94.8
	National	5.4	11.2	23.4	29.8	19.5	9.1	93.0
	School	2.0	3.9	11.8	28.4	33.3	20.6	98%
Gr. & Punct.	State	3.4	11.4	25.1	26.4	18.9	14.8	95.7
	National	3.4	12.2	24.6	28.8	19.6	9.7	95.0
	School	0.0	4.9	14.7	23.5	41.2	15.7	100%
Numeracy	State	4.5	17.1	25.7	23.1	15.1	14.5	93.9
	National	4.7	16.1	27.2	25.2	15.0	10.4	93.7
	School	1.0	9.8	25.5	34.3	18.6	10.8	99%

Analysis of the Year 7 results show that in all components of the Literacy test, greater than 50% of the cohort were proficient, receiving a Band 8 or 9. It is pleasing to note that 60% of the Year 7 cohort achieved greater than or equal to the expected growth in Literacy. Generally student growth for Spelling grew more than the state but less in Reading and Grammar and Punctuation. In Numeracy, 29.4% of the cohort were proficient, receiving a Band 8 or 9; however, 61.5% of the students achieved greater than or equal to the expected growth. Year 7 generally has strengths in the areas of Writing and Spelling and weakness in the areas of Reading, Grammar and Punctuation.

Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	7.1	17.0	26.6	25.3	16.5	7.5	91.8
	National	7.1	17.9	28.6	26.4	13.6	4.9	91.3
	School	2.3	7.0	17.4	26.7	32.6	14.0	98%
Writing	State	19.3	19.1	19.6	21.9	11.2	9.0	81.6
	National	16.7	21.4	24.0	19.5	11.0	5.8	81.7
	School	3.5	8.1	9.3	25.6	27.9	25.6	97%
Spelling	State	8.2	11.9	23.6	26.9	21.8	7.6	90.7
	National	8.9	16.0	25.8	26.4	15.6	5.8	89.5
	School	0.0	4.7	10.5	33.7	40.7	10.5	100%
Gr. & Punct.	State	7.8	20.6	23.6	25.3	15.2	7.5	90.8
	National	8.0	18.7	28.1	24.8	13.3	5.4	90.4
	School	2.3	5.8	14.0	32.6	34.9	10.5	98%
Numeracy	State	3.9	20.3	25.9	22.2	14.7	13.1	93.6
	National	4.9	18.5	28.3	23.8	13.8	9.1	93.5
	School	1.2	5.9	17.6	24.7	24.7	25.9	99%

Analysis of the Year 9 results show that in the Writing and Spelling components of the Literacy test, greater than 50% of the cohort were proficient, receiving a Band 9 or 10. It is pleasing to note that 66% of the Year 9 cohort achieved greater than or equal to the expected growth in Literacy. Generally the students performed well above the state in Writing and Spelling. In Numeracy, 50.6% of the cohort were proficient, receiving Band 9 or 10; however, 61.5% of the students achieved greater than or equal to the expected growth. Year 9 generally has strengths in the areas of Writing, Spelling and Numeracy and weakness in the areas of Reading and Grammar and Punctuation.



Record of School Achievement (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. No student at the College requested a RoSA in 2012.

Higher School Certificate

- From a cohort of 61 students there were 35 entries in the HSC Merit List for receiving at least 90 or more in 2 Unit or Level E4 for Extension courses.
- Of the 61 students who sat for the HSC, 10 students achieved an ATAR of 90 or higher. This represents 16% of the school's candidature and it is an indicator of the high level of achievement of this cohort in the HSC.
- The top ATAR received by a student was 97.65.
- 50% of students received Bands 5 or 6 across all of their subjects.
- 50% of students were in the top 20% of their subject.
- 87% of Mercy College students entered a University course, which is over double the State average.

The table below lists the subjects studied at HSC level and shows the number of students who achieved in a particular Band. It is interesting to note the small numbers in the lower Bands of 2 and 1.



HSC Result Summary Grid 2012

Course	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	Total
Ancient History	2	3	5	1	0	1	12
Biology	0	5	8	3	0	0	16
Business Studies	0	0	4	3	3	0	10
Chemistry	1	1	3	2	0	0	7
CAFS	2	3	1	0	0	0	6
Drama	0	5	3	0	0	0	8
Economics	0	1	2	2	0	0	5
English Standard	0	7	13	2	3	1	26
English Advanced	4	24	7	0	0	0	35
English Extension 1	1	7	1	0	0	0	9
English Extension 2	0	1	0	0	0	0	1
Food Technology	2	3	4	1	1	0	11
French Continuers	0	1	0	0	0	0	1
IP Technology	0	0	2	2	1	1	6
Legal Studies	1	8	4	2	0	1	16
General Maths	3	5	9	7	0	1	25
Mathematics	0	11	6	0	1	0	18
Maths Extension 1	1	4	1				6
Maths Extension 2		1					1
Modern History	5	10	4	0	1	0	20
History Extension	1	5	0	0	0	0	6
Music 1	0	3	0	0	0	0	3
PDHPE	0	1	3	2	2	0	8
Physics	0	1	4	2	0	0	7
Society and Culture	0	7	4	1	0	0	12
SOR 1	3	20	15	6	2	3	49
SOR 2	1	6	2	0	1	2	12
Textiles & Design	1	1	3	1	0	0	6
Visual Arts	1	9	2	0	0	0	12
Total in Band	29	153	110	37	15	10	
External Providers							
Arabic Continuers		1					1
Armenian Continuers		1		1			2
Chinese Continuers	1						1
Entertainment					1		1
French Beginners	1						1
Hungarian Continuers	1						1
Japanese Beginners	1		1				2
Spanish Continuers		1	1				2
Spanish Extension		1 E3					1
Hospitality	2						2
Total inc External Providers	35	157	112	38	16	10	

TAFE / Open High School / Saturday School of Languages



5.3 Extra Curricula Activities

Sport:

During 2012 Mercy students were involved in representing the College in the following sporting events: BBSSSA Athletics and Swimming; NSW Combined Catholic Colleges representation in athletics, triathlon, cross country; BBSSSA soccer, cross-country, netball, touch football, basketball, tennis and surf lifesaving.

Co-curricular sport was also conducted again in 2012 under the auspices of the parent-run incorporated MCC Activities Club. The Club organised students' involvement in local netball, soccer, touch football, hockey, swimming and tennis competitions.

The College also supports annual Interhouse swimming and athletics carnivals, swimming and surf awareness programmes and a morning Book Camp and a lunchtime Walking Club.

Debating and Public Speaking:

Opportunities were available in 2012 for students in all Year levels to be involved in competitive Debating and Public Speaking.

Clubs:

In 2012 there are many Clubs created for students who have a special interest such as the Drama, Dance, Maths, Science, Art, Book and Writing Clubs. Also a Homework Club began for a student who would like a quiet space to complete work or get extra assistance from a teacher.

Creative Arts:

Mercy College supports an annual Creative Arts Showcase where students have the opportunity to perform on an individual or group basis, displaying their talent in dance, voice, drama or instrument.

Students are encouraged to join the College Concert Band, College Choir or String Ensemble which give them performance opportunities.

Private lessons were available in 2012 for students who wanted to learn a musical instrument, dance, voice or drama.

The Blue and Gold Award

2012 saw the instigation of the Blue and Gold Award to recognise students who excelled in areas of co-curricular involvement, community service and social justice activities. The first Blue and Gold Awards were presented at the annual Awards Evening.

5.4 Professional Learning

All teachers participated in a range of professional learning activities in 2012. Active engagement in a wide variety of professional learning activities was again a feature of the professional life of Mercy staff in 2012. On a Diocesan level, staff were engaged in such experiences as: teacher induction and mentoring, KLA network meetings, specific OH&S training, Child Protection training, various technology related professional learning opportunities as well.

School-based professional learning was centred on the work associated with the Enhancing Learning project and its associated learning teams, particularly in relation to Meta-cognition. KLA

Co-ordinators continued to foster the professional learning of their staff with a particular emphasis in 2012 on issues related to Tier 1 and Tier 2 Review processes. Staff from each of the KLAs had the opportunity to participate in subject related conferences as well as those with a broader focus on learning, Pastoral Care, ICLT and Special Needs.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

Pastoral Care Review

A major focus for 2012 was the review of the College's current Pastoral Care structures, policies and procedures. A consultant was engaged to seek the opinions of all members of the community, parents, students and staff regarding the present pastoral care system and future challenges.

Recommendations coming from this review lead to the re-writing of College policies to more closely align to the National Safe Schools Framework and the Broken Bay Diocesan Pastoral Care framework. Role descriptions of the Year Co-ordinators, Homeroom teachers and Counsellor were reviewed to more closely reflect and enhance current practices.

Several meetings were devoted to workshopping with staff to come to a common understanding of the pastoral care of students and what this looks like in today's school environment. There was strong consensus that the pastoral care of students entails understanding of their academic needs as well as their emotional and social needs.

The Honours Programme

During 2012 teachers in staff and faculty meetings shared their understanding of current pedagogies which enhance student learning. To encourage and recognise students who were *Striving for Better Things* as our motto implores us to do, the College began The Honours Programme. This programme allows students to graduate with Honours if they maintain an academic standard which gives them results within the top 20% of the cohort in at least five of their subjects. As well as this academic achievement they need to have been involved in community service and social justice initiatives.

The Year 12 Graduation Ceremony in September saw the first group of students graduate with Honours.

The Blue and Gold Award

Another initiative in 2012 was the The Blue and Gold Award designed to recognised students who have excelled in areas of co-curricular involvement, community service and social justice activities. The Award has seen a large increase of students being involved in community activities such as the College Choir, Homework Club and the social justice group, Mercy Action.

6.2 2013 Priorities and Challenges

Areas for focus in 2013 include:

- a finalisation of the recommendations which came out of the 2012 Pastoral Care Review, including an enhanced overall structure to commence in 2014;
- expanding opportunities for students which will enhance their faith journey and develop their capacity for discipleship by strengthening the social justice programme, including the overseas outreach expedition and by introducing the Catholic Schools Youth Ministry (CSYMA) programme into Year 10; and
- the development of a middle management leadership programme that promotes collective responsibility for student learning outcomes and wellbeing. Working with outside and CSO consultants as well as the team from Auckland University, Year Co-ordinators and KLA Co-ordinators will be involved in a series of workshops which will assist them in areas of conflict resolution and develop other skills to enhance their ability to be team leaders.



7. Parent Participation

7.1 Introduction

The **Mercy College Activities Club** continued its extraordinary work in providing students with the opportunities to engage in a number of sporting activities and competitions, including netball, soccer, tennis, basketball, swimming, dance, drama, dance and yoga.

The **Mercy Canteen Volunteers** continue to support our Canteen Managers in providing nutritious food for our students and staff. Their help is invaluable to the efficient running of the canteen. It also provides a social venue for parents to interact.

The **Mercy Parent Association**, through the use of the Parent Levy, assisted improvements to the senior yard area providing for a shade cloth to be installed and furniture to be purchased. They also organised a highly successful St Patrick's Day Dance for parents and held a breakfast for Mothers' Day and another to celebrate Fathers' Day. Parents appreciated the opportunities provided to meet and socialise with other parents in the community.

7.2 Parent Satisfaction

Parent satisfaction was gauged through the survey conducted regarding the College's Pastoral Care system, as well as through Parent Association and MCC Activities Club meetings.

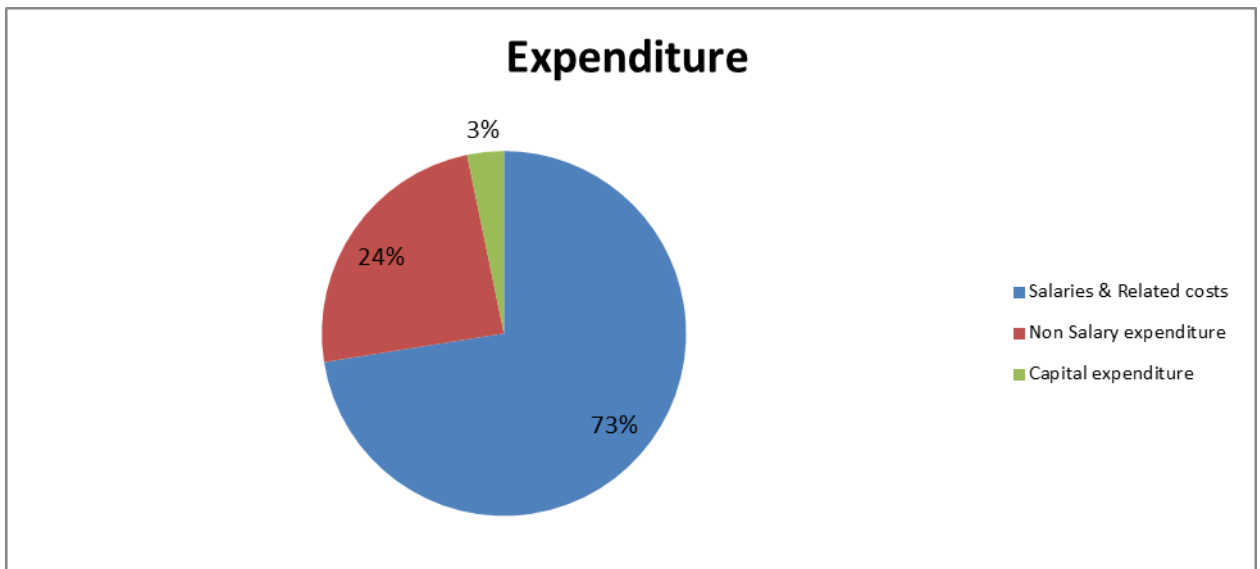
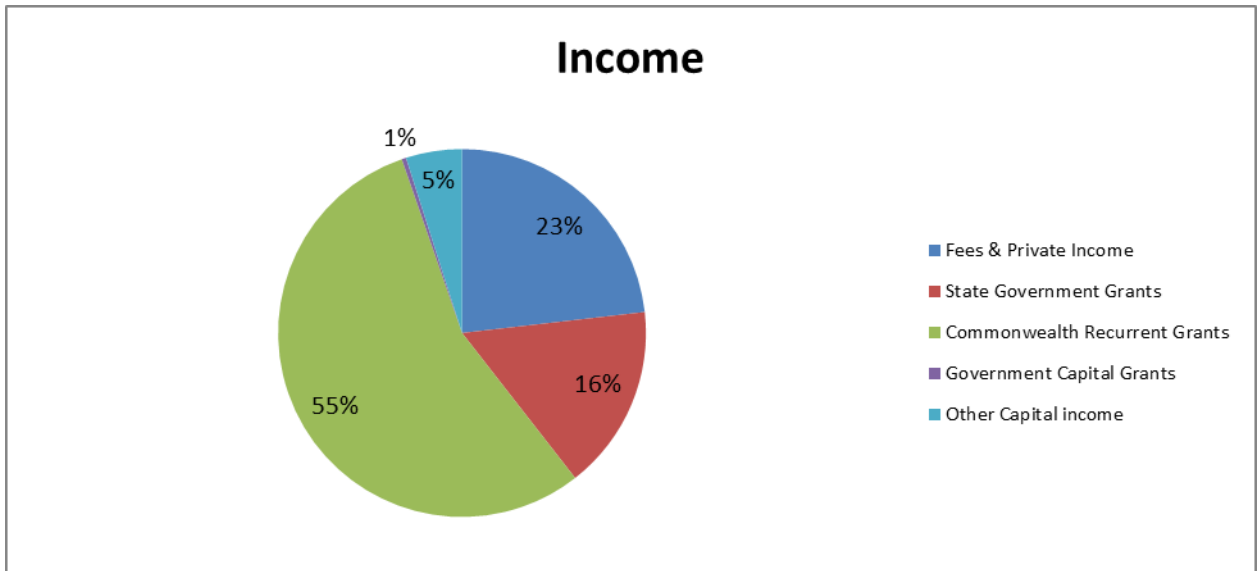
Parents expressed a commitment to the College and its values, and described the College as a caring community. They were appreciative of staff concern for their daughter's wellbeing and noted that the College provided a nurturing environment for their child.

Parents affirmed the leadership of the College in the Principal's contract renewal process, identified the strong religious dimension present in the community, and the opportunities provided for the involvement of parents.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School's consultant, Ray Werren.