



Mercy Catholic College Chatswood

2011 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

Mercy Catholic College has a long history of educating young women in the Mercy tradition and as 2011 marks the 121st year since its establishment by the Sisters of Mercy. This proud history sustains a broad and rigorous curriculum where students are encouraged to *Strive for Better Things* academically, whilst taking advantage of the many and varied co-curricular opportunities.

During 2011 a major focus for the community was to use available data to improve student outcomes. Statistical information was gathered throughout the year to track student progress and to review programmes so that they would better assist students to achieve their academic potential.

This 2011 Annual Report is a reflection of how the College community has translated goals from the Strategic Plan into delivering a high quality education to young women, setting the ground work for them to take their place as responsible global citizens.

1.2 Message from the Parent Body

The Mercy College Board continued to play an important 'behind the scenes role' during the course of 2011.

Mercy College continues in its metamorphosis, tackling the challenge of how best it balances any necessary changes that often come from shifting external forces and student needs with the enduring values and characteristics that make Mercy the school it is and keep it strong. Mercy Catholic College is a school with its traditions and culture based on the ethos and spirit of Catherine McAuley and of the Mercy Sisters.

The predominant focus for 2011 was supporting the school Executive and staff as they implemented the College's Strategic Plan from now until 2014. The Board helped guide the planning behind the specific activities undertaken within the school by staff and students.

The whole Board has been privileged to work with our whole community in this endeavour and we all look forward to that being sustained in coming years.

Chair College Board

1.3 Message from the Student Body

2011 at Mercy College, has truly demonstrated the students' ability to reflect the Mercy Spirit. Through Social Justice Activities, Mercy students have raised generous funds in order to provide for those less fortunate than us, particularly for Project Compassion in April and during Mercy Week in September, as well as through other on-going Outreach Activities. Mercy teachers and students continually support each other to 'Strive for Better Things', particularly in the academic, sporting and communal field. On a spiritual level, students are given regular opportunities to reflect and strengthen their connection with God through school Masses, Liturgies and Religious Education classes, allowing students to follow the examples of the Mercy Sisters, and their foundress, Catherine McAuley. Mercy provides the opportunity for students to take on the responsibilities of leadership from Years 7-12, allowing them to gain confidence and apply their ideas into the Mercy community. Mercy also provides on-going student welfare programmes such as peer support, anti-bullying and mentoring, so that all Mercy girls feel a sense of belonging, warmth and comfort within the Mercy environment. Finally, on a personal level, I admire how the size of the school, having such a small community, has allowed me to make so many close friends, ranging from various different ages and cultures. It has also has given me the opportunity to develop myself, to become the best individual possible.

College Captain



2. School Profile

Mercy Catholic College Chatswood is a Years 7 to 12 school for girls, which was established in 1890 by the Sisters of Mercy, and is now part of the Broken Bay Diocese. The College is located on Sydney's lower North Shore in the Central Business District of Chatswood. Due to Chatswood being a major transport hub students are drawn from all areas in the surrounding suburbs, including Forestville, St Ives, Ryde, Pymble, North Sydney, Willoughby, Manly Vale and Lane Cove.

Mercy Catholic College enjoys a very positive profile in the community due to its reputation for excellence in teaching and learning, the nurturing pastoral care environment and the engagement of Mercy students in an array of community-based outreach and learning activities.

2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
447	0	201	2	447

*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
45	1	0	46

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 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 Teacher Satisfaction

Information on teacher satisfaction was gained through surveys, collective workshopping and individual interviews. Staff were appreciative of the opportunity to contribute to the direction of on-going professional development. They continue to support the movement towards higher academic achievement and changes in pedagogical approaches. Staff feedback confirms that they value the strong, positive relationships between students and staff.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	97
8	94
9	93
10	94
11	95
12	95

The average student attendance rate for 2011 was 95%.

Of the students who completed Year 10 in 2009, 93% completed Year 12 in 2011.

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
- 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

Through a series of surveys, student leaders' meetings and conversations, students have identified the strong sense of care and support given to them by staff as one of the most important attributes of the College. Students affirmed the strong religious dimension of the College appreciating the opportunities given to them for prayer through Masses and liturgies, as well as reflection on Reflection Days and Retreats. The revised Student Leadership structure was noted as giving more opportunities for leadership to Year 11 students and the creation of an Environment Captain was well received.

2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2011 was 100%.

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

2.9 Student Destinations

Approximately 78% of the 2011 Year 12 cohort entered university study. 19% undertook courses at TAFE or private colleges and the remaining 3% entered the workforce, with one student going on a GAP year to England.

Destination data held by the College suggests a long term trend of Mercy students applying for and securing places at a number of NSW/ACT universities, in the order of 76 – 82% of the total cohort, which is significantly higher than the State average.

A smaller number of students applied for interstate and overseas university placements. In 2011, one student secured a gap placement in the UK following successful deferral of a Law degree for one year.

Students who selected TAFE following the end of Year 12, generally studied TVET courses in Stage 6 and intended to continue their courses to Certificate IV completion full time, in 2012.

The College strongly encourages and supports TAFE courses for students in the Life Skills HSC Programme, where most attain Certificate 2 status at the end of Year 12 and study full time the following year to secure Certificate IV endorsement. These students are also given opportunities for Work Placement in Stage 6 as part of a work readiness focus. We have not had 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.

The college community - leaders, teachers, parents, students and prospective families – are fully conversant with the Catholic identity of the College. The College recognises the worth of the individual and encourages the understanding that rights must be balanced by responsibilities.

3.2 Religious Life of the School

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 formal Diocesan Religious Education programme, 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 school year commenced with the Opening College Eucharist, celebrated in Our Lady of Dolours parish church. An active liturgical life empowers Mercy College students with the skills to create engaging and meaningful liturgies for the school community. On a monthly basis, students in each of the Year groups prepare a College liturgy which brings together the whole school community to celebrate and worship together. On various feast days and significant days in the life of the school, the College community also gathers for the celebration of the Eucharist. The Year 12 Graduation Eucharist and the Final College Mass provided inspiring ritual conclusions to the academic year.

The Liturgical Music Ensemble has grown in numbers and continues to provide music for College Liturgies.

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. All year groups participate in well-planned, eagerly anticipated retreats and reflection days.

International Women's Day, Refugees and Asylum Seekers, Hiroshima Day, among other issues were commemorated. Prayer features strongly in the daily life of the College, initiated by staff and students. Mercy College students are also very involved in Diocesan celebrations such as BYTE for Year 12 and the Year 10 Social Justice Day, both as participants and through the provision of students for Eucharistic Ministry, drama, music and choir.

Prayer is an ongoing priority for staff. Staff Prayer was held each fortnight in the College Chapel at 8.30am, led by faculties and staff volunteers. Each Staff Development Day opens with liturgy or prayer, led by staff.



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 that worldview to all aspects of school life, and life outside of school. Annually the staff are offered the opportunity to participate in a spirituality day. In 2011 this was held at the Mount St Benedict Centre at Baulkham Hills on the theme of Peace and Conflict and the impact of the media. The guest speaker for the day was Associate Professor Jake Lynch, the Director of the Centre for Peace and Conflict Studies.

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 2011. The focus of Mercy Week enabled each student to be engaged in an outreach activity designed to assist them to integrate their faith with a particular dimension of their culture. On Mercy Day in 2011 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 is also about raising awareness and this was developed through student participation in Social Justice Conferences and forums. These included: Mercy Five Junior and Senior Mercy Action Group Conferences, Australian Catholic University Social Justice Forum and the Caritas Just Leadership Conference.

3.4 Professional Learning in Catholic Life and Mission

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.

Professional learning in the area of Catholic Life and Mission occurred in a diversity of ways. In 2011, 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, the ISRA sponsored In-focus Day, 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 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 2011 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, 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.

The College also runs evening information sessions for parents and students covering topics such as: study skills, surviving the first few weeks of high school and assistance with subject selection.

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

Throughout 2011, the College has focused on improving learning outcomes by providing a range of initiatives targeted at the entire spectrum of student needs.

Analysis of external testing instruments, e.g. HSC, GAST and NAPLAN tests, provide valuable data that has enabled programmes to be developed offering differentiated delivery of course materials that particularly assists those students with support needs and the identified gifted and talented group. The Meta Cognition Programme in Year 7 continues to be offered, providing students with varied approaches to problem solving and enhancing a range of skills required for learning in Stages 4 and 5.

Homework and Junior Assessment Policies were reviewed in 2011 and are documented in the school diary. Teaching staff, as part of the Curriculum Initiatives and School Improvement Programme, are provided with in-service opportunities both at the systemic and Board of Studies level. The College will complete a review of the timetable in preparation for the introduction of the Australian curriculum.

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 preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). 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 2011 cohort, there were 79 students in Year 7 and 71 students in Year 9.

Detail on school performance is provided in the following tables where band distributions and percentages of students achieving the national minimum standard are outlined separately for Years 7 and 9.



Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	3.5	16.0	25.8	23.7	19.9	11.2	94.9
	National	3.8	14.7	25.6	27.3	18.7	8.4	94.7
	School	0.0	3.8	17.5	37.5	31.3	10.0	100
Writing	State	6.6	18.9	26.7	23.1	16.4	8.3	91.7
	National	7.7	14.9	27.4	25.4	14.8	8.3	90.7
	School	2.5	3.8	8.8	31.3	33.8	20.0	97
Spelling	State	5.3	11.0	21.9	28.5	21.2	12.1	93.9
	National	6.0	12.9	24.5	29.1	18.3	7.7	92.5
	School	0.0	5.0	17.5	27.5	31.3	18.8	100
Gr. & Punct.	State	7.1	12.8	29.1	21.4	19.6	10.0	93.3
	National	5.8	15.0	26.8	27.3	16.7	6.9	92.7
	School	0.0	3.8	22.5	22.5	32.5	18.8	100
Numeracy	State	4.0	15.8	24.1	24.8	15.5	15.7	94.4
	National	4.0	14.1	25.6	25.8	16.8	12.0	94.4
	School	0.0	10.0	13.8	32.5	22.5	21.3	100

Analysis of these results shows the percentage of students achieving at or above the National minimum exceeds the National figures across all test areas. It is also pleasing to note that more than 40% of students were proficient, receiving a Band 8 or 9 across all test areas. In the areas of Literacy the average student growth from Year 5 to Year 7 was 6 scale scores higher than the State average and in Numeracy it was 20.5 scale scores higher than the State average. In Year 7, most of the students achieved greater than or equal to the expected growth in the areas of Literacy. In Numeracy, 76.7% of the students achieved greater than or equal to the expected growth. There is a minor concern reserved for the high percentage of students achieving Band 7s in Reading and Numeracy, attention needs to be given to this group of students. Attention also needs to be given to the small number of students achieving at or below the State average in all areas, particularly the Data and Measurement aspects of Numeracy. The College congratulates Year 7 students on their outstanding performance in the 2011 NAPLAN Test.

Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	6.3	18.1	25.4	25.3	15.8	9.2	92.9
	National	6.1	17.2	27.4	27.0	15.5	5.3	92.4
	School	1.4	5.6	26.8	32.4	25.4	8.5	99
Writing	State	16.0	18.5	20.8	22.7	12.0	9.9	84.6
	National	13.9	18.5	23.2	20.5	13.4	8.9	84.6
	School	1.4	7.0	12.7	40.8	16.9	21.1	99
Spelling	State	6.5	13.0	24.3	28.5	19.9	7.9	91.8
	National	8.0	14.9	25.5	27.1	16.1	6.9	90.5
	School	0.0	7.0	21.1	25.4	40.8	5.6	100
Gr. & Punct.	State	10.0	14.6	25.3	31.6	12.6	5.9	90.3
	National	8.5	17.7	27.9	25.8	13.7	4.9	90.0
	School	1.4	2.8	26.8	45.1	15.5	8.5	99
Numeracy	State	5.1	18.9	25.6	21.8	15.9	12.7	93.2
	National	5.4	18.4	27.5	23.8	14.6	8.9	93.1
	School	1.4	12.9	21.4	27.1	32.9	4.3	99



The percentage of students achieving above the National minimum is higher than the National percentage in every test area. The average student growth from Year 7 to Year 9 in Literacy testing area was higher than the State average and in Numeracy it was 2.22 scale scores higher than the state average. In Year 9, 59.4% of the students achieved greater than or equal to the expected growth in Literacy. In Numeracy 63.2% of the students achieved greater than or equal to the expected growth. The high percentage of students achieving Bands 7 and 8 across all areas of the test needs to be addressed. Attention also needs to be given to the small number of students achieving at or below the State average in all areas, particularly Numeracy. Year 9 students are to be congratulated on their outstanding NAPLAN results.

School Certificate

Students in Year 10 sat for the School Certificate examination in November. The table provided shows the mean of the 2011 school cohort in comparison with state and school results from previous years.

School Certificate means, 2007-11

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
2011	School	82.60	76.00	80.32	83.36	80.16	85.56
	State	77.34	70.88	75.44	72.42	72.15	79.20
2010	School	80.60	75.77	81.22	81.71	78.95	82.83
	State	76.87	72.10	76.67	70.16	72.38	79.44
2009	School	82.23	73.20	80.45	78.90	79.95	84.31
	State	77.43	70.61	75.00	71.56	72.36	81.67
2008	School	78.97	72.41	77.84	76.74	79.03	83.84
	State	76.63	70.67	73.61	70.58	73.52	80.71
2007	School	78.95	72.69	79.02	82.22	78.09	82.13
	State	74.76	69.38	73.48	72.14	74.60	80.28

The Year 10 students at Mercy College achieved results significantly above the State mean in all subjects. 87% of our students receiving a Band 4 or above in Science, 73% in Mathematics and 96% of Year 10 students received Band 4 or above in English.

Higher School Certificate

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, with only one student achieving a Band 1 in one subject.



Course	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	Total
Ancient History	3	3	4	0	0	0	10
Biology	1	2	7	3	2	0	15
Business Studies	0	2	7	5	1	0	15
Chemistry	0	3	3	2	0	0	8
CAFS	0	3	2	4	0	0	9
Design & Technology	0	2	2	1	0	0	5
Drama	2	2	1	0	0	0	5
Economics	0	0	0	0	0	0	0
English Standard	0	7	13	5	3	0	28
English Advanced	3	24	8	0	0	0	35
English Extension 1	4	8	3	0	0	0	15
English Extension 2	0	3	1	0	0	0	4
Food Technology	1	4	3	1	0	0	9
Geography	0	0	2	4	0	0	6
IPT	0	4	3	2	0	0	9
Legal Studies	1	5	5	4	1	0	16
General Maths	3	5	6	2	0	0	16
Mathematics	2	7	3	4	2	1	19
Maths Extension 1	0	6	0	0	0	0	6
Maths Extension 2	0	0	0	0	0	0	0
Modern History	6	17	10	0	0	0	33
History Extension	5	4	0	0	0	0	9
Music 1	0	3	0	0	0	0	3
PDHPE	1	7	4	3	1	0	16
Physics	0	0	3	0	2	0	5
Society and Culture	0	4	4	3	0	0	11
SOR 1	4	21	11	8	1	0	45
SOR 2	3	6	8	1	0	0	18
Visual Arts	0	4	8	0	0	0	12
Total in Band	39	156	121	52	13	1	382
External Providers							
<i>Armenian Continuers</i>			1				1
<i>Dance</i>	1						1
<i>Engineering Studies</i>				1			1
<i>French Continuers</i>		1					1
<i>Indonesian Beginners</i>	1						1
<i>Spanish Continuers</i>		1					1
<i>Spanish Continuers</i>							
<i>Hospitality</i>		1					1
Total inc Ex Prov	41	158	123	53	13	1	389

TAFE / Open High School / Saturday School of Languages



From a cohort of 64 students:

- There were 41 entries in the HSC Merit List (at least 90 or more in 2 Unit or Level E4 for Extension courses).
- Of the 64 students who sat for the HSC, 11 students achieved an ATAR of 90 or higher.
- The top ATAR received by a student was 97.55.
- One HSC Drama student had her Directors' Portfolio chosen for On Stage.
- 19 subjects achieved an average above the State average, with several being well above such as General Mathematics being 10.72 above, Ancient History 9.85 above and Food Technology at 8.56 above the State average.

5.3 Extra Curricula Activities

In relation to the Creative Arts, Mercy supports an annual Creative Arts Festival, a Concert Band, Choir and a Liturgical Ensemble, private music in the form of instrumental or voice tuition. Students also have the opportunity to join the Dance and Drama Clubs.

Mercy College supports many sporting events such as annual swimming and athletics carnivals, swimming and a surf awareness programme. Students represent the College in the following events: BBSSSA Athletics and Swimming; NSW Combined Catholic Colleges representation in Athletics, Triathlon, Cross Country; BBSSSA Soccer, Cross-Country, Netball, Touch Football, Basketball, Triathlon, and Tennis.

The College continues to provide enthusiastic umpires for Netball Gala Days and other events. Mercy students performed with distinction at Diocesan, Catholic, State and Australian level in the disciplines of Athletics, Cross Country and Netball. Co-curricular sport was conducted in 2011 under the auspices of the parent-run incorporated MCC Activities Club. The Club organised students' involvement in local netball, soccer, touch football and tennis competitions as well as student participation in the swimming squad. Mercy College has an excellent tradition of netball umpiring and provides opportunities for students to develop as coaches for primary school netball teams.

The success of our teams is due to the commitment by so many parents and students who work as coaches, managers and umpires. The Executive and the Sport Convenors of the Activities Club continue to display exceptional support.

5.4 Professional Learning

During 2011, the staff of Mercy Catholic College engaged in a range of professional learning experiences. These included Teacher Induction and Mentoring, ICLT training, Occupational Health and Safety courses, analysis of external testing instruments and the development of differentiated lessons. Significant professional learning took place in connection with the use of data to analyse student results to inform pedagogy. A particular focus throughout the year was to assist teachers to develop skills and strategies to improve student outcomes.



6. Strategic Initiatives

6.1 2011 Priorities and Achievements

Staff and students were involved in reviewing the Student Leadership programme with the outcome being modifications to the existing format. During 2011 there was seen to be a need for an Environment Captain and the major portfolio leadership positions were moved to Year 11 students. New positions of College Prefect were created for a reduced number of Year 12 students. This led to the reduction of pressure on Year 12 students allowing for them to have more time to focus on their studies.

A Timetable Committee was convened and met throughout Terms 2, 3 and 4 comparing timetable structures from similar schools and making recommendations for changes that would allow more time on task with an increase in the length of periods and more face to face teaching time for some subjects.

Teacher professional development throughout 2011 focused on analysing student data and developing pedagogies for improving student outcomes. Staff worked on developing differentiated tasks in their Years 7 & 8 classes.

6.2 2012 Priorities and Challenges

Areas for focus in 2012 include:

- Reviewing the Pastoral Care structure, analysing the data that comes out of this review and formulating strategies to implement the recommendations.
- Involving students and staff in developing an action plan to improve the campus environment to make it more aesthetically pleasing.
- Developing amongst staff a shared understanding of what effective classroom practice looks like and sharing strategies which will lead to enhanced teaching of current pedagogies and technologies.



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 and yoga.

The **Mercy Parent Association**, through the use of the Parent Levy, assisted improvements to the drama room with the addition of performance mirrors and the creation of an outdoor space for senior students. They also initiated a highly successful Dinner 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.

The **College Board** continues to assist in developing the school in all its facets providing wise counsel to the College executive in the implementation of the Strategic Plan.

Mercy College is extremely grateful for the contribution of our parent groups.

7.2 Parent Satisfaction

Parent satisfaction was gauged in 2011 through parent interviews and feedback from Parent Association and College Board meetings. Parents valued the caring relationships that are evident between students and teachers and appreciate the level of feedback from teachers regarding their daughter's progress.

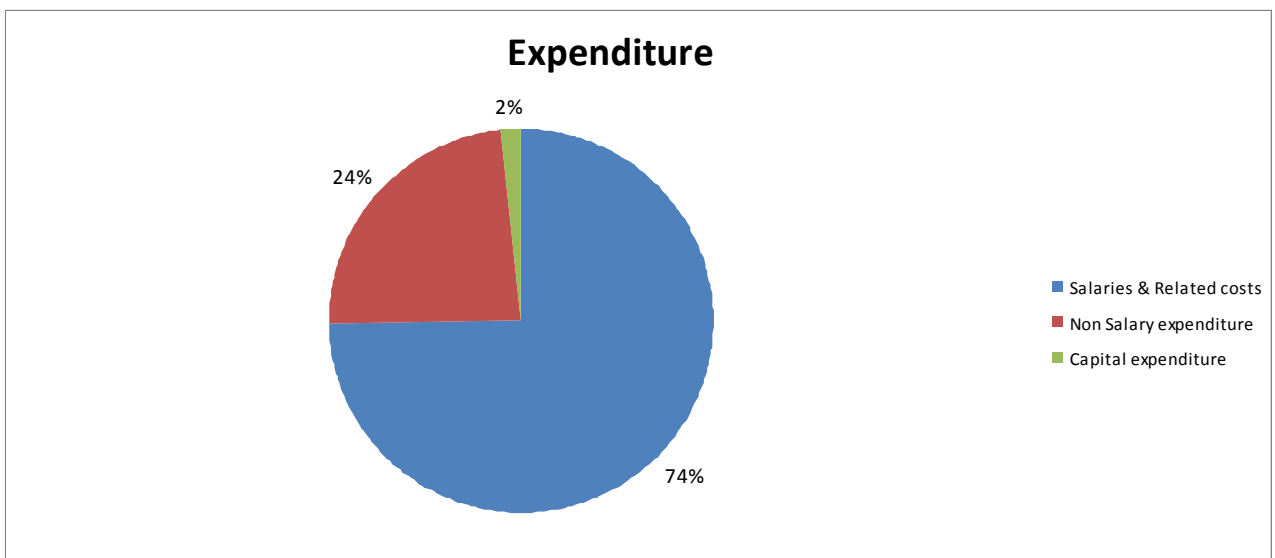
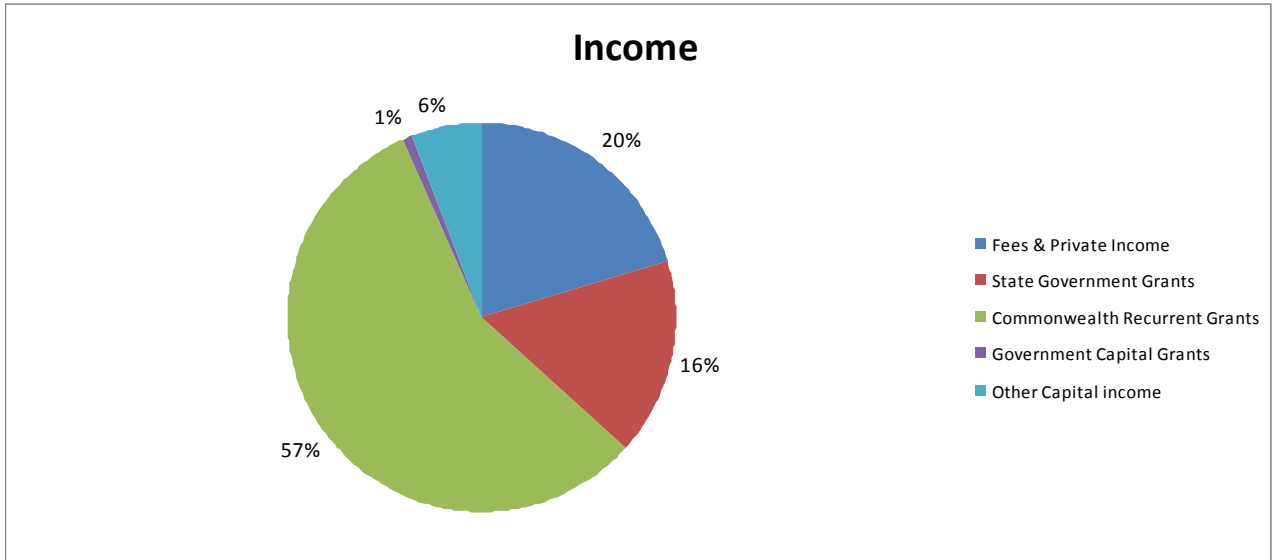
A high level of satisfaction was noted with the continued emphasis on improving academic expectations of students.

Parent satisfaction is also evident in regard to the opportunities for student leadership and student participation in a variety of co-curricular activities.



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 is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



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