



# Mercy Catholic College Chatswood

## 2010 Annual Report



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## **1. Message from Key Groups in Our School Community**

### **1.1 Message from the Principal**

I am pleased to offer our Annual Report as a true reflection of the quality of education offered at Mercy College. Students work in a happy environment where the individual is catered for by a highly qualified and committed teaching staff. 2010 was a significant year for the community as I began my first year as Principal at Mercy College. A major focus for the year was to write our Strategic Plan, a plan to guide the College's direction for the next four years. Data was gathered from all areas of the community: staff, students, parents, ex-students, Mercy Sisters and local community members. The positive feedback about the current pastoral care structure and the academic standing of the College made it a very affirming experience.

### **1.2 Message from the Parent Body**

The Mercy College Board experienced a number of significant changes in 2010, the main one being the bestowing of good wishes to a departing Principal, and welcoming a new one. We also had personnel changes among both parent and staff presence on our Board.

The predominant focus and priority for 2010 was helping guide and steer the development of the College's Strategic Plan for the next four years. This highly collaborative effort drew on input and energy from not only the Board, but the entire College community – our students, staff, local civic and business community, and of course the Catholic Schools Office (CSO).

The Plan sets the direction and priorities for our College from now until 2014. The whole process, which culminated in the staff discussing and agreeing how the plan is best implemented, was a shining example of the collective wisdom sharing by the whole Mercy community, in support of the Principal and staff, of our wonderful school.

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**

At Mercy College, 2010 allowed the Mercy Spirit to shine through in all students in our community. Through our Social Justice Programme the generosity of students was displayed as fundraisers and activities raised money for those less fortunate, in particular for Project Compassion and Mercy Week. Regular opportunities to celebrate Mass together throughout the year, strengthened our faith as we followed the leadership of the Mercy Sisters' foundress Catherine McAuley. Support from teachers, parents and peers ensured that students were able to succeed academically as well as in sporting achievements and through services within the community. Mercy College is a place of belonging and comfort, where all students are able to feel included as they fulfil the school motto to *Strive for Better Things*; and in 2010 this was certainly the case.

College Captain



## 2. School Profile

Mercy Catholic College Chatswood is a Years 7 to 12 girls' school located in the Broken Bay Diocese on Sydney's lower North Shore in the central business district of Chatswood. Students are drawn from a very large geographical area primarily from the feeder parishes of Our Lady of Dolours Chatswood and Our Lady of Good Counsel Forestville. Increasing numbers of enrolments are accepted from Catholic primary schools in the Archdiocese of Sydney which are geographically close to Chatswood, particularly Holy Spirit North Ryde and St Michael's Lane Cove. Given that the school is located in a major transport hub, the school also draws students from a wide range of Catholic and government primary schools as far afield as Manly Vale, Mosman, Neutral Bay, Naremburn, Pennant Hills, Epping and Dundas.

### 2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
468	0	240	0	468

\*Language background other than English

### 2.2 Enrolment Policy

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

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

<sup>†</sup> 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 2010 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

## 2.5 Teacher Satisfaction

Quantitative surveys were commissioned as part of the College's new Strategic Plan. Staff felt that Catholic values were in daily evidence, being embodied in College practice. They appreciated the dedication and collegiality of fellow staff members and valued the professional sharing of resources and the open discussion of pedagogy. Staff considered that Mercy College offered a safe and inclusive environment for both staff and students and they valued the close relationships that they build with their students.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	93
8	96
9	93
10	93
11	94
12	94

The average student attendance rate for 2010 was 94%.

Of the students who completed Year 10 in 2008, 84% completed Year 12 in 2010.

**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**

In 2010 students participated in quantitative surveys which were commissioned as part of the development of the College's new Strategic Plan. Students valued the supportive staff whom they considered to be committed to enhancing their learning opportunities. They also appreciated the strong friendships that they developed with other students, particularly in their cohort. The small size of the school and therefore small class sizes was considered by the students to be very positive.

## **2.8 Senior Secondary Outcomes**

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2010 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 8% of the cohort.

## **2.9 Student Destinations**

Approximately 76% of the 2010 Year 12 cohort entered university study with their first course preference. 20% undertook courses at TAFE or private colleges and the remaining 4% entered the workforce.



### **3. Catholic Life and Mission**

#### **3.1 Catholic Heritage**

Mercy College commenced as a primary school in 1890 under the stewardship of the Sisters of Mercy. Since then the school has evolved into a high school for young women, Years 7 to 12. The school aims to educate women for the twenty-first century to take their rightful and recognised roles as individuals within a global world. 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 of the action of God in our lives and by putting this reflection into practice in our Social Justice Programme. 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**

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. The Canonization of Mary MacKillop was one very important event.

Year Group celebrations of Reconciliation and the Eucharist happen when we are able to obtain the services of a priest, but certainly once a year. In 2010 the Priests from our local parish were able to celebrate Eucharist with each Year group. Mercy students were also involved in the co-ordination and participation of the Parish Mass for the Assumption and the Parish Centenary Celebration. The Parish Team are also invited to celebrate key events with the Mercy College staff in a social setting.

On various feast days and significant days in the life of the school; Ash Wednesday, Mercy Day, Year 12 Graduation and Advent; the College community also came together for the celebration of the Eucharist.

Social justice themes characterise each of the monthly formal assemblies in which students prepare a prayerful reflection to raise students' awareness. 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 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 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 2010 this was held at the Marist Centre, Mittagong.

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 2010. 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. A particular focus of the 2010 Mercy Day was the engagement with young members of the Muslim community in a day entitled, 'How Different are we Really'? Other opportunities were offered with student and staff participation at Caritas Australia, Nursing Homes, Legacy, St Vincent de Paul, Red Cross, Bush Regeneration, Salvo Crisis Centre, Amnesty International, Chatswood Street Mission, Asylum Seekers' Centre, Bethlehem Creche, Josephite Community Aid, assisting at a number of primary schools in the diocese, and the knitting of blankets for Addis Abeba Fistula Hospital.

### **3.4 Professional Learning in Catholic Life and Mission**

Professional learning in the area of Catholic Life and Mission occurred in a diversity of ways. In 2010, 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, Aboriginal Spirituality Day and other school led workshops facilitated by CSO personnel.

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.

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 2010 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, Workshops on Anxiety, Depression, Plagiarism, Careers, Driver Awareness, Relaxation and Self-Defence.

### **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

2010 was a year of review and analysis of the College's approach to teaching and learning. Several staff attended courses which enabled them to better understand how to use data to analyse student results to affect better outcomes. A major evaluation of our approach to gifted and talented students was undertaken and from this came the establishment of a Learning Support Team which will support the learning of the full range of students; from those with Special Needs to those who are Gifted and Talented. A Teaching and Learning facilitator was appointed to direct this new approach and to assist teaching staff to offer a variety of challenging activities.

### 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 (SMART), 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 published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 98 students in Year 7 and 68 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
<b>Reading</b>	State	4	13	21	26	22	11	95
	National	4	13	24	28	19	10	95
	School	1	6	5	27	35	27	99
<b>Writing</b>	State	5	11	32	24	18	7	93
	National	6	14	28	28	16	8	93
	School	1	1	28	20	33	17	99
<b>Spelling</b>	State	5	9	19	29	25	11	94
	National	6	12	22	29	21	9	93
	School	0	2	7	28	40	23	100
<b>Gr. &amp; Punct.</b>	State	10	10	24	28	14	12	92
	National	7	14	25	26	17	9	91
	School	1	2	21	24	29	22	99
<b>Numeracy</b>	State	3	14	24	26	16	14	95
	National	3	13	26	27	18	12	95
	School	0	2	14	32	23	29	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 50% of students were proficient, receiving a Band 8 or 9 across all test areas. The average student growth from Year 5 to Year 7 in Literacy was 3.7 scale scores higher than the state average and in Numeracy it was 7.8 scale scores higher than the state average. In Year 7, 64.6% of the students achieved greater than or equal to the expected growth in Literacy. In Numeracy 68.8% 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 7 in Numeracy, attention needs to be given to this group of students. Attention also needs to be given to the large number of students achieving Band 6 in Writing. The College congratulates Year 7 students on their outstanding performance in the 2010 NAPLAN Test.

**Band Distributions (%) – Year 9**

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
<b>Reading</b>	State	8	19	23	24	19	6	91
	National	8	18	28	27	14	4	91
	School	0	9	21	25	37	9	100
<b>Writing</b>	State	10	22	22	25	12	8	88
	National	11	19	27	22	12	7	87
	School	0	4	31	28	19	16	100
<b>Spelling</b>	State	9	11	23	29	18	10	91
	National	9	16	26	26	15	7	90
	School	0	6	22	24	32	16	100
<b>Gr. &amp; Punct.</b>	State	8	15	26	24	14	12	91
	National	8	16	27	27	16	6	91
	School	0	6	25	25	26	18	100
<b>Numeracy</b>	State	6	16	27	24	14	13	93
	National	5	16	28	26	15	8	93
	School	0	6	24	34	21	16	100



The percentage of students achieving above the national minimum is higher than the national percentage in every test area. It is pleasing to note that no Year 9 student performed below the minimum national standard. The average student growth from Year 7 to Year 9 in Literacy was 4.94 scale scores higher than the state average and in Numeracy it was 5.4 scale scores higher than the state average. In Year 9, 65.55% of the students achieved greater than or equal to the expected growth in Literacy. In Numeracy 65.77% of the students achieved greater than or equal to the expected growth. This result is excellent considering the large number of students achieving at Bands 7 and 8. The growth rate needs to be maintained into the future in order to lift these students into the proficiency Bands. 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 2010 school cohort in comparison with state and school results from previous years.

#### School Certificate means, 2006-10

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
<b>2010</b>	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
<b>2009</b>	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
<b>2008</b>	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
<b>2007</b>	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
<b>2006</b>	School	80.51	72.16	77.67	82.35	83.21	85.42
	State	74.10	67.87	72.85	71.00	74.37	80.55

In the 2010 School Certificate examinations Mercy College students once again achieved mean scores well above the State mean in all subjects. Students and staff in Geography and History are to be particularly congratulated for Geography scores were 6.57 points above the State mean, whilst History was 11.55 above the State mean. The success of our Metacognition programme in which students learn how to become organised with their school work and take time to reflect on how they learn best has shown to have benefited this Year 10 cohort.



## Higher School Certificate

Course	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	Total
Ancient History	2	6	2	1	0	0	11
Biology	3	9	8	5	1	0	26
Business Studies	0	0	6	4	1	0	11
Chemistry	0	2	5	1	1	0	9
CAFS	1	3	7	0	0	0	11
Drama	0	3	7	0	0	0	10
Economics	0	1	1	4	2	0	8
English Standard	0	1	19	12	1	0	33
English Advanced	4	24	15	1	0	0	44
English Extension 1	2	13	1	0	0	0	16
English Extension 2	0	4	2	0	0	0	6
Food Technology	0	1	3	6	0	0	9
Geography	1	3	4	2	0	0	10
IPT	0	1	3	7	0	0	11
Legal Studies	0	7	13	2	0	0	22
General Maths	0	9	17	6	0	0	32
Mathematics	0	4	6	2	0	0	12
Mathematics Extension 1	1	3	2	0	0	0	6
Mathematics Extension 2	0	2	0	0	0	0	2
Modern History	1	16	14	1	0	0	32
History Extension	0	6	2	0	0	0	8
Music 1	0	5	3	0	0	0	8
PDHPE	1	4	6	6	0	0	17
Physics	0	1	3	2	0	0	6
Society and Culture	0	3	7	2	0	0	12
SOR 1	3	26	14	16	1	1	61
SOR 2	0	9	7	1	0	0	17
Visual Arts	0	6	7	0	0	0	13
<b>Total in Band</b>	<b>18</b>	<b>170</b>	<b>180</b>	<b>78</b>	<b>7</b>	<b>2</b>	<b>452</b>

The HSC results reflect the achievements of a Year 12 group who earned a very high proportion of results in the top three performance bands. From a cohort of 79 students, 5 obtained an ATAR of over 90 and approximately 14% received an ATAR of over 85. This means that 82% of our students received a Band 4 or above. The highest ATAR was 96.4 and six students earned an ATAR of above 90, with 29% of the cohort receiving an ATAR of over 80. The overall proportion of results in the top performance Band 6 was lower than the previous year and it has been a source of reflection as the College sets Learning Goals for the 2011 HSC class.



### 5.3 Extra Curricula Activities

During 2010 Mercy girls were involved in representing 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, tennis and surf lifesaving. The College also supports annual Interhouse swimming and athletics carnivals, swimming and surf awareness programmes and a lunchtime sport programme.

Mercy continues to provide enthusiastic umpires for Netball Gala Days and NSCPSSA events. Mercy students performed with distinction at Diocesan, Catholic, state and national level in the areas of athletics, cross country and netball. Co-curricular sport was conducted again in 2010 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 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.

Mercy College runs a vibrant co-curricular programme for the Arts. In 2010 students performed in a very successful annual Creative Arts Festival and several soirées for both drama and musical pieces. The Concert Band successfully won their section in the Ryde Eisteddfod, and the Choir and Liturgical group, had the opportunity to perform on numerous occasions. Students also were encouraged to take advantage of the many private music, dance and speech / drama tuition opportunities that are available.

### 5.4 Professional Learning

The professional learning focus for 2010 at Mercy College was aimed at improving the use of the available technology in the classroom. The Technology Committee was a leader in utilising staff meeting time to inservice staff on areas such as how to use photostory and how to embed *you tube clips* into powerpoint presentations. A focus during Term 4 was to better utilise the Smart boards in classrooms. Teachers spent time designing software that could be used and shared within their faculty area.



## **6. Strategic Initiatives**

### **6.1 2010 Priorities and Achievement**

- The Building Education Revolution (BER) Pride Funding Initiative was completed and now the students have greater protection from the weather with the construction of a covered way and extended undercroft.
- The College community worked through a process of reviewing the old Strategic Plan and devising a new one. All areas of the community were involved (staff, students, parents, ex-students, Sisters of Mercy, local community members) in providing information through either surveys or interviews.
- Planning began to expand the Meta-cognition Project to provide broader opportunities for enrichment and the identification of gifted students. Discussions between the Curriculum Co-ordinator, the teacher-in-charge of Meta-cognition and CSO personnel were held with the Principal to devise a plan of action for implementation in 2011.

### **6.2 2011 Priorities and Challenges**

The following challenges and priorities have been identified for 2011:

- The need to continue the promotion of the College's profile in the wider community to ensure the on-going sustainability of enrolments.
- To review procedures around the Student Leadership programme, as well as the Timetable structure so that we assist our students to be learners, thinkers, leaders and most importantly, young women of action and compassion.
- To set in place processes and procedures that will allow teaching staff to better use data to inform pedagogies that enhance student learning, well-being and resilience.



## **7. Parent Participation**

### **7.1 Introduction**

Three parent groups continued to provide outstanding leadership to the College community in 2010:

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

The Mercy Parent Association, through the use of the Parent Levy, have assisted in improving security of the College grounds.

The College Board continues to provide stewardship, developing the school in all its facets and 'in trust' for that faith community.

Mercy College is extremely grateful for and proud of, the contribution of our Parent Groups to the achievement of the College Strategic Plan and the organisation of a new Plan for 2011-2014.

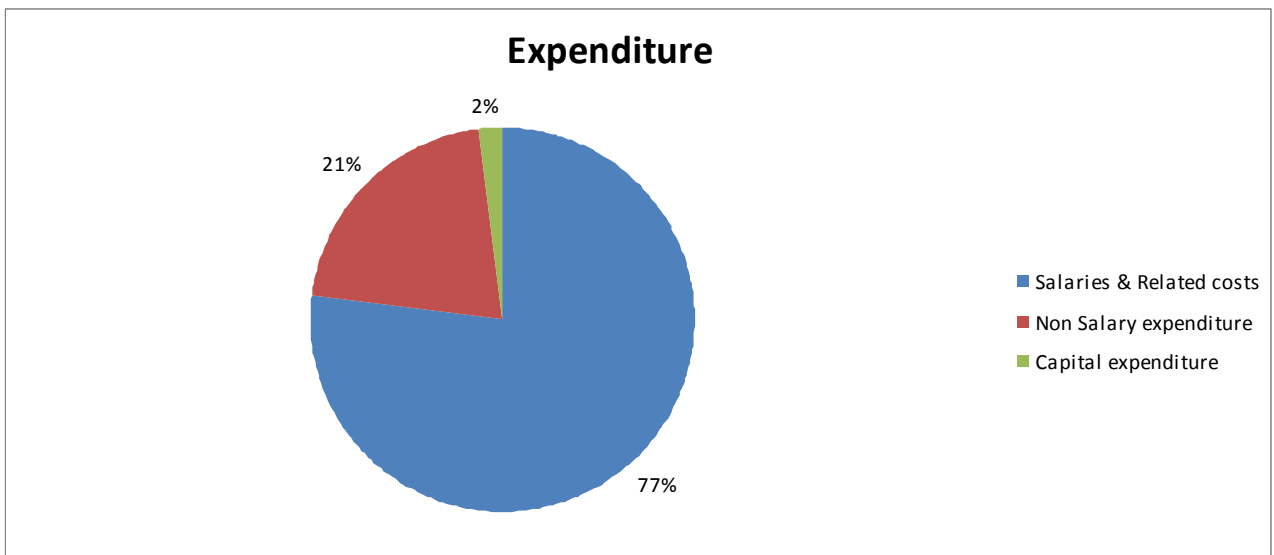
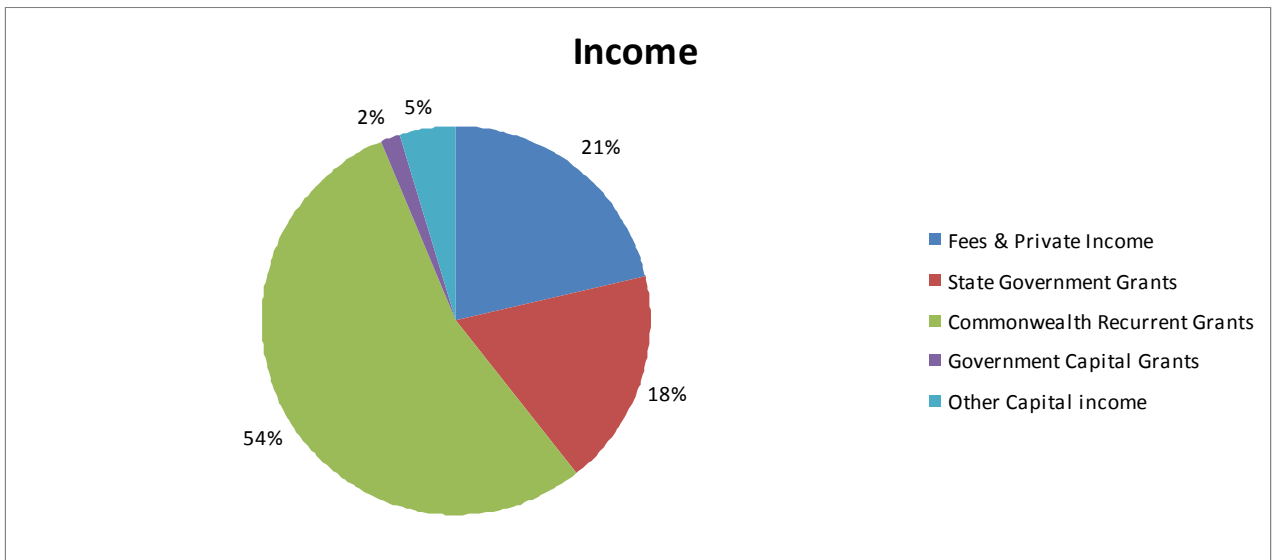
### **7.2 Parent Satisfaction**

Quantitative surveys completed by 56% of our parents showed that 77% of them strongly agreed or agreed that Mercy College demonstrated it was an authentic Catholic school by the opportunities that were given for students to be involved in liturgies and also by the positive relationships developed between teachers and students. While 78% of parents were happy with the focus on the strong academic standards expected of their daughters by Mercy College.



## 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.