

# Mercy Catholic College Chatswood

## 2009 Annual Report



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

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

'There is no doubt that Mercy Catholic College is an effective learning community. Students from the college have demonstrated excellent external examination results. A strong contemporary vision for learning exists and is being implemented in many aspects of school life. The students are supported in their learning by passionate, committed teachers, strong pastoral care, good learning support, and contemporary, professional counselling.' *Review of Mercy Chatswood 2009*

This small extract reflects a highly positive picture of our community which, in my view, is evident every day. In no other community have I experienced such a sense of 'working together', where no problem is insurmountable and where the learning culture is characterised by high intrinsic motivation and a range of dynamic learning processes. Mercy is a place where students work hard to support each other, where solutions are found collaboratively, where learning is celebrated and, most importantly of all, our values of hospitality, justice and compassion are expressed when we pray together. I believe it is these aspects which have struck a chord with families in the northern region of Sydney and have seen our enrolments increase dramatically in recent years. It has been a privilege to have played a part in this.

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

Mercy is entering an exciting new phase of metamorphosis, and part of our challenge is to balance any necessary changes that often come from any 'changing of the guard' with the enduring values and characteristics that make Mercy the school it is and keep it strong. Mercy Catholic College Chatswood is a school with its traditions and culture based on the ethos and spirit of Catherine McAuley and of the Mercy Sisters. We are inspired and guided by the dedication and commitment of these women. The development of this rich history and tradition has brought us to the present and it is through the work of the school board that we hope to achieve a workable and significant future for Mercy Catholic College Chatswood in 2010 and beyond.

*Chair of College Board*

### **1.3 Message from the Student Body**

Throughout our time at Mercy, we have been constantly asked, what does 'Mercy' mean to you? As a student group, we have come to understand that Mercy is a place where we all belong, irrespective of where life may take us next. We can all rest assured that we will always have these memories to accompany us through life. This year has brought laughs, tears, challenges and outstanding achievements but above all it has shown us how important the bonds of friendship are.



## 2. School Profile

### 2.1 Introduction

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 primarily drawn 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. Given that the school is located in a major transport hub, the school also draws students from a wide range of Catholic and government schools as far as Berowra, Manly Vale, Mosman, Neutral Bay, Pennant Hills and Dundas.

### 2.2 Student Profile

The following information describes the student profile for 2009:

Girls	Boys	LBOTE*	Indigenous	Total
444	0	173	2	444

\*Language background other than English

### 2.3 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.

### 2.4 Staff Profile

The NSW government requires that this report details 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
42	1	0	43

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.



## 2.5 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2009 was 95.1%. This figure does not include teachers on planned leave.

The teacher retention rate from 2008 to 2009 was 93.9%.

## 2.6 Teacher Satisfaction

Quantitative surveys commissioned through external providers highlighted a high level of satisfaction amongst teaching and support staff in the strategic domains of Faith, Learning, Relationships, Leadership, Identity and Environment. Staff affirmed the strong learning culture and the strategic approach taken to implementing technology within learning. Qualitative processes highlighted the strength of relationships present in the staff community.

## 2.7 Student Attendance and Retention Rates

YEAR	Average student attendance rate (%)
7	95
8	99
9	97
10	98
11	99
12	99

The average student attendance rate for 2009 was 97%.

Of the students who completed Year 10 in 2007, 72.3% completed Year 12 in 2009.

**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.

## **2.8 Student Satisfaction**

Quantitative surveys commissioned through external providers highlighted a high level of satisfaction within the student body in the strategic domains of Faith, Learning, Relationships, Leadership, Identity and Environment. Students affirmed the strong religious dimension present in the college, the care given by teachers in the learning environment and the opportunities provided for leadership. Qualitative processes highlighted the strength and importance of relationships, leadership and learning in effecting significant change.

## **2.9 Senior Secondary Outcomes**

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2009 was 100%.

No Year 12 students undertook vocational or trade training in 2009.

## **2.10 Student Destinations**

Approximately 80% of the 2009 Year 12 cohort entered university study with their first course preference. 15% undertook courses at TAFE or private colleges and the remaining 5% entered the workforce.



### **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 of 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, encourages the understanding that rights must be balanced by responsibilities and strives to meet the challenges posed in the question: How can the Mercy Spirit be strengthened through you? Further information can be located on the College website.

#### **3.2 Religious Life of the School**

The school year commenced with the Opening College Eucharist, celebrated in Our Lady of Dolours parish. On a monthly basis, students in each of the year groups prepared a College liturgy which brings together the whole school community to celebrate and worship. 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. Teachers prepare and lead fortnightly Staff Prayer.

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.

The College has a professional Religious Education staff who deliver a rigorous curriculum which includes a strong assessment component.

#### **3.3 The School in the Life of the Parish and the Diocese**

Year groups celebrated Eucharist with our feeder parish priests in the College chapel once a term. In 2009, 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. Senior students initiated the Stations of the Cross as a joint venture with St Pius X College. Mercy contributes annually to diocesan priorities overseen by Caritas and the St Vincent de Paul Society.

#### **3.4 Catholic Worldview**

Mercy continued its ongoing focus on the development of a Catholic Worldview. Each Year group, led by the principal, spent time reflecting and responding to our worldview questions and discussing a range of views on faith, leadership, relationships, environment, identity and learning. During 2009, Mercy was the subject of a significant research project on Values Education.

#### **3.5 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.



## 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

Derived from the Diocesan policies, Mercy College has Pastoral Care, Anti-Bullying and Anti-Harassment 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 2009 Pastoral Program included:

Beliefs About Teaching and Learning, Peer Support, Mercy Week Preparation, Meta-cognition and Co-operative Learning Strategies, Values Education, 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.

Staff professional development was conducted on Adolescent Health. The Mercy Parent Association initiated Study Skills for parents and students.

### 4.3 Pastoral Care of Families

Both formal and informal support structures exist for families within the Mercy College community. The College Counsellor is available to consult with students, parents and staff in relation to any pastoral care issue. Year Coordinators, the Assistant Principal and the Principal all work closely with parents during the year to provide the required support in relation to issues concerning their daughter. Where necessary, the College works with parents and outside health or other agencies to support students.

### 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 Catholic Schools Office 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 Catholic Schools Office 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

2009 saw further consolidation of the College Meta-cognition Project. During 2007 Year 7 were allocated one Meta-cognition period a week to address the Meta-cognition questions. The four Meta-cognition Booklets developed by the META Team were evaluated and refined in 2008. 2007 saw the introduction of post-testing; both pre-testing and post-testing were implemented in 2008. This enabled quality evaluation and improvement in resources and delivery of the project. 2008 saw further embedding of Meta-cognition strategies in the broader curriculum of the College. Faculty programs were strengthened with the inclusion of tasks and challenges aimed at developing higher order thinking skills. 2009 saw increased integration of learning technologies with the Meta-cognition project as well as the appointment of an Enrichment Co-ordinator to broader opportunities for enrichment and the identification of gifted students.

### 5.2 Student Achievement

2009 was the second year of the National Assessment Program – Literacy and Numeracy (NAPLAN). Several points should be noted:

- Students who were exempted from any test were deemed not to have met the National Minimum Standard in that test area.
- In the 2009 cohort, there were 88 students in Year 7 and 74 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 Year 7 and Year 9. In Year 7, the highest band that a student can achieve is Band 9. In Year 9, the highest band that a student can achieve is Band 10.



**Band Distributions (%) – Year 7**

			Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
<b>Reading</b>	<b>2009</b>	School	0	5	16	29	38	13	100
		State	5	13	23	28	20	11	95
		National	5	13	25	29	19	9	94
	<b>2008</b>	School	1	6	17	36	29	11	99
		State	4	14	26	28	18	10	95
		National	5	14	28	28	17	8	95
<b>Writing</b>	<b>2009</b>	School	1	6	22	33	23	16	99
		State	6	14	29	29	15	7	94
		National	6	14	28	27	15	8	93
	<b>2008</b>	School	1	4	17	24	28	26	99
		State	6	14	27	28	16	8	94
		National	7	14	26	27	16	9	92
<b>Spelling</b>	<b>2009</b>	School	0	2	19	47	16	16	100
		State	5	11	22	29	20	13	95
		National	6	12	25	29	18	9	93
	<b>2008</b>	School	4	0	13	33	33	17	96
		State	5	10	22	30	21	11	94
		National	6	12	24	29	19	8	92
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	2	3	24	40	15	16	98
		State	7	13	23	26	18	12	93
		National	7	13	24	28	18	10	92
	<b>2008</b>	School	4	3	18	26	31	18	96
		State	6	14	26	27	17	9	93
		National	7	15	28	26	16	7	92
<b>Numeracy</b>	<b>2009</b>	School	0	7	24	32	25	11	100
		State	4	14	24	26	18	14	95
		National	4	14	26	28	17	10	95
	<b>2008</b>	School	0	11	14	28	27	20	100
		State	3	14	24	25	17	15	96
		National	3	15	26	26	17	12	96

It is pleasing to note that in all test areas, the percentage of students achieving at or above the national minimum exceeds the national figures. It is also pleasing to note that in all test areas, the numbers of students in the lower bands are significantly lower than the national figures. The combined Band 7, 8 and 9 results are encouraging for all areas, with minor concern reserved for a lower percentage of Band 9 results in Numeracy. It is very encouraging that there were no Band 4 results in Reading, Spelling or Numeracy. Attention needs to be given to the large number of students achieving Band 7 in Spelling, and Grammar and Punctuation scores. The average student growth from Year 5 to Year 7 in Literacy was 8.7% higher than the state average and in Numeracy it was 16% higher than the state average. The College congratulates Year 7 students on their outstanding performance in the 2009 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>	<b>2009</b>	School	0	4	19	37	30	10	100
		State	6	15	26	29	18	6	94
		National	7	16	27	29	16	5	92
	<b>2008</b>	School	2	13	32	17	24	12	98
		State	5	17	28	27	16	7	94
		National	6	18	29	26	14	6	93
<b>Writing</b>	<b>2009</b>	School	1	19	18	27	21	14	99
		State	10	20	28	22	12	7	89
		National	11	19	27	22	13	7	88
	<b>2008</b>	School	3	7	16	30	23	21	97
		State	11	20	28	22	12	7	89
		National	12	18	26	22	13	8	87
<b>Spelling</b>	<b>2009</b>	School	1	8	18	34	25	14	99
		State	8	14	25	27	17	9	92
		National	9	16	27	26	15	6	90
	<b>2008</b>	School	3	3	25	38	26	5	97
		State	7	14	25	28	18	8	92
		National	9	15	26	27	16	6	90
<b>Grammar &amp; Punctuation</b>	<b>2009</b>	School	3	8	33	33	18	5	97
		State	8	17	27	26	15	6	91
		National	8	17	28	26	14	5	90
	<b>2008</b>	School	3	5	16	31	23	21	97
		State	8	19	27	25	14	7	91
		National	9	20	28	24	13	5	90
<b>Numeracy</b>	<b>2009</b>	School	1	5	22	26	30	15	99
		State	4	15	26	26	17	11	95
		National	4	15	28	28	16	8	95
	<b>2008</b>	School	3	2	17	38	27	13	97
		State	5	17	26	24	16	12	95
		National	5	18	28	25	14	8	93

As is the case with Year 7, the percentage of students achieving above the national minimum is higher than the national percentage in every test area. Outstanding results have been achieved in Bands 9 with a positive variation from the state of between 9–12% points in the majority of test areas. A discrepancy in the percentage of Band 10 results in Grammar and Punctuation (one below the state percentage) is worthy of investigation. The average student growth from Year 7 to Year 9 in Literacy was 16.8% higher than the state average and in Numeracy it was 24.1% higher than the state average. Year 9 students are to be congratulated on their outstanding NAPLAN results.



## School Certificate

### School Certificate means, 2004-09:

		English Literacy	Maths	Science	Civics, Citizenship & Australian History	Civics, Citizenship & Australian Geography	Computing Skills Test
<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
<b>2005</b>	School	76.85	71.46	74.69	79.79	75.95	NA
	State	73.14	71.01	74.57	73.59	72.76	NA
<b>2004</b>	School	79.99	75.00	76.51	75.01	77.63	NA
	State	73.95	71.09	74.10	70.78	72.65	NA

The Year 10 student cohort at Mercy achieved mean scores higher than the state mean in all courses. This has been an ongoing trend over the last six years. Mean scores in all courses display a significant positive variation in 2009 from the 2008 means. The strategies which were investigated in 2009 to support an improvement in the mean score for Mathematics were successful. Once again the success and improvement in the Computer Skills Test is encouraging for all students.

## Higher School Certificate

Course	Band 6	Band 5	Band 4	Band 3	Band 2	Band 1	Total
Ancient History	5	3	3	1	0	0	12
Biology	0	3	3	2	0	0	8
Business Studies	0	5	7	4	2	0	18
Chemistry	3	1	8	0	0	0	12
Drama	0	5	1	0	0	0	6
Economics	0	3	4	4	1	0	12
English Standard	0	1	10	8	0	0	19
English Advanced	2	31	4	1	0	0	38
English Extension 1	1	11	0	0	0	0	12
English Extension 2	2	2	0	0	0	0	4
Food Technology	1	3	1	1	1	0	6
Geography	0	2	2	2	0	0	6
IPT	0	2	3	2	0	0	7
Legal Studies	1	4	7	1	2	0	15
General Maths	1	4	6	2	1	1	15
Mathematics	4	8	5	1	0	0	18
Maths Extension 1	4	2	0	0	0	0	6
Maths Extension 2	1	0	0	0	0	0	1
Modern History	1	13	3	0	0	0	17
History Extension	0	8	0	0	0	0	8
Music 1	2	3	1	0	0	0	5
Music 2	0	1	0	0	0	0	1
PDHPE	1	3	7	0	0	0	11
Physics	3	2	3	1	0	0	9
Society and Culture	0	5	4	2	1	0	11
SOR 1	15	18	12	3	0	0	48
SOR 2	1	3	2	2	0	0	8
Visual Arts	1	1	3	1	0	0	6
French Beginners	2	3	1	0	0	0	5
<b>Total in Band</b>	<b>51</b>	<b>150</b>	<b>102</b>	<b>38</b>	<b>8</b>	<b>1</b>	<b>344</b>



<b>External Providers</b>							
<i>IT Examination</i>				1			1
<i>Armenian Continuers</i>		3	1				4
<i>Chinese Back Sp</i>		2					2
<i>Croatian Continuers</i>		1					1
<i>Italian Continuers</i>		2					2
<i>Japanese Beginners</i>		1					1
<i>Japanese Continuers</i>		1					1
<i>Spanish Continuers</i>		1					1
<i>Spanish Extension</i>		1					1
<b>Total inc Ex Prov</b>	<b>51</b>	<b>162</b>	<b>101</b>	<b>39</b>	<b>9</b>	<b>5</b>	<b>358</b>

# TAFE / Open High School / Saturday School of Languages

- Highest ATAR achieved by a student was 98.05.
- One student was named as an HSC All-Rounder.
- In the Daily Telegraph Top 200 schools, Mercy ranked 93rd. Out of all Systemic (diocesan) schools in NSW Mercy's ranking was 6th and out of all Catholic schools Mercy ranked 16<sup>th</sup>.

### 5.3 Extracurricular Activities

In relation to the Creative Arts, Mercy supports an annual Creative Arts Festival, a bi-annual College Musical, Concert Band, Choir and *a capella* groups, private music, dance and speech / drama tuition.

In relation to sport, Mercy supports annual swimming and athletics carnivals, swimming and surf awareness programs and a lunchtime sport program. Students represent Mercy 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.

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 2009 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. During 2009, basketball continued as a development 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.

### 5.4 Professional Learning

During 2009, 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, Child Protection and Anti-Harassment training, analysis of external testing instruments, Mental Health training, the Most Significant Change Technique, the implementation of Meta-cognition strategies and the Integration of Values into the Curriculum. Significant professional learning took place in connection with the 2009 College Review.



## 6. Strategic Initiatives

### 6.1 2009 Priorities and Achievements

Each of the priorities and challenges listed below were identified by the College Board in conjunction with the College Executive. The first four were taken forward by working parties of the College Board and included input from, and collaboration with, broader community members and outside agencies.

*Maintenance of the Built and Natural Environment*

*Marketing and Promotion of College*

*Management of Growth in Enrolments*

*Sustainability of the College Board*

*College Review 2009*

Mercy participated in Tier One and Tier Two Review Processes in Term 1 2009. Tier One was a Compliance Audit focusing on compliance with the Board of Studies requirements. Tier Two was a Quality Assurance Process focusing on priority areas established by the Catholic Schools Office Broken Bay.

*New College Website*

Mercy celebrated the launch of its new College Website <http://www.mercydbb.catholic.edu.au> which will significantly improve the profile of the school in the community.

*ICLT Initiatives*

Student learning was significantly enhanced through the implementation of ICLT Strategic Initiatives: the DBB ICLT Architecture, the introduction of interactive whiteboards, the provision of and training on staff laptops, the management of the NSSCF allocation (student desktops and laptops) and planning for the implementation of a new digital Student Management System.

### 6.2 2010 Priorities and Challenges

The following priorities and challenges have been identified:

- Completion of BER Pride Funding Initiatives including the construction of a covered way and extended undercroft.
- Expansion of the Meta-cognition Project to provide broader opportunities for enrichment and the identification of gifted students.
- Following the appointment of the current principal to another school, a new principal was appointed to lead Mercy from 2010. In order to ensure a smooth transition, the College Board led the development of a 2010 Annual Plan as a precursor to the new Strategic Plan being developed for 2011 and beyond.



## 7. Parent Participation

### 7.1 Introduction

Three parent groups continued to provide outstanding leadership to the College community in 2009:

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 and relaxation.

The **Mercy Parent Association**, through the use of the Parent Levy, finalised the purchase of the eight interactive whiteboards for the college in addition to the connection of all data projectors to the central dvd/video commander system.

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.

### 7.2 Parent Satisfaction

Quantitative surveys commissioned through external providers highlighted a high level of satisfaction within the parent body in the strategic domains of Faith, Learning, Relationships, Leadership, Identity and Environment. Parents affirmed the leadership of the College, the strong religious dimension present in the community, the care given by teachers in the learning environment and the opportunities provided for the involvement of parents.

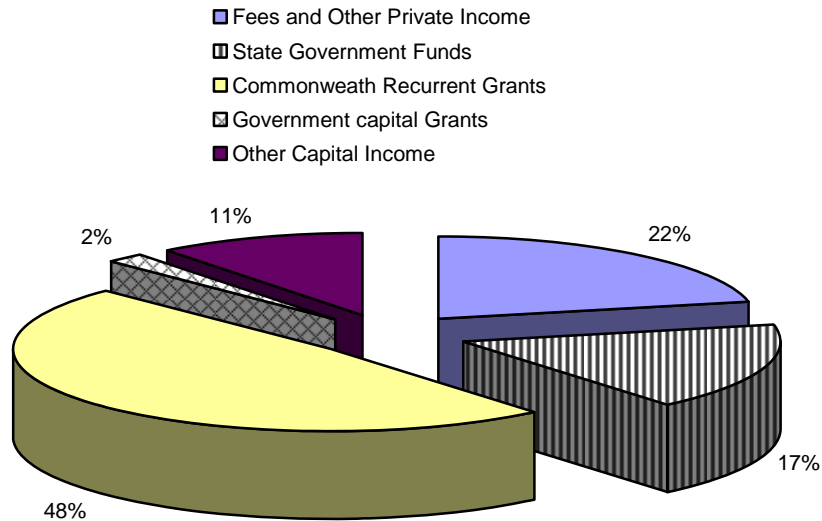


## 8. Financial Report

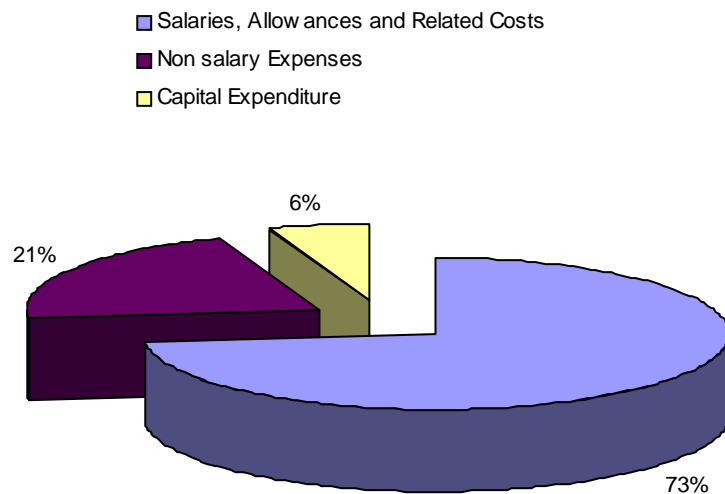
Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below.

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>

### Income



### Expenditure



The contents of this annual report have been validated by the Schools Consultant, Andy Martin.