



Mercy Catholic College Chatswood

2013 Annual Report



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1. Message from Key Groups in Our School Community

1.1 Message from the Principal

2013 was a significant year for Mercy Catholic College as it was a year of Review. The College went through a process to ensure that we met Board of Studies requirements in the curriculum; we analysed our Pastoral Care structure and moved to vertical Tutor Groups; and teachers spent many hours discussing what we as educators want for our students, which lead to our new Vision and Mission Statements.

Vision Statement

Through excellence in education our young women become critical and creative thinkers with a sense of social responsibility and discipleship.

The Vision Statement is what we would like all our students after 6 years here at Mercy College to be: critical and creative thinkers and to have a sense of social responsibility and discipleship. In other words, our students should learn how to think critically in order to be able to accept their responsibility to act with a social conscience as a follower of Jesus.

Mission Statement

The Mercy Catholic College Mission is to work within the Catholic tradition and Mercy charism, to educate, empower and inspire young independent women to achieve academic, social and spiritual growth.

The Mission Statement is what we as educators pledge that we will endeavour to do for our students. We will work within the Mercy tradition to empower and inspire students so that they will grow into independent women.

Outstanding Higher School Certificate Results

Outstanding HSC results for 2013 led to Mercy Catholic College being listed in the top 100 schools in the State. This meant that our HSC results placed us in the top 14% of all High Schools in the NSW.

College Principal

1.2 Message from the Parent Body

The focus for the Parents Association (PA) was to bring parents and carers together, strengthening the relationship between the school and families. This was assisted by the PA working closely with key staff members of Mercy Catholic College (MCC). Sharing thoughts and ideas by opening lines of communication and creating a sense of belonging within our school community, benefiting both the school and parents. This in part was achieved by the organising of social functions throughout the year.

The PA will continue, through donations from MCC families, to provide funding to MCC to improve the student facilities, focusing on capital works and IT. The PA has assisted in funding the upgrade of the main bathrooms and seating areas.

Parents Association President

1.3 Message from the Student Body

Mercy Catholic College is an encouraging and friendly environment which caters for all students in all aspects of Mercy life. Students are offered a supportive learning environment where teachers and students continually support each other in the academic, sporting and communal field. The strong sense of Mercy Spirit is displayed through the participation in various social justice activities such as Mercy Week, Outreach Days, Harmony Day, Project Compassion and Charity fundraisers.



Throughout the year students came up with innovative ideas to raise money or helped people less fortunate than ourselves. As well as peer-support students were encouraged to become leaders from the start of Year 7 through to Year 12. This provides students with the confidence and willingness to share ideas and take initiative. Workshops, meetings and Year group talks were continually run to emphasise the importance of anti-bullying and peer support among all ages. The small size of the school provides the opportunity for people to make friends of all ages and cultures and to be the best person they can be.

During 2013 Mercy girls were instilled with the Catholic values which enable them to achieve their full potential during school and in their future endeavours.

College Captain



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

Girls	Boys	LBOTE*	Indigenous	Total
499	0	157	2	499

*Language background other than English

2.2 Enrolment Policy

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

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

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

2.3 Staff Profile

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

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

a	b	c	Total
47	1	0	48

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

2.4 Teacher Attendance and Retention Rates

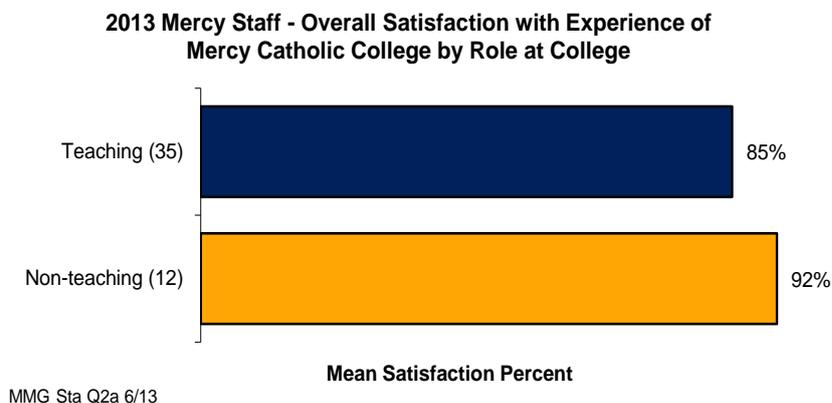
The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 96%.



2.5 Teacher Satisfaction

Teacher satisfaction was gauged by a quantitative survey commissioned through an external provider, responses from staff workshops on developing the new Strategic Plan and evaluations done on the completion of a series of courses run for middle management. From the survey data it can be noted a high level of overall satisfaction amongst teaching and support staff. Staff affirmed that the College provides a safe and caring environment for them and that they felt their contribution to the College was appreciated. Qualitative processes also highlighted the strength of relationships present in the staff community.



The graph shows that the staff’s overall satisfaction is very high for both teachers (85%) and support staff (92%). The highest score bracket of being “very satisfied” was noted by 37% of teaching staff and 58% of non-teaching staff.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
7	96
8	93
9	95
10	93
11	94
12	94

The average student attendance rate for 2013 was 94%.

Of the students who completed Year 10 in 2011, 77% completed Year 12 in 2013.

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



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

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

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

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

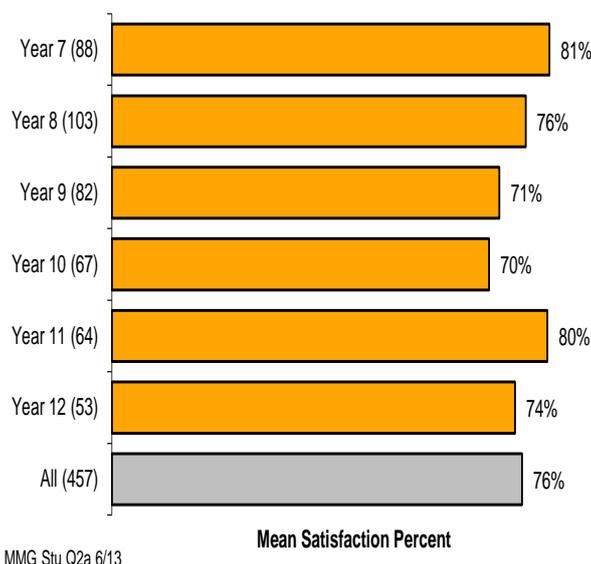
2.7 Student Satisfaction

During 2013, students formally evaluated their experiences of Open Day and Mercy Week through surveys. Their experiences of the other aspects of College life were formally gauged by a quantitative survey commissioned through an external provider.

The graph following provides information on the overall student satisfaction with their experiences at the College, with the mean satisfaction for all Year levels being 76%. There is a variation in the percentage of satisfaction from Year 7 at 81% to Year 10 at 70%. Worth noting is the level of dissatisfaction is very low in all Year levels.

Students expressed satisfaction with: the quality of teaching, that teachers are interested in their learning and that they help them when they need it.

2013 Mercy Students - Overall Satisfaction with Experience of Mercy Catholic College by Students' Year Group





2.8 Senior Secondary Outcomes

The percentage of students in Year 12 attaining a Year 12 Certificate or equivalent VET qualification in 2013 was 100%.

The percentage of students in Year 12 undertaking vocational or trade training was 5% in the areas of Hospitality and Business Services.

2.9 Student Destinations

Destination data held at the College suggests a continued trend of university study for students who complete Year 12. The percentage of the total cohort who secured university placements in NSW was 85%, significantly higher than the State average. Students did not seek interstate or overseas tertiary placements. No gap placements were arranged by students in 2013.

Three students who studied TVET courses at the College enrolled in TAFE to continue their studies to Certificate IV accreditation in the areas of Hospitality and Business Services. In total, 15% of students enrolled in TAFE or private colleges to complete vocational training.

The College actively supports participation in TVET courses, appropriate to the students' interests and capabilities. Students who are involved in transition to work programmes are strongly encouraged to pursue TVET courses in the senior years of study. There has been no interest in traineeships or apprenticeships in recent years.



3. Catholic Life and Mission

3.1 Catholic Heritage

Mercy College commenced in 1890 under the direction of the Sisters of Mercy. Our mission is to work within the Catholic tradition and Mercy charism, to educate, empower and inspire young independent women to achieve academic, social and spiritual growth. The formation of students in Catholic discipleship is pursued within the Mercy ethos and our values of Respect, Compassion, Integrity, Excellence and Hospitality. This is achieved through ongoing reflection on the action of God in our lives.

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

3.2 Religious Life of the School

Throughout 2013, there have been many occasions for our students to be led beyond their personal experiences and to 'Strive for Better Things'. Involvement in the religious curriculum, social justice initiatives and the liturgical life of the College has provided students and staff with opportunities to develop their relationship with God and others. Knowledge about faith provides a springboard for reflection and action. During 2013 students and staff have sought to deepen their understanding of Scripture, Church, Social Justice, Prayer, Sacraments and Christian morality.

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

Our students have attended a range of excursions in Religious Education this year. Year 11 Studies of Religion classes went on an interfaith excursion to Auburn Gallipoli Mosque and Emanuel Synagogue, Woollahra. Year 10 students had the opportunity to visit the Nan Tien Temple in Berkeley and have an immersion experience of Buddhism, which they will study next year in the Studies of Religion course. The day included a tour of the temple, a lecture on Buddhist beliefs and practices, a session of Tai Chi and a vegetarian buffet lunch. The day was interesting, informative and a perfect introduction to Buddhism. Year 9 students as a part of their study of the history and diversity of Christianity had the opportunity to visit St Patrick's Church Hill, St James' Anglican Church and Pitt Street Uniting Church, Sydney. The Sisters of Mercy established a school at St Patrick's in 1865 and their original convent and chapel still stand on the Church grounds. It was a wonderful opportunity for the students to connect with the history of the Sisters of Mercy and to attend mass at St Patrick's. The guided tours of St James' Anglican Church and Pitt Street Uniting Church were informative and our students developed an appreciation of both the diversity and unity of the Christian churches. Year 8, as a part of their study of Mary and the Saints, visited Mary MacKillop Place Museum at North Sydney. Our students enjoyed and benefitted from these opportunities which bring the content of their study of religion to life.



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

The Opening College Mass celebrated the commencement of the new school year and a recommitment to the charism and mission of Mercy Catholic College. The College joined the parishioners of Our Lady of Dolour's Parish for Ash Wednesday Mass. The College Choir and Instrumentalists led the music and our students participated in the Readings, General Intercessions and distribution of the ashes and Communion. The College gathered for our Easter Liturgy on Holy Thursday to contemplate Christ's Passion and its meaning in our lives. Year 9 Drama students under the direction of Mrs Donna D'Silva created and performed tableaux of the Stations of the Cross with reflections on contemporary parallels of those who suffer with Christ.

Other student led Liturgies throughout the year included: the CSYMA students' Liturgy in recognition of International Women's Day; our Liturgy for National Reconciliation Week reflecting on how all Australians can join in the national reconciliation effort; Year 7's Liturgy on the theme of 'Do something about it', taken from the St Vincent de Paul's Winter Appeal Campaign and our Mission Week Liturgy explored how the Church is active throughout the world, with senior students sharing their immersion experiences on the Mercy Week Outreach Day.

We began Mercy Week by celebrating the Eucharist, drawing together the educational, pastoral and religious dimensions of College life in a spirit of celebration and outreach. Sister Anna Koeneman, Vicar General of the Sisters of Mercy, shared with us her understanding and experience of living the Mercy charism today, just as Catherine McAuley brought mercy to the lives of people of her time. The Graduation Mass was a momentous occasion in the life journey of our Year 12 students as the Eucharist is a ritual of gathering, sharing and remembering. Our final Mass for 2013 was one of thanksgiving for all the opportunities and experiences which God has, through His grace and providence, gifted us with this year. We prayed that during Advent, as we journeyed toward Christmas, that we be embraced by the great mystery of God's enduring love in the birth of Jesus.

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

Social justice themes characterise each of the monthly formal assemblies in which students prepare a prayerful reflection to raise students' awareness. An active Mercy Action agenda and a dynamic Mercy Week continue to energise the community and provide a wonderful opportunity for students to go out into the community and practice their faith. Mercy Week was abuzz with various fund raising, advocacy and social justice initiatives. Years 7 and 8 engaged with presenters from Catholic Mission, Caritas Australia and Amnesty International. Years 9-12 students had the opportunity for a variety of immersion experiences and community service. This included: helping at local Primary



Schools and Aged Care Facilities; a day cooking with refugees and asylum seekers; assisting at St. Vincent de Paul Sorting Warehouse and shop, Mary Macs Restaurant in Woy Woy, St Canice's Soup Kitchen and The Wayside Chapel. Students assisted in Legacy and Street Mission collections and worked with Willoughby Council in bush regeneration. Students visited and worked at Mamre House in Orchard Hills, a project of the Sisters of Mercy, and others visited the 'House of Welcome'. The House of Welcome is committed to serving asylum seekers and refugees, especially those further traumatised by lengthy periods in detention, homelessness and the difficulties of settlement.

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

The Mercy Action social justice group and The Mercy Mustards youth group have met regularly and with the guidance of our Youth Minister, planned activities and had the opportunity to explore their spirituality and strengthen their faith. The CSYMA class developed their faith and leadership skills in Christian ministry, working with Year 5 students from Our Lady of Dolours Primary School to prepare and deliver an induction program on the Mercy charism and the work of the Sisters of Mercy.

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

Prayer features strongly in the daily life of the College, initiated by staff and students.

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

In 2013, the College, in collaboration with the Parish, prepared a programme of Parish and College initiatives which included Liturgy, Holy Week and Prayer activities. Mercy celebrates the feasts of Ash Wednesday and the Assumption with the Parish community.

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

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

Year 10 participated in the Diocese of Broken Bay's Year of Grace Photographic Competition with one of our students being awarded First Prize.

A Year 9 student received a High Commendation in The Bishop Walker Annual Religious Art Prize for her lino cut of Sydney's St Mary's Cathedral. The topic for this year was "An expression of Catholic Discipleship".

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



3.3 Catholic Worldview

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

In 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 2013. Mercy Week enables each student to engage in an outreach activity designed to assist them to integrate their faith with a particular dimension of their culture.

Mercy Action also focuses on raising awareness and this was developed through student participation in Social Justice Conferences and forums such as the Mercy 5 Junior and Senior Mercy Action Group Conferences and the Australian Catholic University social justice Forum. This year two Year 11 students, attended the Australian Mercy Secondary Schools Association (AMSSA) Conference in Auckland, New Zealand.

3.4 Professional Learning in Catholic Life and Mission

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

Professional learning in the area of Catholic Life and Mission occurred in a diversity of ways. In 2013, Religious Education staff participated in a number of professional learning workshops including a Broken Bay Diocesan HSC Trials Standards Setting Day, Association for Studies of Religion Conference and other school led workshops facilitated by CSO personnel. Two staff members also participated in the Mercy Charism Staff Induction and Formation Program.

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 [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

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

4.2 School Implementation of Diocesan Policy

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

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

Across Years 7-12, the 2013 Pastoral Programme included:

Beliefs About Teaching and Learning, Vision, Mission and Values of Mercy Catholic College, 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, Inspirational Speakers, Workshops on Anxiety, Depression, Friendship, Plagiarism, Careers, Driver Awareness, Relaxation and Self-Defence. Through these programmes students develop processes to enhance their behaviours which have a positive effect on their learning.

During 2013 a major review of the present structures around pastoral care occurred. The community's opinion was sought on whether these structures were meeting the needs of our students, supporting them both pastorally and academically. The concept of Academic Care was explored and a new structure based on vertical Tutor Groups was developed to enhance the overall wellbeing of students. This will commence in 2014.

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. Tutors, 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 and Procedures](#) which is implemented by all schools in the Diocese.

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



4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

During 2013 Mercy College successfully completed compliance reviews as required by the Board of Studies and the Catholic Schools Office. All areas of curriculum delivery were inspected together with an assessment on the quality of teaching and learning initiatives implemented at the College. The subsequent findings re-affirmed the positive contribution of staff whilst commending the College on the implementation of quality teaching initiatives that assisted in placing the College in the top 100 schools in NSW (HSC results 2013).

As part of the Strategic Plan a focus on evidence based criteria, sourced from a variety of external testing instruments, e.g. GAST, HSC and NAPLAN, has provided significant data that has enabled teachers to effectively implement differentiated approaches to teaching and learning in the class room. Gifted and Talented opportunities have provided for a number of students to take advantage of accelerated progression in the areas of Mathematics and Languages whilst additional out of class support has been made available for all students across all subjects.

The College is responsive to changes at the systemic, state and national level with particular reference to the National Curriculum and the National Teaching Standards. Targeted professional development of teachers and co-ordinators assist in providing access to best teaching and management practice.

5.2 Student Achievement

Students in Years 7 and 9 undertook tests as part of 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 Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2013 cohort, there were **(97)** students in Year 7 and **(87)** students in Year 9.



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

Band Distributions (%) – Year 7

		Band 4 (-)	Band 5	Band 6	Band 7	Band 8	Band 9 (+)	% at or above national minimum
Reading	State	4.7	14.1	24.6	25.2	20.1	11.4	94.8
	National	4.2	12.7	25.8	29.7	18.4	7.7	94.2
	School	0	2.1	16	25.5	38.3	18.1	100
Writing	State	8.7	21.1	27.5	22.0	14.8	6.0	89.2
	National	9.1	17.2	29.9	24.6	12.4	5.2	89.3
	School	0	1.1	16	21.3	35.1	26.6	100
Spelling	State	5.4	8.3	19.0	29.9	24.4	13.1	94.8
	National	4.8	10.2	21.8	29.9	21.3	10.5	93.6
	School	0	1.1	12.8	33	33	20.2	100
Gr. & Punct.	State	10.2	13.4	19.5	22.3	19.4	15.1	91.1
	National	7.8	14.5	24.0	25.1	17.2	9.8	90.6
	School	2.1	4.3	16	23.4	28.7	25.5	98
Numeracy	State	2.8	16.2	25.4	24.8	16.3	14.6	95.2
	National	3.3	14.7	27.9	26.0	16.0	10.5	95.1
	School	1.1	5.3	19.1	31.9	27.7	14.9	99

Analysis of these results shows 53% of Year 7 students were proficient, receiving a Band 8 or 9 across all of the Literacy test areas and 67% of the students achieved greater than or equal to the expected growth in Literacy. In the Writing test all Year 7 students were 81 scale scores above the mean state average and 39 scale scores above the state average growth. The 2013 cohort also achieved 17 scale scores higher than the 2012 data in the test aspect of Writing. In Numeracy, 43% of students were proficient, receiving a Band 8 or 9; however, 64.8% of the students achieved greater than or equal to the expected growth, this was 4.8 scale scores higher than the state average. Year 7 generally have strengths in the areas of Writing and weakness in the areas of Grammar and Punctuation and data and measurement.



Band Distributions (%) – Year 9

		Band 5	Band 6	Band 7	Band 8	Band 9	Band 10	% at or above national minimum
Reading	State	4.8	16.9	26.9	26.6	18.9	5.9	94.1
	National	5.0	16.6	28.7	28.2	15.3	4.7	93.4
	School	1.1	6.9	21.8	43.7	19.5	6.9	99
Writing	State	18.3	19.1	21.3	22.8	10.7	7.9	82.0
	National	15.8	20.8	25.0	20.2	11.0	5.6	82.6
	School	3.4	5.7	20.7	34.5	12.6	23	97
Spelling	State	6.1	11.0	26.8	31.5	14.8	9.8	93.2
	National	6.3	13.6	27.9	29.3	15.8	5.4	92.1
	School	1.1	3.4	19.5	37.9	25.3	12.6	99
Gr. & Punct.	State	11.4	14.5	28.8	22.7	12.3	10.3	88.7
	National	10.3	18.2	25.6	23.4	13.9	7.0	88.1
	School	1.1	5.7	27.6	33.3	18.4	13.8	99
Numeracy	State	7.9	17.4	24.4	20.4	13.6	16.3	90.6
	National	7.8	18.3	25.6	22.1	13.5	11.0	90.6
	School	2.3	10.3	18.4	28.7	20.7	19.5	98

The NAPLAN data shows 43% of Year 9 students were proficient, receiving a Band 9 or 10 across all of the Literacy test areas. 72% of the Year 9 students achieved greater than or equal to the expected growth in Writing. They were 21 scale scores above the state in the test aspect of Writing. However, only 48.8% of Year 9 students achieved greater than or equal to expected growth in Reading, this is 6 scale scores below the state average growth in the test aspect of Reading. In Numeracy, 58% of the Year 9 students achieved greater than or equal to the expected growth this was 3 scale scores higher than the state average. Overall they have shown a decrease of 17 scale scores from the 2012 data in the test aspect of Numeracy. Year 9 generally has strength in the area of Writing. Their areas of weakness are Reading, Spelling and Grammar and Punctuation and Numeracy.

Record of School Achievement (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education. No students at the College requested a RoSA in 2013.

The NSW Record of School Achievement (RoSA) is a cumulative credential in that it allows students to accumulate their academic results until they leave school. Mercy College staff have provided the NSW Board of Studies with assessment grades that are then moderated by the BOS to ensure reliability and fairness of grades. A to E grades are currently awarded for courses completed in Year 10.



Performance Grades by % of Students in RoSa 2013

Course Name	Grades by % of Students			
	Grades A – C		Grades D – E	
	Mercy results	State Results	Mercy results	State Results
English 200 hours	90%	75%	10%	25%
Mathematics 200 hours	78%	69%	22%	31%
Science 200 hours	79%	72%	21%	28%
Australian Geography 100 hours	96%	73%	4%	27%
Australian History 100 hours	86%	71%	14%	29%
Commerce 200 hours	98%	87%	2%	13%
French 200 hours	99%	90%	1%	10%
Italian 200 hours	100%	76%	-	24%
Design and Technology 200 hours	99%	86%	1%	14%
Food Technology 200 hours	90%	76%	10%	24%
Textiles Technology 200 hours	94%	84%	6%	16%
Drama 200 hours	100%	87%	-	13%
Music 200 hours	100%	83%	-	17%
Visual Arts 200 hours	100%	85%	-	15%
Personal Development Health and PE	92%	79%	8%	21%

Higher School Certificate

In 2013 58 students sat for the HSC Examinations in 37 subjects. The results were very pleasing giving the College a ranking in the top 100 schools in NSW (top 14% of the State's total high schools). The data showed a shift in the middle cohort of students pushing our percentage of students achieving an ATAR of 80 or above from 40% to 43% and an impressive 16% of students received an ATAR of 90 or above. The results for the high achievers are outlined in the table following. The highest ATAR achieved was 97.7.

It should also be noted that one student was acknowledged by BOSTES on the All Round Achievers List achieving Band 6 in each of her top ten units of study.

As well as comparative high achievement against State data, ten students achieved First Place or Equal First Place in the Broken Bay Diocese across a range of subjects including Ancient History, History Extension, Studies of Religion 2, Legal Studies, Society and Culture, Mathematics, Food Technology, Modern Greek Beginners and Italian Beginners.

Subjects in which the school mean was higher than the state cohort include: Ancient History, Advanced English, Design and Technology, Food Technology, General Mathematics, History Extension, Legal Studies, Modern History, Standard English, Studies of Religion 1 and Visual Arts.

Subjects which showed significant improvement compared to the state cohort include: Design and Technology, English Advanced, Standard English, Food Technology, History Extension and Visual Arts.

Subjects such as: Biology, Chemistry, Geography, Mathematics, Mathematics Extension 1, PDHPE and Society and Culture all performed equally with the state cohort.

85% of students secured a University placement for 2014 and the remaining students will study at TAFE and private college study.

Analysis of these results will assist in school planning and be used to support teaching and learning programmes.



5.3 Extra Curricula Activities

At Mercy College we are interested in the development of the whole person not just the academic, so we offer numerous opportunities for students to participate in co-curricular activities.

Mercy Action: This group is an integral part of our Social Justice programme, meeting weekly to discuss and plan initiatives which will support and assist the poor or marginalised. An overseas immersion experience to Vietnam was offered in 2013, so that senior students could experience first-hand how words of empathy can be put into deeds of action.

Sport: A variety of sport is offered either as part of the Activities Club weekend competition or the Broken Bay Secondary Schools Sports Association. Sports include: netball, touch, basketball, soccer, hockey, tennis and swimming.

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

Clubs: There are many Clubs for students who have a special interest such as the Drama, Dance, Maths, Science, Art, Book, Walking and Writing Clubs.

Homework Club: Was set up in 2013 for a student who would like a quiet space to complete work or might need extra assistance from a teacher.

5.4 Professional Learning

All teachers participated in a range of professional learning activities in 2013. Active engagement in a wide variety of professional learning activities was again a feature of the professional life of Mercy staff in 2013. On a Diocesan level, staff were engaged in such experiences as: teacher induction and mentoring, KLA network meetings, Leading Learning days at CSO, the Pastoral Care Conference, Implementation of Australian Curriculum specific WHS training, Child Protection training, as well as a variety of technology related professional learning opportunities.

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

KLAs, Year Co-ordinators and Executive participated in the Empowering Local School Leadership Initiative with the focus of building leadership capabilities.

KLA Co-ordinators continued to foster the professional learning of their staff with a particular emphasis in 2013 on issues related to Tier 1 and Tier 2 Review processes. Staff from each of the KLAs had the opportunity to participate in subject related conferences as well as those with a broader focus on learning, Pastoral Care, ICLT, Learning Support and the Australian Curriculum.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The College's Mission goal for 2013 was to increase the opportunities for students to enhance their faith journey and develop their capacity for discipleship. The Catholic Schools Youth Ministry (CSYMA) programme was introduced into Year 10 as an option. The need for such an initiative was identified by the strong response from students with 25% of the cohort volunteering to be part of the programme. The success can be seen in the participation rate of students involved in such opportunities as leading small group discussion and prayer with the younger students and working with the local primary school.

2013 saw the finalisation of the recommendations which came out of the 2012 Pastoral Care Review. These recommendations were overseen by a Pastoral Care Task Force who sort examples of models of best practice which would enhance the overall wellbeing of students. A structure within the concept of Academic Care and based on a vertical Tutor Group system within our already existing House organisation was devised to be implemented in Term 1, 2014.

Using the grant received under the Empowering Local Schools Initiative a programme was developed for middle leaders to promote the collective responsibility for student learning outcomes and wellbeing. Working with outside and CSO consultants as well as the team from Auckland University, Executive, Year Co-ordinators and KLA Co-ordinators were involved in a series of workshops to enhance their skills in areas of conflict resolution and developing other skills to enhance their ability to be team leaders.



6.2 2014 Priorities and Challenges

Domain	Targets
<p>Mission</p> <p>To educate and enable students to be active disciples in context, so that they can fulfil their vocation in the broader Church and society.</p>	<p>By the end of 2014:</p> <ul style="list-style-type: none"> • all students have the opportunity to engage in a broader range of spiritual formation and prayer experiences and reflect on their growth; and • greater staff support and involvement in school social justice programs & initiatives.
<p>Learning & Teaching</p> <p>To develop a learning culture that enables students to become self-regulated learners, challenged by the intellectual quality of their learning.</p>	<p>By the end of 2014:</p> <ul style="list-style-type: none"> • all students will be setting learning goals; and • Stage 4 and Stage 5 students will show an improvement in Literacy based tests (pre-testing).
<p>Pastoral Care</p> <p>To implement the new pastoral care structure to enhance the wellbeing of students in a framework of Academic Care.</p>	<p>By the end of 2014 all students can articulate their learning, wellbeing and spiritual goals within the tutor framework</p>
<p>Environment</p> <p>To create an attractive environment which will assist to enhance students' wellbeing.</p>	<p>By the end of 2014</p> <ul style="list-style-type: none"> • completion of yard renovation; • refurbishment of library; and • toilet refurbishment complete.



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

The **Mercy Parent Association**, through the use of the Parent Levy, assisted improvements to the yard area providing for outdoor timber seating and the planting of a new garden. They also organised 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.

7.2 Parent Satisfaction

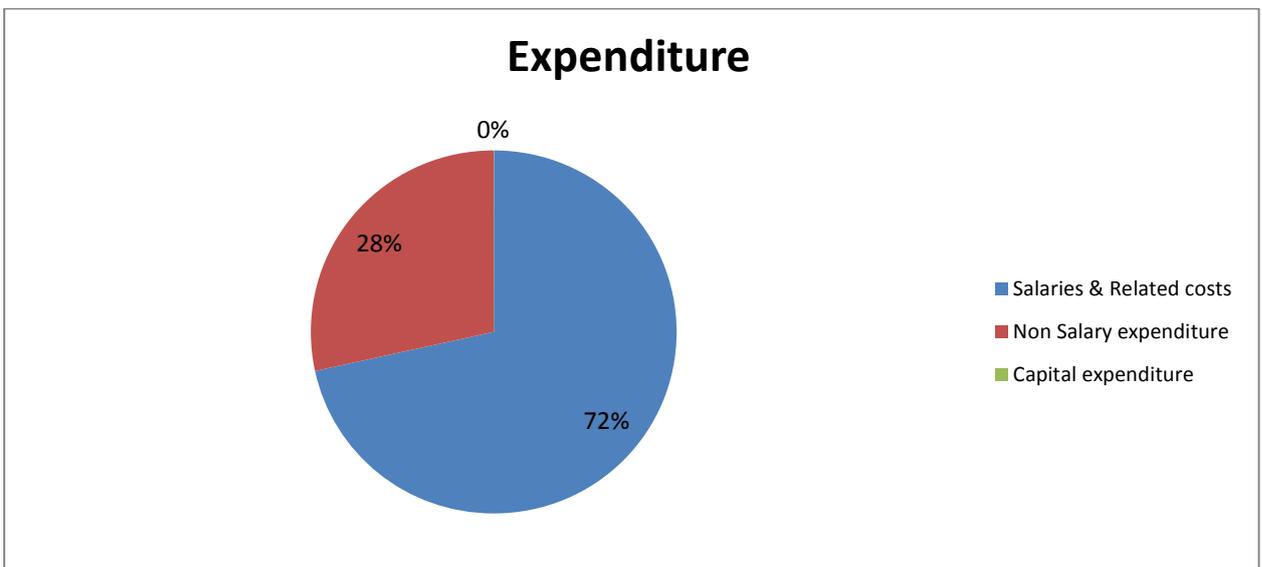
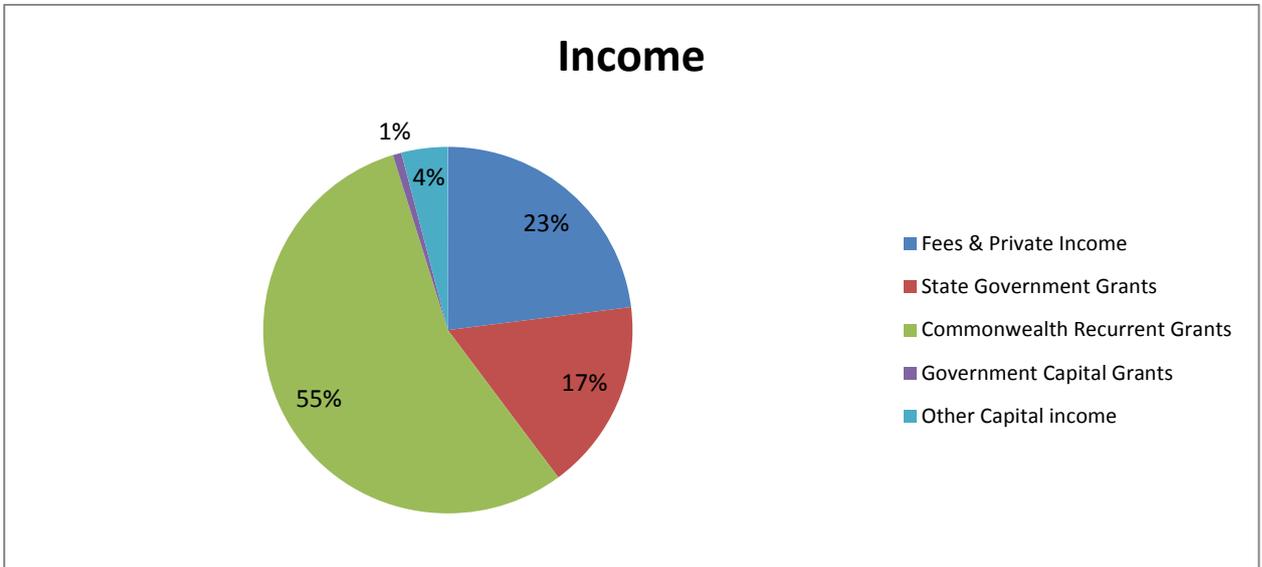
Parent satisfaction was gauged in a formal process of a survey run by the company MMG Education. The overall rate of satisfaction was high from parents of students in all Year levels (average 78%) with the exception of Year 7 parents who scored their satisfaction at the very high level of 83%.

In the area of expectations being met Mercy College achieved a score of 91%, a very high score which was above the benchmark. Ninety one percent of parents stated that in their view the expectations they had of the College when they enrolled their daughter are being met.



8. Financial Report

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



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