



CATHOLIC SCHOOLS
Broken Bay

2025

ANNUAL SCHOOL REPORT



Mercy Catholic College

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About this report

Mercy Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the College community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as College and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the College's improvement journey is documented at local school level and is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the College directly or by visiting the College's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The 2025 school year marks a significant point in the 135-year history of Mercy Catholic College Chatswood. This legacy has been shaped by the faith, courage and vision of the Sisters of Mercy and sustained by generations of young women formed within this community. It continues to guide the College as a place grounded in Christ and inspired by the charism of Catherine McAuley, whose trust in God's love remains central to our mission.

In this Jubilee Year of Hope, the College community has been invited to deepen its understanding of Mercy as both gift and responsibility. The words of Pope Francis, that "the name of God is mercy," continue to resonate, calling each person to be renewed by God's mercy and to become a channel of that mercy in the world. Mercy Catholic College strives to be a place of encouragement, belonging, safety and compassion, where young women grow in faith, knowledge and justice.

At the heart of the College is a belief that every young woman is capable of excellence. The academic environment is rigorous and supportive, challenging students to achieve their personal best within a culture of high expectations and care. Learning is purposeful and engaging, fostering curiosity, resilience and confidence, and equipping students for future success.

Education extends beyond the classroom. The College is committed to forming young women of faith, courage and compassion who recognise their dignity and their responsibility to contribute positively to society. Grounded in the values of integrity, excellence, respect, compassion and hospitality, students are encouraged to lead with purpose and act with integrity. Leadership is understood as service, expressed through everyday actions that affirm others and promote justice.

The strength of the College lies in the quality of its relationships. A culture of respect and inclusion ensures that students are known, valued and supported. This environment enables students to flourish both personally and academically.

A broad range of co-curricular and sporting opportunities further enriches College life. Participation in sport fosters teamwork and resilience, while programs such as debating, public speaking, drama and dance develop confidence, creativity and communication. These experiences complement the academic program and contribute to the holistic development of each student.

Parent Body Message

In 2025, the Parent Engagement and Advisory Group (PEAG) continued to strengthen the partnership between families and the College. The group brings together parent representatives from across all year levels, alongside members of the College Executive and Fr David Ranson, with a shared commitment to supporting student wellbeing and academic growth.

PEAG focuses on fostering a strong, collaborative relationship between home and school so that, together, we can inspire our young women to know Christ, to love learning and to use their gifts to their fullest potential. Through regular meetings, parents receive updates from key staff and Executive members, while also contributing feedback, raising relevant matters and offering perspectives that help inform decision-making and future planning.

The work of the group centres on three key areas. In engagement, PEAG promotes shared responsibility between families and the College, encouraging meaningful parent involvement in school life and strategic direction. In building community, the group supports initiatives that foster a welcoming and inclusive environment where families feel connected and valued, including opportunities for parent-led social interaction. In communication, there is a strong emphasis on transparency and accessibility, with ongoing efforts to strengthen two-way communication and ensure information is clear, timely and effective.

Throughout the year, this collaborative approach led to positive outcomes. Parent representation extended beyond the College, with a PEAG member selected to represent Catholic Schools Broken Bay at a state parent body. The group also supported the College's presence in the wider community through events such as Open Day and the Chatswood Festival. Communication channels continued to strengthen, reflected in increased engagement with the College newsletter and strong participation across year group parent networks.

Parents contributed actively to College life through volunteering, including supporting sporting programs and sharing professional expertise through lunchtime career talks, enriching students' understanding of future pathways.

A highlight of the year was the introduction of initiatives led by the Parent Engagement Coordinator, creating meaningful opportunities for parent involvement. Events such as Taizé Prayer evenings, creative workshops and participation in community outreach activities brought parents together and strengthened connections across the College community.

Student Body Message

The student body has engaged in a year marked by growth, participation, and a strong sense of community. Across all year levels, students have embraced the diverse opportunities available to them, contributing to a vibrant and connected College environment.

Students have demonstrated resilience and adaptability, balancing the demands of academic learning with active involvement in co-curricular life. Participation in sporting, cultural and service activities has remained a defining feature of the student experience. Events such as swimming and athletics carnivals, Year 7 and 9 camps, and Year 11 and 12 retreats have strengthened connections across year groups and fostered a spirit of belonging. Students have also actively engaged in ensemble, public speaking, debating, and musical and drama performances, showcasing both talent and a willingness to contribute to the life of the College.

A notable strength of the student body has been the consistent demonstration of respect, inclusion and support for one another. The everyday interactions between students, the encouragement in the classroom, collaboration in group work, and support during key moments of challenge; have contributed to a positive and inclusive culture. These small but significant actions underpin the strength of the College community.

The Student Leadership Team has played an important role in representing the voice of students and promoting initiatives that enhance student life. Through their leadership, students have been encouraged to engage actively in College events and to contribute to a culture grounded in shared values.

The support of staff and families continues to be integral to the success and wellbeing of students. Their guidance and encouragement enable students to pursue excellence while remaining connected to the values of the College.

The student body reflects a community that is confident, engaged and values-driven. Students continue to develop not only academically, but also as individuals who demonstrate integrity, compassion and a commitment to contributing positively to the world around them.

School Features

Mercy Catholic College Chatswood is a systemic girls' school founded by the Sisters of Mercy in 1890. As part of Catholic Schools Broken Bay since 1989, the College draws strength from its Mercy heritage and its place within a collaborative diocesan network. Catering for students from Years 7–12, Mercy offers an authentic Catholic education that nurtures faith, fosters a love of learning, and supports each young woman to grow in confidence, compassion and purpose. Students of all faith traditions are welcomed within an inclusive community grounded in respect and the Mercy charism.

Located near the Chatswood transport interchange, the College serves a diverse student population from over 50 suburbs. Mercy consistently achieves academic results above state averages and is regularly ranked within the top 150 schools in NSW in the HSC. These outcomes reflect a sustained commitment to excellence, supported by high-quality teaching, targeted support and extension opportunities.

Through its connection with CSBB, students access innovative learning experiences, including cross-campus electives such as Ignite Mathematics and Philosophy. The College also maintains strong links with the Mercy Secondary Schools of Australasia Association, ensuring the Mercy tradition remains central. The College motto, "Striving for Better Things," is reflected in a commitment to excellence, justice and service.

A broad co-curricular program supports the development of the whole person. Opportunities include the Duke of Edinburgh Award, Public Speaking, Debating, dance, drama and music ensembles and choirs. Social justice initiatives, including the Mercy Action Group, alongside camps, retreats and immersions, foster leadership, resilience and global awareness.

Sport is an integral part of College life, with weekend competitions in netball, basketball, soccer and rugby, and representative pathways through Catholic Schools Sport NSW.

Leadership is developed across all year groups, with students contributing through Portfolio Leaders, House Captains, and College Captain and Vice-Captain roles. Student voice remains central to initiatives that strengthen wellbeing and community. Strong parent partnership further enriches College life through engagement in learning, communication, and co-curricular programs.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
728	0	311	728

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2025. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2025 was 90.25%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
92.74	88.78	89.66	89.12	89.06	91.91

Managing Student 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 NSW Education Act (1990) 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 College, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- 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 College's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

College 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, CSBB and the Department of Education 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2025	
% of students undertaking vocational training or training in a trade during the senior years of schooling	5 %
% of students attaining the award of Higher School Certificate or equivalent vocational education and training qualification	100 %

Post School Destinations

Each year the College collects destination data relating to the Year 12 student cohort.

Mercy Catholic College graduates progressed to university, with 113 students receiving offers across diverse disciplines. Many secured early entry to University of Sydney, University of New South Wales, Macquarie University, University of Technology Sydney and Australian Catholic University.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	81
Number of full time teaching staff	48
Number of part time teaching staff	14
Number of non-teaching staff	19

Total number of teaching staff by NESA category

All teachers employed by the College are qualified to teach in NSW. Additionally, all teachers at this College who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this College are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	1
Provisional Teachers	3
Proficient Teachers	58

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The College's Religious Education (RE) program is based on [CSBB's Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and Youth Ministry activities aimed at living out their mission as disciples of Jesus.

This year, the Catholic Church celebrated a Jubilee Year with the theme "Pilgrims of Hope," inspiring our College Leaders to adopt "hope" as our guiding theme for 2025. Pope Francis reminds us to "fan the flame of hope... and help everyone to gain new strength and certainty by looking to the future with an open spirit, a trusting heart and far-sighted vision."

Our college values of respect, compassion, integrity, excellence, and hospitality underpin all that we do. Together with our theme of hope, they guide our commitment to nurturing faith, fostering belonging, and encouraging students to live the Mercy spirit in meaningful ways.

A key focus of Catholic Identity and Mission has been strengthening a culture of welcome and inclusion, ensuring every student feels seen, valued, and connected. This sense of belonging continues to shape our programs and initiatives across the college.

Students engaged in a range of parish-based opportunities at Our Lady of Dolours, Chatswood, including the Youth Orchestra, Youth-in-Council, Parish-in-Council, and the Hub of Hope, fostering leadership, inclusion, and compassion. Our Year 10 Community Service Program remains a vital initiative, requiring students to complete a minimum of six hours of

service. Through this, and through support of charities such as Caritas, St Vincent de Paul, Catholic Mission, and Mercy Works, students develop empathy and a deeper understanding of social justice.

The faith life of the college is enriched through Masses and liturgies, including the Opening College Mass, Mercy Day, and Year 12 Graduation. Chapel Masses, prepared by Religious Education classes, along with liturgical celebrations for Ash Wednesday, Holy Week, Advent, and family occasions, provide regular opportunities for prayer and reflection. Students also participate in Reflection Days (Years 7–10) and retreats (Years 11–12), deepening their relationship with God, self, and others.

Year 7 students were welcomed into the diocese through Belong Day, a vibrant experience of prayer, music, and community led by staff and CSYMA students. Student leaders also attended the Broken Bay Catholic Mission Mass, launching the October appeal and reinforcing our commitment to global solidarity. Later in the year, three students represented the College at the Australian Catholic Youth Festival in Melbourne.

A significant highlight was the celebration of 135 years of Mercy education. Mercy Week began with a special Mass and continued with student-led fundraising and outreach activities, culminating in a day of service, volunteering, and advocacy - an authentic expression of hope in action.

Curriculum, Learning and Teaching

Secondary Curriculum

The College provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for secondary education. The Key Learning Areas (KLAs) of English, Mathematics, Science, Human Society and its Environment (HSIE), Creative Arts (CA), Personal Development, Health and Physical Education (PDHPE), Languages and Technological and Applied Studies (TAS). In addition to this, the College implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Mercy Catholic College provided students with varied and genuine educational experiences. Students participated in 33 subjects offered at Mercy Catholic College, including online Stage 5 Cross-Campus Courses delivered by Catholic Schools Broken Bay. Approximately 14 Stage 6 students accessed courses offered by TAFE and external language colleges. In 2025, a wide range of excursions, in-class activities, and extracurricular engagements enhanced the overall learning experience. The Partnership and Pathway Program continued to encourage students in Years 9, 10, and 11 to explore experiences beyond the traditional classroom setting and consider potential career pathways. Activities included an excursion to various businesses, taster programmes in aviation and engineering, work experience as a primary school teacher and a dedicated Careers Expo. Year 10 participated in business management, future problem-solving and career planning activities in preparation for their Stage 6 studies.

Mercy Catholic College prioritises ongoing professional learning for teachers, which is founded in data-driven analysis of student work samples, assessments, and external examination results. The main focus of our professional learning was consolidating our Learning in Subject Areas (LiSA) program and embedding these lessons into our existing programmes. All faculties engaged in fortnightly collaboration meetings, using the Continuous Cycle of Improvement (CCI) to plan and review LiSA to enhance student outcomes. This model supported the goals of the Learning Improvement program.

Academic growth across all year levels was reflected in strong NAPLAN and Higher School Certificate results. Year 9 NAPLAN feedback indicated we continue to place above state average. Mercy Catholic College placed 64th in the state and 7th among catholic schools for Year 9.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Mercy Catholic College for 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	89%	62%
	Reading	94%	69%
	Writing	84%	64%
	Spelling	93%	72%
	Numeracy	91%	69%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	87%	56%
	Reading	89%	65%
	Writing	89%	61%
	Spelling	93%	72%
	Numeracy	90%	66%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

In 2025, Mercy College offered 29 HSC subjects, with additional opportunities provided through external partners including TAFE, the New South Wales School of Languages and the Secondary College of Languages. Analysis of HSC results demonstrated a continued upward trend in higher achievement, with an increased number of students attaining Bands 5 and 6 and fewer in the lower bands.

De Courcy data confirmed strong value-adding from Year 10 to Year 12, with most students achieving at or above expected levels across some or all subjects. Students achieved 120 Band 6 results, alongside one All Rounder, and received 126 mentions on the Distinguished Achievers List. Notably, 80% of subjects performed above the state average, and 63% of results were in the top two bands.

Outstanding individual success was reflected in a highest ATAR of 98.7, with two students placing 10th in the state for Industrial Technology Multimedia and 13th in English Standard. Student excellence was further recognised through nominations for HSC Showcases, including selection for the Visual Arts showcase, Art Express.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2023		2024		2025	
	School	State	School	State	School	State
Business Studies	61 %	36 %	56 %	37 %	75 %	38 %
Drama	100 %	60 %	100 %	62 %	100 %	58 %
Modern History	53 %	35 %	50 %	39 %	61 %	36 %
Personal Development, Health and Physical Education (PDHPE)	42 %	31 %	55 %	35 %	69 %	36 %
Studies of Religion I	65 %	49 %	64 %	44 %	75 %	47 %

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The College's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The College's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2025.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no significant changes made to this policy in 2025.

Complaints Handling Policy

The College follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2025 to reflect new system processes.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the College from parents, students and teachers.

Parent satisfaction

Parent satisfaction was gauged through conversations at Parent Engagement and Advisory Group meetings, as well as through participation in college activities such as information evenings, sporting events, co-curricular activities, and social events including Open Day. These events were all well attended.

Parents acknowledged the strong commitment of teachers in supporting students' wellbeing and learning, and their encouragement for students to always strive to do their best - academically, in sport, and in co-curricular activities. Feedback from parents reflects a welcoming, happy, and safe learning environment. They highlighted the nurturing nature of the college and its commitment to ensuring that student wellbeing and learning remain a priority. Parents also recognised the strong connection between the parish and the school.

Additionally, parents valued the wide range of opportunities available to their daughters, including co-curricular activities, pathways programs, social justice initiatives, immersions, sport, and the breadth of the curriculum.

Student satisfaction

Student satisfaction was assessed through surveys, Tutor Group discussions, Student Leader meetings, Year Group meetings, and informal feedback.

Student Leaders reported that students feel heard, with their ideas leading to meaningful initiatives that enhance wellbeing and strengthen their voice in school decision-making. One example is the introduction of a weekly PE uniform day for Years 7–10.

Students identified strong school spirit and a positive climate, fostered through carnivals, music and drama performances, fundraising, Mercy Week, sporting events, and inter-house activities. Leaders further supported engagement by organising Friday dances, Tutor Group activities, annual themes aligned to college values, and a wellbeing wall to build connections between students and staff.

Survey data reflected a strong sense of belonging, positive relationships, and high expectations for learning. Students reported being encouraged to set goals and use their strengths to achieve their best across all areas.

Teacher satisfaction

Teacher satisfaction was assessed through staff meetings, workshops, surveys, informal discussions, and department meetings.

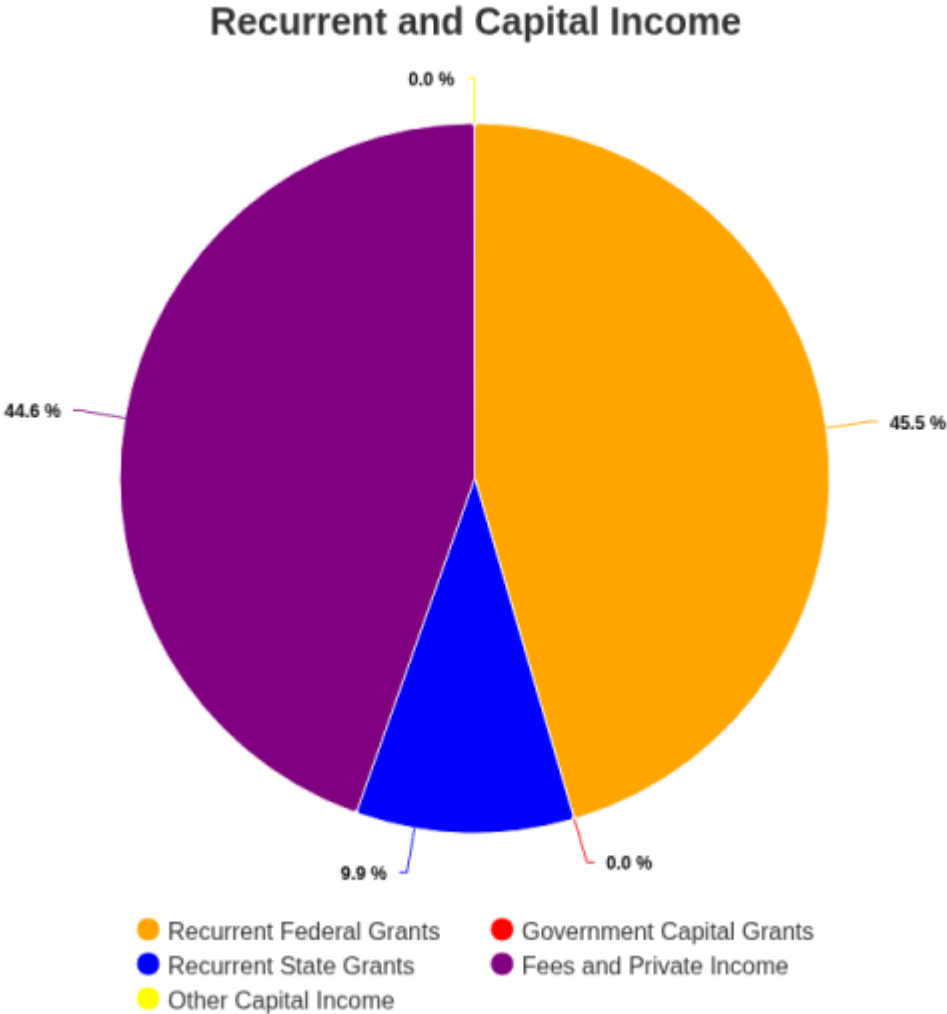
Staff expressed that participation in Professional Learning Groups has been a positive experience, supporting the development and refinement of pedagogy. The time allocated for reflection and the implementation of learning initiatives has enhanced both classroom practice and professional growth.

Teachers reported high levels of satisfaction with the college's learning culture and the wellbeing of both staff and students. They emphasised the importance of the connection between wellbeing and learning in achieving optimal student outcomes. Staff also expressed pride in student achievements both within and beyond the classroom, including HSC results.

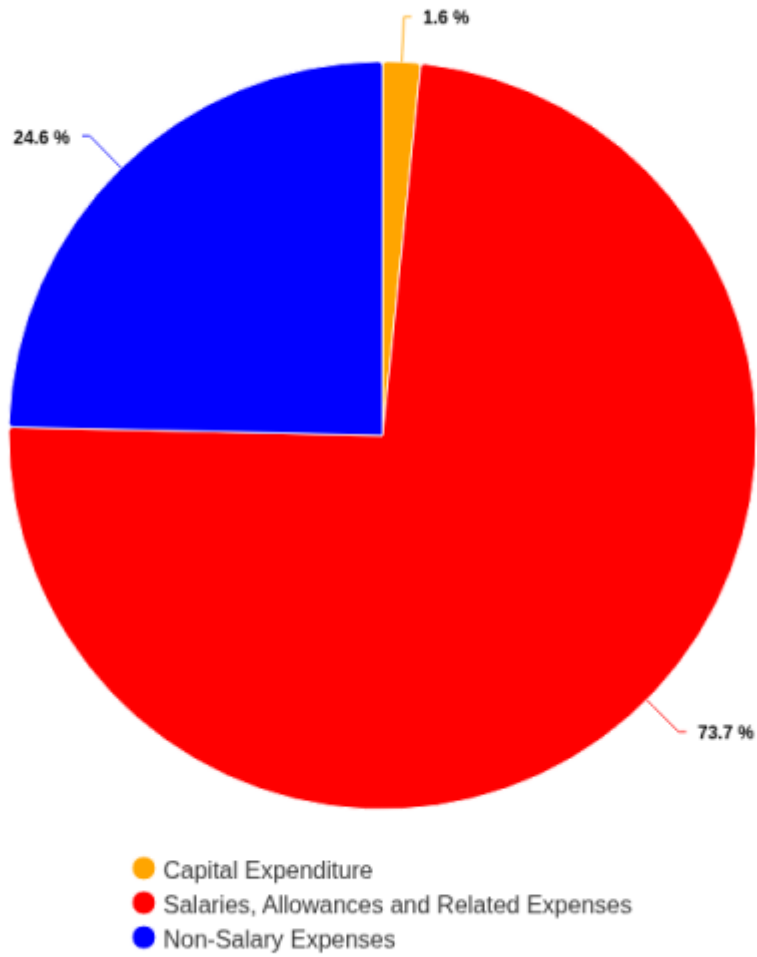
Furthermore, teachers highlighted that programs such as the Peer Support Program, Vertical Tutor Groups, and the Wellbeing Program contribute to fostering positive relationships among students and between staff and students.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT