



2019

ANNUAL SCHOOL REPORT



Mercy Catholic College

94a Archer Street, CHATSWOOD 2067

Principal: Mrs Suzanne Kavanagh

Web: www.mercydbb.catholic.edu.au

About this report

Mercy Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CSO. 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 in the School Improvement Plan (SIP) which 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

Mercy Catholic College's students enjoy a strong profile in the local community as learners, thinkers, leaders and most importantly, young women of action and compassion. This is because students, staff and parents work in partnership to ensure that opportunities are available to assist each student to fulfil her potential.

The formation of our students in Christian discipleship is pursued within the Mercy charism which stresses the importance of hospitality, shared ministry and a concern for the poor and the marginalised. This is achieved through ongoing reflection on the action of God in our lives and the many religious rituals we celebrate as a Catholic community.

The College motto Strive for Better Things lead the Mercy community to make 2019 a time of reflection as we went through the processes involved in a Tier 2 Review. The Review Panel validated the College's approach to teaching and learning when stating "the school's own discernment of the challenges ensure that good planning translates into good classroom practice, and working within a cycle of on-going improvement and refinement of classroom practice."

Our HSC results were once again outstanding with many individual "personal best" achievements. The top ATAR was 98.3 and the College was ranked 99 in the State, placing us in the top 12% of all schools State wide.

Mercy College 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, integrity, respect, excellence and compassion are expressed and put into action.

Parent Body Message

The Mercy Catholic College Parents and Friends Association (P&F) supports and enhances the College community by encouraging and fostering parent involvement in social events throughout the year. They facilitate the: Parent Cocktail Party, College Open Day catering, Mothers' then Fathers' Day Breakfasts, Annual Trivia Night, Year 12 Graduation catering and the Year 7 Welcome Function catering. The Mother/Daughter, Father/Daughter, Carer/Daughter functions are particularly well attended and very much appreciated.

The P&F provides an opportunity for parents to communicate with College Executive staff, hearing College plans and offering ideas at our regular meetings. It is an opportunity for the College Executive to hear the voice of parents.

The P&F provide funds for school improvements, with the most recent being furniture for new classrooms. P&F funds also support Student Awards (effort and commitment) and Presentations/Workshops on Leadership and Study Skills.

The P&F is pleased to work with and support the College which demonstrates a commitment to high quality teaching and learning in a very caring environment. The College is perhaps no longer a hidden gem in Chatswood, as the student population shows strong growth; yet it has retained the very special and personal aspects that ensure it is a happy, supportive and safe place for students, which contributes to producing young Mercy women who do truly “Strive for Better Things”.

Student Body Message

At Mercy College, there is a strong sense of community where students are able to form lasting bonds with each other, while being supported and nurtured by dedicated staff. There are many opportunities for students to participate in a wide range of co-curricular activities such as sport, dance, drama, music, Duke of Ed program and debating. Furthermore, the continued development of the Rise Program and initiatives such as Fun Friday in Tutor Group demonstrates the importance of the student’s well-being to the College.

The College’s Catholic faith is an integral part of school life. Students are encouraged to grow in their own faith during Mass, Reflection days and Retreats. Religious education not only teaches girls the foundation and values of Catholicism but also how to be tolerant, accepting and aware of other religions as well as how to form their own informed opinions on the world around them. Social justice is another core aspect of College life with the Mercy Action Group, who is in charge of raising awareness and fundraising for various social justice issues, having over 90 girls attend lunchtime meetings.

Mercy’s holistic approach to education allows students to have balanced and enjoyable schooling. The College encourages girls to put their best into everything they do, inside and outside the classroom, in order for them to realise their potential and be proud to say they are Mercy girls.

School Features

Mercy Catholic College Chatswood, is a Catholic systemic girls school, established by the Sisters of Mercy in 1890. The Sisters of Mercy administered the College until 1989 and since then it has been part of the Diocese of Broken Bay system of Catholic schools.

A member of the Mercy Secondary Schools of Australia Association (AMSSA), Mercy Catholic College has strong links with all Mercy schools throughout Australia and internationally. Catherine McAuley's (foundress of the Sisters of Mercy) teachings continue to guide and inspire our young women to follow the College motto to "Strive for Better Things".

When students enrol at Mercy College, the whole family is welcomed to the community as we work in partnership with parents and carers to provide a caring and nurturing environment, which enhances student development.

Parents and carers offer strong leadership and support in many aspects of College life through the Parents and Friends' Association and as coaches and managers of our sporting teams.

The College caters for girls from Years 7 to 12, with a diverse range of subjects and co-curricular activities. Our academic results are always well above the State average and HSC results for 2019 were outstanding, with the College ranked 99 in NSW.

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

The Mercy Action Group (MAG) is an integral part of our Social Justice programme, meeting weekly to discuss and plan initiatives which will support and assist the poor or marginalized.

An overseas immersion experience is offered annually as part of our social justice programme, so that senior students experience first-hand how words of empathy can be put into deeds of action. For the past several years the College has been involved in building schools in central Vietnam.

Another overseas experience sees our students in Europe, with intensive immersion in language (French and Italian), and the study of European Art and History.

A variety of sport is offered through the College's competitive sports programme or the Broken Bay Secondary Schools Sports Association (BBSSSA). These sports include: netball, touch, basketball, soccer, hockey, tennis, swimming, AFL and cricket. Our students can move through local competitions to represent at Regional, State and National levels.

There are many Clubs for students who have a special interest such as the Drama, Dance, Walking, Movie, Maths, Science, Art, Film, Book and Writing Clubs. There is also the Homework Club for a student who would like a quiet space to complete work or might need extra assistance from a teacher.

The College runs the Duke of Edinburgh Award scheme, which encourages students to develop independence, new skills and a strong sense of service to the wider community. Each year we have a large number of students moving through Bronze, Silver and Gold levels.

Mercy College has had another successful year of fulfilling our Mission of working “within the Catholic tradition and Mercy charism to educate, empower and inspire independent young women to achieve academic, social and spiritual growth.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
688	0	172	688

* Language Background Other than English

Enrolment Policy

The College follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the College in 2019 was 93.98%. 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
94.24	93.88	93.70	93.15	94.50	94.40

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 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 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, the CSO and the relevant Department of Education 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 College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each College's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).

Student Retention Rate

Of the students who completed Year 10 in 2017, 83% completed Year 12 in 2019.

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 2019	
% of students undertaking vocational training or training in a trade during the senior years of schooling	6 %
% 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.

Eight six percent of students within the cohort secured university placement across largely Sydney and metropolitan universities. A wide range of degree courses were applied for and multiple offers were given to students, including Engineering, Science, Law, Criminology and medical related degrees. Fourteen percent of students continued with TAFE studies, took a Gap Year or entered the workforce.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	76
Number of full time teaching staff	46
Number of part time teaching staff	12
Number of non-teaching staff	18

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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this College are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the College.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Three formal Staff Development Days were held.

Day 1: Mercy Staff Spirituality - Speaking the Silence

Day 2: Embedding Formative Assessment

Day 3: Spiral of Inquiry - Amplifying the Learning

The focus of professional learning for 2019 was formative assessment. Teachers attended a professional development course presented by Dylan Wiliam to develop their understanding of assessment as a critical component of learning. They also participated in fortnightly Professional Learning Groups to deepen teacher collaboration and student learning. Using an inquiry-action model, teachers engaged in evidence-based inquiry into an area of practice related to the use of formative assessment, developed and applied new assessment practices and measured the impact on student learning outcomes. Staff had the opportunity to reflect on their learning throughout the year and influence the practice of others through a Learning Marketplace and TeachMeet style presentations.

Catholic Identity and Mission

As a Catholic community, the College shares in the mission of the local Church: "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 educate and form young people in the Catholic faith. The College provides 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.

The College's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

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 missionary activities aimed at living out their mission as disciples of Jesus.

As a Catholic community, Mercy Catholic College shares in the mission of the local Church: "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." Mercy Catholic College is inspired by the charism of Catherine McAuley and the Sisters of Mercy. This year our College has been inspired by the Annunciation to the Blessed Virgin Mary in Luke's Gospel: "I am the servant of the Lord. May it be done to me according to your word." (Lk 1:38) Students were called to echo Mary's "Yes" to the Lord in their lives and be witnesses in their communities.

In partnership with parents as the first faith educators of their children and the local parish community, the College seeks to educate and form young people in the Catholic faith. This year students have been actively involved in attending the monthly Sunday Student Youth Mass at Our Lady of Dolours Church and assisting in the Parish Community Dinners initiative. The College provides formal Religious Education as well as senior retreats, spirituality days and social justice opportunities in which students were invited to serve others, especially the poor and those who are marginalised. Mercy Week continues to be the highlight of the year where the entire College community focuses on our Mercy charism and engages with various fundraising, advocacy and social justice initiatives.

Faith formation opportunities are provided for students, staff, parents and caregivers. Our fortnightly College Chapel Mass has offered an opportunity for the community to gather regularly in prayer and communion and this has been enriched by our growing liturgical band and choir. Students in Years 9 and 10 were provided the opportunity to participate in the Alpha for Youth Program.

The Religious Education curriculum has provided students with rich and meaningful learning experiences and personal formation through prayer and reflection. Year 8 students participated in the Bishop's Religious Film Prize in which a student was awarded Honourable Mention. Year 9 and 10 students completed student-centred guided inquiry projects investigating topics on Catholic ethical teachings and social justice respectively which focus on research, note-taking, critical thinking and literacy skills. Students participated in various cultural awareness activities such as the Respect, Understanding and Appreciation (RUA) program, the multicultural program at Amity College and the ISRA student Iftar dinner, which promote interfaith dialogue. Staff participated in a formation day with a focus on our Mercy charism and the opportunity to engage in Christian social justice workshops.

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.

The past year at Mercy has been a significant year of celebration for both students and staff. Noteworthy achievements in student academic growth across all Year levels and enhanced professional development of staff have been reflected in strong NAPLAN and Higher School Certificate results together with an excellent report following the major Tier 2 Review on the quality of Teaching and Learning initiatives at the College over the past three year strategic planning cycle.

Our Year 7 and 9 NAPLAN feedback has indicated continued above state average performance by our students. Focus will now continue in the areas of numeracy and literacy for 2020.

Mercy has continued to promote and encourage best teaching and learning practice, with fortnightly reviews and discussion of teaching strategies and implementation of current curriculum research. Professional development of staff has focussed on the three year strategic goal 'to further develop our approach to student learning that promotes a culture of inquiry and innovation and assesses for learning.'

In 2019, Mercy underwent a NESA and Catholic Schools Office inspection to evaluate our successes over the past years. The results were exceptional and the students and staff at Mercy are to be congratulated.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the College's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	57%	31%	3%	19%
	Reading	56%	31%	4%	16%
	Writing	41%	17%	4%	27%
	Spelling	54%	35%	1%	15%
	Numeracy	61%	37%	2%	15%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	31%	19%	6%	23%
	Reading	33%	23%	6%	19%
	Writing	35%	13%	9%	37%
	Spelling	30%	24%	6%	18%
	Numeracy	34%	27%	3%	16%

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%.

HSC results in 2019 were excellent, with students excelling in a large number of subjects. The Year 12 students continued the upward trend in advancing Band levels across all courses. 60% of all students achieved results in the top two Bands (Bands 5 & 6). The College was ranked in the top 100 schools in New South Wales, with 82 Distinguished Achievers and 3 All Rounders. Mercy secured 21 First in Course Awards in the Broken Bay Diocese and had a number of students secure ATARs in the 90s, the top ATAR being 98.3. Over 40 courses presented for the Higher School Certificate in 2019, with many languages represented. A large number of students have secured university places, with a selected number continuing their TAFE studies from Year 12 to Certificate 4 level. Nominations were also received for Showcases of major works, in TEXTILE, SHAPE and ENCORE.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2017		2018		2019	
	School	State	School	State	School	State
Biology	30 %	40 %	42 %	37 %	53 %	32 %
Business Studies	48 %	37 %	79 %	37 %	55 %	33 %
Design and Technology	60 %	43 %	82 %	47 %	85 %	47 %
Economics	86 %	49 %	75 %	47 %	100 %	52 %
English (Advanced)	73 %	64 %	95 %	63 %	84 %	62 %
English (Standard)	42 %	16 %	44 %	15 %	45 %	12 %
Modern History	88 %	39 %	82 %	42 %	82 %	40 %
Studies of Religion II	61 %	47 %	59 %	41 %	90 %	45 %

Record of School Achievement (RoSA)

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. In 2019, the number of students issued with a RoSA was 1.

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 Policy for Diocesan Systemic Schools](#). 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 pre-requisite 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 CSO website or by contacting the CSO. 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 for Diocesan Systemic Schools](#). 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) 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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

Every student at Mercy College has the support of their Tutor, Teachers and the Pastoral Team. The Pastoral Team works in partnership with parents to support and nurture their daughter to be a compassionate and resilient young woman who has the skills and confidence to deal with situations and make informed decisions.

The College's Student Wellbeing program aims to build a supportive environment where students have a sense of belonging and connectedness to the College. It also aims to develop student's resilience; is committed to fostering positive relationships and incorporating values of the Vision and Mission of the Mercy charism. The RISE Program, (based on positive psychology) enables students to develop and incorporate Goal setting, Strengths, Mindfulness and Growth Mindset into their learning and wellbeing. The RISE Program is scheduled during Year Group meetings and Tutor Group time. The Year Co-ordinator delivered the program along with their RISE Facilitator who is a teacher who volunteered to help implement and support the Year Co-ordinator. This year saw the delivery of a new RISE Program that was designed uniquely for each Year group which originated from student surveys and focus groups. The first RISE program introduced the concepts and language of positive psychology. The Year Co-ordinators and RISE facilitators worked tirelessly on delivering well-structured engaging lessons. The RISE Program will continue to be revised and refined so we are in keeping with the times and needs of our students.

The Tutor Group structure strengthens the House system and provides an opportunity for the students to, feel known, valued and build positive relationships with their peers. Research has shown a positive environment and good wellbeing helps the student engage in their learning and improve their academic performance. Tutor Group activities provide students

with the opportunity to show self-awareness, empathy, respect for others, and build their relational skills, which will assist them in subject activities.

Throughout the year, the students participate in activities and programs such as International Women's Day, the Big Sister Program, Fun Friday dance, and RU OK day. These experiences provide the students with the opportunity to develop their leadership skills, learn how they can be a voice of change and the actions they can take to make their environment a better place for themselves and others. This year the Student Leadership team really showed how effective a student team can be when they show inclusiveness and passion. This year the Student Leadership team worked as one and not just as a group of Year 12 students and Year 11 students. They set a goal at the beginning of the year to build school spirit through a united Year 11 and Year 12 approach, which they successfully achieved.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the College's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. College improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Professional Development for teachers was a key focus for 2019, where we used our Professional Learning Groups (PLGs) to investigate the impact of an individual's teaching style on a student's learning.

Using the Spiral of Inquiry (Timperley, Kaser and Halbert) teachers chose an aspect of their pedagogy such as questioning, developed a hunch and then used the Spiral to inquire into the impact of the way they were doing their chosen aspect on student learning. Their colleagues in the PLG helped review and then offered suggestions for improvement to assist the teacher to refocus and improve their approach to their chosen aspect.

2019 was a year in which the College was involved in the processes of Tier 1 (compliance and NSW Education Standards Authority (NESA) accreditation) and Tier 2 (learning enhancement) Reviews. In Tier 1 each Key Learning Area was reviewed to ensure that programming and lesson content met NESA requirements. The Tier 2 Review was done by a panel of experts in the education field who investigated the College's data in relation to students' results. They also spoke to teachers, students and parents in the community to ascertain that Mercy College lived its values in our pastoral care of students. In both Reviews Mercy College was acknowledged as a school which put the student at the forefront of procedures and pedagogy.

An excerpt from the Panel's report: The College's learning journey was well evidenced and has resulted in significant improvements in student enrolments and achievements, parental confidence and trust in the College, teacher capability and student ownership and pride in their College.

Priority Key Improvements for Next Year

Next year sees the beginning of a new cycle of a Strategic Plan to cover the next three years, from 2020 to 2022. Overarching goals have been set in the three main Domains of Mission, Pastoral Care and Teaching and Learning. What is expected to be achieved next year in each Domain, the Target, is what will be the priority for the community during 2020.

MISSION

Goal 2020-2022

To enhance the personal and spiritual growth of students and encourage increased engagement in the life and mission of the Church.

Target 2020

By the end of 2020, students will have a greater understanding and appreciation of their personal spirituality.

PASTORAL CARE

Goal 2020-2022

To enhance student wellbeing through a holistic approach connecting pastoral care and learning.

Target 2020

By the end of 2020, students will demonstrate stronger skills in being able to manage a variety of situations.

TEACHING AND LEARNING

Goal 2020-2022

To enhance student engagement in learning, continuing to build a community of critical and creative thinkers.

Target 2020

By the end of 2020, students will demonstrate increased curiosity in their learning.

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 the Parent and Friends' Advisory Association meetings and through parent engagement in College activities, such as parent breakfasts, information evenings and social events such as, Trivia nights and the annual cocktail party, all of which were well attended.

Additional information was gained from parents who were encouraged to complete a parent survey on "Tell Them from Me".

Parents acknowledged the commitment teachers have in supporting students in learning and the ongoing encouragement for students to do their best at all times, whether it be academic, sporting or co-curricular.

The parent comments from the survey "Tell the From Me" indicated that the nurturing nature and commitment the school as to the wellbeing of each of their students, as well as a sense of community to enhance wellbeing and learning is very evident.

Parents also recognized the number of opportunities for their daughter through activities, such as social justice, co- curricular and sport.

Student satisfaction

Student satisfaction was determined through a number of different avenues including, Tutor Group discussions, surveys, responses to the RISE Program, Student Leaders' meetings and informal discussions. Through the Students Leaders' meetings, students felt their ideas and opinions were listened too and had a voice in the organization and decisions made in school activities.

Students indicated that school spirit and a positive climate is encouraged and enhanced through activities such as the Swimming and Athletic carnivals, fundraising activities, music and drama performance, sporting events and Inter-house competitions. Students indicated a high level of satisfaction with their relationships with each other and with their teachers.

Through the "Tell Them from Me" survey, 76% of students agreed that teachers have a high expectation of them in their learning and they are expected to use their time effectively. They also indicated they are encouraged to achieve to the best of their ability.

Teacher satisfaction

The teachers' satisfaction rate was determined by feedback during discussions at staff meetings, workshops and department meetings, as well as staff surveys.

Staff emphasized that the strong focus on learning and wellbeing that the College has is strongly connected to the excellent outcomes in student learning.

The continued Professional Learning Groups (PLGs) are seen as a positive experience, allowing the building and shaping of pedagogy. The development of reflective practice through peer observation has enhanced the learning in the classroom.

Teachers indicated goal setting has given opportunity to develop their own professional learning and teaching practices. They expressed increased collaboration across departments in building a connected learning environment.

Teachers expressed pride in the College community and are proud of student achievements in the classroom and the HSC results.

Teachers continue to recognize the benefits of the vertical Tutor group system and the development of the RISE programme in Tutor Group. Staff commented on the positive relationships that continue to build between teacher and among students within the Tutor Group.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$5876490
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1695861
Fees and Private Income ⁴	\$4309836
Interest Subsidy Grants	\$72839
Other Capital Income ⁵	\$499161
Total Income	\$12454187

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$1455261
Salaries and Related Expenses ⁷	\$9018332
Non-Salary Expenses ⁸	\$3223350
Total Expenditure	\$13696943

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT