



Mercedes College

SCHOOL PERFORMANCE DATA 2012

Mercedes is a Catholic College in the Mercy Tradition, offering young women an outstanding Catholic education based on the Mercy values of compassion, justice, excellence, integrity and service. The College is 167 years old and is steeped in history. We provide an affordable education for girls from a diversity of cultures and backgrounds, equipping them to become leaders of the future. We are innovators in girls' education.

Our dedicated staff strive for high standards in learning and teaching and our learning environments provide access to the latest technologies which are integrated across the whole curriculum. Mercedes College students are self-directed, critical thinkers who take ownership of their educational journey and persevere to achieve their personal best.

A literacy and numeracy support program is provided and high achieving students from Year 7 to 9 participate in the International Global and Community Problem Solving competitions. Most Mercedes students aspire to University and, in addition, Certificate courses in Business, Information Technology and Food, Science and Technology are offered. Students are encouraged to participate in a broad range of co-curricular activities including opportunities in The Arts, Physical Education, Debating and Public Speaking.

SUBJECT	SCHOOL PERFORMANCE INFORMATION	
Contextual Information		
Teacher Standards & Qualifications	All teaching staff hold at least one tertiary qualification and are registered with the WA College of Teaching ("WACOT")	
Workforce Composition	Total Staff	138
	Teaching Staff	88
	Non-Teaching Staff	49
	Indigenouse Composition	1
	Male Staff	32
	Female Staff	106
Student attendance at school	Average Attendance for whole school	94.6%
	Year 7	96.0%
	Year 8	95.0%
	Year 9	93.0%
	Year 10	93.0%
	Year 11	97.0%
	Year 12	94.0%
All attendance is recorded on-line period by period. Parents are required to phone the school when a student is not attending and where this does not occur an sms is sent to the parent. Frequent absenteeism is followed up by the Pastoral Care teacher and then the Year Coordinator. Where there is a high rate of absenteeism the Year Coordinator, School Psychologist, Deputy Principal and Parents work together with the student to ensure the absenteeism is being monitored and a transition plan is put in place if necessary.		

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 7 students meeting national benchmark standards in NAPLAN and WAMSE	Reading	99.00%
	Writing	99.00%
	Spelling	98.00%
	Grammar & Punctuation	99.00%
	Numeracy	98.00%
	Science	75.52%
	Science Investigating	77.52%
	Society and Environment	76.30%
Changes in benchmark results from the previous year	Society and Environment ICP	85.20%
	Reading	-1.00%
	Writing	1.75%
	Spelling	-0.10%
	Grammar & Punctuation	-0.46%
Value added - For Year 7 Students	Numeracy	-0.75%
	Reading (NAPLAN)	Mean = 577
	Reading (all schools)	Mean = 541
	Value added	Difference = 36
	Writing (NAPLAN)	Mean = 563
	Writing (all schools)	Mean = 518
	Value added	Difference = 45
	Spelling (NAPLAN)	Mean = 574
	Spelling (all schools)	Mean = 543
	Value added	Difference = 31
	Grammar & Punctuation (NAPLAN)	Mean = 583
	Grammar & Punctuation (all schools)	Mean = 556
	Value added	Difference = 27
	Numeracy (NAPLAN)	Mean = 548
	Numeracy (all schools)	Mean = 538
	Value added	Difference = 10
	Science (MSE)	Mean = 486
	Science (Participating Schools)	Mean = 443
	Value added	Difference = 43
	Science Investigating (MSE)	Mean = 486
	Science Investigating (Participating Schools)	Mean = 444
	Value added	Difference = 42
	Society & Environment (MSE)	Mean = 517
	Society & Environment (Participating Schools)	Mean = 480
	Value added	Difference = 27
	Society & Environment ICP (MSE)	Mean = 25
	Society & Environment ICP (Participating Schools)	Mean = 487
	Value added	Difference = 38

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 9 students meeting national benchmark standards in NAPLAN and WAMSE	Reading	97.00%
	Writing	95.00%
	Spelling	97.08%
	Grammar & Punctuation	98.00%
	Numeracy	98.00%
	Science	72.00%
	Science Investigating	71.00%
	Society and Environment	72.50%
	Society and Environment ICP	72.50%
Changes in benchmark results from the previous year	Reading	-0.80%
	Writing	-0.70%
	Spelling	-0.8
	Grammar & Punctuation	-2.50%
	Numeracy	0.20%
Value added - For Year 9 Students	Reading (NAPLAN)	Mean = 597
	Reading (all schools)	Mean = 575
	Value added	Difference = 22
	Writing (NAPLAN)	Mean = 615
	Writing (all schools)	Mean = 553
	Value added	Difference = 62
	Spelling (NAPLAN)	Mean = 596
	Spelling (all schools)	Mean = 577
	Value added	Difference = 219
	Grammar & Punctuation (NAPLAN)	Mean = 586
	Grammar & Punctuation (all schools)	Mean = 573
	Value added	Difference = 13
	Numeracy (NAPLAN)	Mean = 588
	Numeracy (all schools)	Mean = 584
	Value added	Difference = 4
	Science (MSE)	Mean = 5164
	Science (Participating Schools)	Mean = 482
	Value added	Difference = 34
	Science Investigating (MSE)	Mean = 516
	Science Investigating (Participating Schools)	Mean = 475
	Value added	Difference = 37
	Society & Environment (MSE)	Mean = 524
	Society & Environment (Participating Schools)	Mean = 499
	Value added	Difference = 25
	Society & Environment ICP (MSE)	Mean = 523
	Society & Environment ICP (Participating Schools)	Mean = 498
	Value added	Difference = 25

***MSE - Monitoring in Education (statewide testing)

SENIOR SECONDARY OUTCOMES		
CERTIFICATE OF DISTINCTION / SPECIAL CERTIFICATES DISTINCTION (Is awarded to students in the Top 0.5% of each course based on the ATAR Mark)		2 Students
COURSE EXHIBITION (Is awarded to the Top student with the highest combined ATAR mark) 2 Certificates - 1 x Political & Legal, 1 x Religion & Life		2 Students
CERTIFICATE OF COMMENDATION		17 Students
RESULTS IN THE TOP 10 SCHOOL IN THE STATE FOR THE SUBJECTS / COURSES STAGE TWO SUBJECTS STAGE THREE SUBJECTS	Children, Family & the Community Drama Geography Italian Media Production and Analysis Modern History Physical education Studies Visual Arts	8 Course Awards
Other relevant statistics	Students in the top third of ATAR results	55.00%
	Year 12 students graduating with a WA Certificate of Education	100.00%
	Percentage of Students: Undertaking vocational training:	24.00%
	Attaining a training qualification: (41 Certificates were awarded)	27.00%
	Median ATAR for 2012	83.25%
Proportion of Year 9 students retained to Year 12 (or equivalent)	Students who entered Year 9 at the start of 2008 graduated from Mercedes College in Year 12 in 2011	91.97%

POST SCHOOL DESTINATIONS		
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses	91.3%
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses applied for public University entrance	127
	Students who were offered their 1st preference	64.50%
	Students who were offered any of their preferences	94.00%
	Students enrolled	76.00%
	Students accepted enrolment and deferred	4.00%
	Students who were offered and accepted a place at the University of Notre Dame Australia	16

SCHOOL LEAVERS DESTINATION SURVEY RESULTS		
Studying at University**	128	77.57%
Studying at State Training Provider (TAFE)	10	6.06%
Traineeship	3	1.82%
Part-Time Employment	4	2.42%
**Students unable to be contacted	20	12.13%

SCHOOL INCOME	
http://www.myschool.edu.au/	

**RESPONSE FROM QUALITY CATHOLIC SCHOOLING SURVEY
PARENT, STUDENT AND TEACHER FEEDBACK 2012**

PARENT SATISFACTION

Parents indicated they were pleased with:

- The Catholicity of the College, especially the opportunities given for their children to learn about the Catholic faith and to celebrate liturgies and participate in prayer. There is a positive response to the students being encouraged to be compassionate and to participate in social justice activities.
- The Academic standards at the College and the fact that the education programs are meeting the needs of their children.
- The range of and opportunities for the students to participate in a wide range of co-curricular activities.
- How well their children get on with their peers and are accepted by other students in the College. Bullying is not seen as an issue.
- The way student behaviour is managed at the College.
- The enthusiasm of the teachers and the pride the teachers have in their work.
- The transition from one stage of education to the next.

Parents indicated that there could be improvement in:

- The involvement of parents in the future planning for the College
- Two-way communication between staff and parents.
- Teacher motivation and encouragement of students to persist with their learning when it is difficult.

STUDENT SATISFACTION

Students indicated they were pleased with:

- The opportunities they had to learn about the Catholic faith, to celebrate Mass and liturgies and to participate in prayer
- The way students are encouraged to be compassionate and to participate in Christian Service activities
- Student motivation at the College
- Student Morale, particularly the fact that students are generally positive, cheerful and happy at school
- Student connectedness to their peers
- The way student behaviour and bullying are managed at the College

Students indicated there could be improvement in:

- The management of student distress, particularly feelings of uneasiness at school
- Teacher understanding of how students learn
- How stimulating learning is in the classroom, making it more fun

STAFF SATISFACTION

Staff indicated they were pleased with:

- The opportunities to learn about the Catholic faith and to participate in Mass, liturgies and prayer
- The opportunities provided to show compassion to others and to participate in social justice activities
- Individual and school morale
- The supportive leadership in the College
- The teamwork and communication between groups in the College
- Staff's commitment to the goals of the College
- The encouragement given for staff to enhance their own professional growth
- Student motivation and behaviour
- The partnership between staff and parents
- Teacher confidence that they are making a difference to student learning and engaging in effective learning practices
- The effective coordination of curriculum in the College

Staff indicated there could be improvement in:

- The collaboration with parents to optimise learning for students
- Work demands on staff
- Providing feedback on personal performance