



Mercedes College

SCHOOL PERFORMANCE DATA 2014

Contextual Information

SUBJECT

SCHOOL PERFORMANCE INFORMATION

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 169 years old and is steeped in history. We provide an accessible 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.

Teacher Standards & Qualifications	All teaching staff hold at least one tertiary qualification and are registered with the TRBWA	
Workforce Composition	Total Staff	135
	Teaching Staff	83
	Non-Teaching Staff	52
	Indigenous Composition	0
	Male Staff	33
	Female Staff	102
Student attendance at school	Average Attendance for whole school	94.0%
	Year 7	94.0%
	Year 8	94.0%
	Year 9	94.0%
	Year 10	92.0%
	Year 11	94.0%
	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 if necessary a transition plan is put in place.

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 7 students meeting national benchmark standards in NAPLAN	Reading	100.00%
	Writing	96.00%
	Spelling	100.00%
	Grammar & Punctuation	100.00%
	Numeracy	100.00%
Changes in benchmark results from the previous year	Reading	2.00%
	Writing	-3.00%
	Spelling	2.00%
	Grammar & Punctuation	3.00%
	Numeracy	1.00%
Value added - For Year 7 Students	Reading (NAPLAN)	Mean=579
	Reading (all schools)	Mean=546
	Value added	Difference=33
	Writing (NAPLAN)	Mean=550
	Writing (all schools)	Mean=512
	Value added	Difference=38
	Spelling (NAPLAN)	Mean=572
	Spelling (all schools)	Mean=545
	Value added	Difference=27
	Grammar & Punctuation (NAPLAN)	Mean=576
	Grammar & Punctuation (all schools)	Mean=544
	Value added	Difference=32
	Numeracy (NAPLAN)	Mean=563
	Numeracy (all schools)	Mean=546
	Value added	Difference=17

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 9 students meeting national benchmark standards in NAPLAN	Reading	94.00%
	Writing	99.00%
	Spelling	96.00%
	Grammar & Punctuation	95.00%
	Numeracy	92.00%
Changes in benchmark results from the previous year	Reading	-4.00%
	Writing	0.00%
	Spelling	-4.0%
	Grammar & Punctuation	-2.00%
	Numeracy	-6.00%
Value added - For Year 9 Students	Reading (NAPLAN)	Mean=627
	Reading (all schools)	Mean=580
	Value added	Difference=47
	Writing (NAPLAN)	Mean=621
	Writing (all schools)	Mean=550
	Value added	Difference=71
	Spelling (NAPLAN)	Mean=624
	Spelling (all schools)	Mean=582
	Value added	Difference=42
	Grammar & Punctuation (NAPLAN)	Mean=618
	Grammar & Punctuation (all schools)	Mean=574
	Value added	Difference=44
	Numeracy (NAPLAN)	Mean=615
	Numeracy (all schools)	Mean=588
	Value added	Difference=27

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)		0
COURSE EXHIBITION (Is awarded to the Top student with the highest combined ATAR mark)		0
CERTIFICATES OF EXCELLENCE		14
RESULTS IN THE TOP 10 SCHOOL IN THE STATE FOR THE SUBJECTS / COURSES		
STAGE TWO SUBJECTS	English	102
STAGE THREE SUBJECTS	Biology	93
	Children, Family & the Community	6
	Drama	80
	Economics	87
	Geography	12
	Literature	90
	Mathematics Specialist	131
Other relevant statistics	Students in the top third of ATAR results	37.00%
	Year 12 students graduating with a WA Certificate of Education	129
	Percentage of Students:	1
	Undertaking vocational training:	14
	Attaining a training qualification:	
	Median ATAR for 2014	79.9
Proportion of Year 9 students retained to Year 12 (or equivalent)	Students who entered Year 9 at the start of 2011 graduated from Mercedes College in Year 12 in 2014	84.40%

POST SCHOOL DESTINATIONS

Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses	109
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses applied for public University entrance	109
	Students who were offered their 1st preference	67
	Students who were offered any of their preferences	107
	Students enrolled	66
	Students accepted enrolment and deferred	10
	Students who were offered and accepted a place at the Univeristy of Notre Dame Australia	14

SCHOOL LEAVERS DESTINATION SURVEY RESULTS

Studying at University**	90	116.10%
Studying at State Training Provider (TAFE)	10	12.90%
Traineeship	0	
Part-Time Employment	0	
**Students unable to be contacted	29	37.40%

SCHOOL INCOME

<http://www.myschool.edu.au/>

RESPONSE FROM QUALITY CATHOLIC SCHOOLING SURVEY (2013/2014)
COMPLIANCE DATA 2013

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.
- Parents see their children wanting to be at the College and believe that they are developing effective social skills.
- Parents believe the College has appropriate and fair behaviour management practices.
- Parent believe the school has a focus on improving its performance.

Parents indicated 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.
- The transition from one stage of education to the next.
- Parents find that the student reporting provides useful information about their child's progress.
- The College being receptive of, and understanding the view and concerns of parents.

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.
- Schooling in an all-girls environment.
- The activities and events run by the College to get to know other students well.
- Homeroom and House structure of the college.
- Teachers being very caring and supportive.
- The caring behaviour among students.
- The respect teachers at Mercedes College have for students and the positive working relationships with most teachers.
- The opportunities the College has provided for students to develop their leadership capacity.

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.
- Teachers more effectively using Information Technology to enhance learning experiences.

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.

Staff have opportunities to be involved in decisions that affect their day-to-day work and are satisfied with their level of involvement.

- 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 know what is expected and required of them.
- Formal and informal processes that enable staff to receive feedback on how they are performing in their role, as well as the extent to which staff efforts are recognised.

Staff indicated there could be improvement in:

- Emotional tone of the school at peak times.
- Work demands on staff.
- Feelings of staff at peak times of the school year.