



Mercedes College

2015 ANNUAL REPORT



Principal's Report

In 2015 the College Future Plan for 2016 – 2019 was written based on information provided by staff, students and parents and facilitated by Mr Brendan Spillane. This set the strategic direction for Mercedes College for the next four years. For 2015 and 2016 Annual School Improvement Plans were also developed. Our Future Plan and Annual School Improvement Plan are closely linked. The College's Annual School Improvement Plan takes key areas from the Future Plan as a focus for a particular year. Focus Areas match the Catholic Education WA Strategic Direction and are as follows: Learning (Education), Engagement (Community), Accountability (Stewardship) and Discipleship (Catholic Identity). Mercedes College offers a high standard in education and care of students but like any school we must aim for ongoing improvement so that our pupils always have the best learning environment possible.

Below is an outline of what was achieved in 2015 followed by an indication of goals for 2016. A similar account will be written in 2017 to report on these goals.

2015 School Improvement Plan

Learning

In 2015 in the focus area of 'Learning' more time was devoted to teaching and learning by de-cluttering the College Calendar. Every learning area of the College deleted an event from the College Calendar that took time away from lessons. If any calendar additions were suggested they had to be submitted to the Executive for approval to assist with monitoring the calendar. This strategy is also in place for 2016. Dedicated time was given during 2015 for Learning Areas to focus on programming and implementation of the Australian Curriculum.

In the focus area of 'Learning' the development of staff knowledge and understanding of Positive Education using the PERMAH model was a key part of staff professional learning in 2015. Staff Forums were used to achieve this outcome. Staff and students were also given a survey (AWE – Assessing Wellbeing in Education) to establish feedback on their well-being at this point in time. A follow-up survey will be conducted early in 2017 to determine the level of improvement as a result of the programme.



Engagement

In 2015 the aim of this area was to further utilise the functionalities of SEQTA so that students and parents could monitor academic progress. This occurred with staff members posting assessment results on SEQTA and this platform being used to generate Interim and Semester Reports. This has been of great benefit to home and school communication.

Accountability

The focus for this area in 2015 was the well-integrated use of ICT through effective professional learning and improved access to appropriate devices. The Director of Learning Technology delivered professional learning at Staff Forums, in small groups and on a one-to-one basis to achieve the goal of staff training. This also included training on the use of SEQTA. The Rapid Share Sessions conducted at the end of each term enabled staff members to showcase the skills they had learned to their colleagues.

The creation of a Learning Technology Committee also supported growth in this area. A staff survey was used to determine the right sized device for staff to use to assist with Occupational Health and Safety requirements.



Discipleship

In 2015 the focus was on enhancing the College community's opportunities for faith development, social justice involvement and their understanding of the Mercy charism. Two Mercy Sisters conducted professional learning with staff and an optional retreat was also available for staff members wanting to have this experience. Sr Mary Reynolds' focus was on the Mercy charism and the life of Catherine McAuley. Sr Liz Dowling focused on Pope Francis' encyclical, 'Laudato Si'. Feedback surveys from staff indicated that these professional learning opportunities were very beneficial. Greater emphasis was also placed on improving the induction process for new staff members to the College whether they join at the start of a year or part of the way through the year.

In 2015 a Mercedes College Staff Code of Conduct was drafted with input from staff and using quotations from Catherine McAuley selected by staff. The Mercy Education Limited Code of Conduct is also an essential resource in this area. Staff members felt strongly that the words and wisdom of Catherine McAuley should guide our actions and words.

2016 School Improvement Plan Key Goals

Learning

In 2016 work continues on the Australian Curriculum in learning areas with dedicated time given to this programming. Positive Education with its focus on well-being is being delivered through the Pastoral Care Programme with a designated Co-ordinator in place. Staff continue their focus on well-being through professional development sessions and various committees.

Engagement

This year there is a focus on increasing the availability of information on SEQTA. Course Outlines, resources and topics covered throughout the year will be posted giving students and parents important information. This will assist home and school to work together to support student learning. Training is offered throughout the year to support staff to acquire the skills necessary to achieve this goal.

Accountability

The focus for 2016 is a review of the current platforms for technology and streamlining their use so that there is improved reliability of ICT for students, staff and parents. This should decrease the number of ICT issues being logged and dealt with.

Discipleship

Throughout 2016 the goal is to increase the College community's knowledge and understanding of the school's Evangelisation Plan. This will also involve the Mercy Reflective Process with its identification of key issues we wish to pursue and linking with feedback from other Mercy Ministries at an international level.

Dedicated professional learning sessions will be devoted to this goal and the policy should be reflected in the planning of the Academic and Pastoral Councils.

The College is dedicated to ensuring that the Future Plan and Annual School Improvement Plans are 'living' documents enacted rather than gathering dust on an office shelf. Staff, students and parents are valuable resources who assist with implementation of the plans and offer valuable insights into the effectiveness of the plans.

This year, Mercedes was once again involved in the School Climate Survey that is used throughout the Catholic system in Western Australia. When data from this survey is released mid-year and analysed it will inform further planning for the strategic direction of Mercedes College. I thank everyone in the College community, who in some way has contributed to the vision that has been developed, to ensure that Mercedes College continues to offer an outstanding education to young women. This education will support these young women to make a positive difference in the world and to be as Catherine McAuley said, 'shining lamps giving light to all around us.'



Financial Matters

At this stage no capital development work is being conducted at the College. This break is allowing a focus on minor improvements, routine maintenance and compliance requirements. The Ursula Frayne Centre has undergone refurbishment and the Coady Sports Centre has been modified to meet safety requirements so that it can be used for larger events.

There is also emphasis on servicing debt and decreasing loans held by the College for previous capital developments. As always provision is provided for families struggling with financial matters as a result of such issues as loss of employment and illness.

College Advisory Council Report

During 2015 the Advisory Council helped facilitate the introduction of a campus wide CCTV system for increased security for students and staff. Members of the Council also reviewed the College's energy utilisation and proposed methods to reduce both electricity and gas costs.

In 2015 two long standing Council members, Mr Robert Coltrona and Mrs Kerrin Girando were farewelled and thanked for their considerable contribution to the Council over the years. In 2016 we welcome Mrs Amanda Sparks and Mr Dean Davidson who have joined the Council and already settled into the role with ease. Their expertise will be of great value to the Advisory Council. More recently, Mr Mark Sleight tendered his resignation and we acknowledge his fine contribution to the Council. Mrs Amanda Sparks has taken on the financial role for the Advisory Council in place of Mr Sleight.

The Advisory Council also congratulates the 2015 Year 12 cohort on their fine results and the academic staff for their support and guidance of students. The Council continues to receive updates from the ongoing analysis that is undertaken that will serve to help all students who are preparing and receiving advice for their educational and career choices.

SCHOOL PERFORMANCE DATA 2015

SUBJECT	SCHOOL PERFORMANCE INFORMATION															
	<p>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 170 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.</p> <p>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.</p> <p>Literacy and numeracy support programs are provided and high achieving students from Year 7 to 9 participate in a select Academic Program. Most Mercedes students aspire to a University pathway and in addition, Certificate courses in Business, Sport and Recreation, Information, Digital Media and Technology, and Creative Industries (Media) 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.</p>															
Teacher Standards & Qualifications	All teaching staff hold at least one tertiary qualification and are registered with the TRBWA															
Workforce Composition	<table border="0"> <tr> <td>Total Staff</td> <td>140</td> </tr> <tr> <td>Teaching Staff</td> <td>89</td> </tr> <tr> <td>Non-Teaching Staff</td> <td>51</td> </tr> <tr> <td>Indigenous Composition</td> <td>0</td> </tr> <tr> <td>Male Staff</td> <td>35</td> </tr> <tr> <td>Female Staff</td> <td>105</td> </tr> </table>	Total Staff	140	Teaching Staff	89	Non-Teaching Staff	51	Indigenous Composition	0	Male Staff	35	Female Staff	105			
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	<p>All attendance is recorded on-line period by period. Parents are required to phone the College when a student is not attending. 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, College 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.</p>															

**NATIONAL ASSESSMENT PROGRAM LITERACY
& NUMERACY (NAPLAN) INFORMATION**

Proportion of Year 7 students meeting national benchmark standards in NAPLAN	Reading	98%
	Writing	99%
	Spelling	99%
	Grammar & Punctuation	98%
	Numeracy	99%
Changes in benchmark results from the previous year	Reading	-2%
	Writing	3.9%
	Spelling	-1%
	Grammar & Punctuation	-2%
	Numeracy	1%
Value added - For Year 7 Students	Reading (School)	576
	Reading (All schools)	546
	Value added	30
	Writing (School)	567
	Writing (All schools)	511
	Value added	56
	Spelling (School)	578
	Spelling (All schools)	565
	Value added	33
	Grammar & Punctuation (School)	581
	Grammar & Punctuation (All schools)	541
	Value added	40
	Numeracy (School)	563
Numeracy (All schools)	543	
Value added	20	

**NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN)
INFORMATION**

Proportion of Year 9 students meeting national benchmark standards in NAPLAN	Reading	99%
	Writing	98%
	Spelling	98%
	Grammar & Punctuation	98%
	Numeracy	100%
Changes in benchmark results from the previous year	Reading	5%
	Writing	1%
	Spelling	2%
	Grammar & Punctuation	3%
	Numeracy	8%
Value added - For Year 9 Students	Reading (School)	611
	Reading (All schools)	580
	Value added	31
	Writing (School)	599
	Writing (All schools)	548
	Value added	51
	Spelling (School)	599
	Spelling (All schools)	583
	Value added	16
	Grammar & Punctuation (School)	568
	Grammar & Punctuation (All schools)	593
	Value added	-25
	Numeracy (School)	607
	Numeracy (All schools)	592
	Value added	15

SENIOR SECONDARY OUTCOMES		
Certificate of Distinction / Special Certificates Distinction (awarded to students in the top 0.5% of each course based on the ATAR Mark)		2
Course Exhibition (awarded to the top student with the highest combined ATAR mark)		1
Certificates of Commendation (awarded to students who obtain at least 20 A grades in WACE Course units)		9
Results in the Top 10 schools in the state for the subjects / courses: Stage Two Subjects Children Family and Community Stage Two Subjects Children, Family and Community Geography Politics and Law Literature Drama		
Other relevant statistics	Students in the top third of ATAR results	35%
	Year 12 students graduating with a WA Certificate of Education	153
	Percentage of Students:	99.34
	Undertaking vocational training:	21%
	Attaining a training qualification:	2
	Median ATAR for 2015	80.95
Proportion of Year 9 students retained to Year 12 (or equivalent)	Students who entered Year 9 at the start of 2012 graduated from Mercedes College in Year 12 in 2015	155

POST SCHOOL DESTINATIONS		
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses	134
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses applied for public University entrance	128
	Students who were offered their 1st preference	85
	Students who were offered any of their preferences	130
	Students enrolled	128
	Students accepted enrolment and deferred	10
	Students who were offered and accepted a place at the University of Notre Dame Australia	15

SCHOOL LEAVERS DESTINATION SURVEY RESULTS		
Studying at University**	128	83%
Studying at State Training Provider (TAFE)	12	8%
Traineeship	0	
Part-Time Employment	0	
**Students unable to be contacted	14	9%

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



2015 students who achieved ATAR scores above 95 in the WACE external examinations

RESPONSE FROM QUALITY CATHOLIC SCHOOLING SURVEY (2014/2015) COMPLIANCE DATA 2014

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 daughters 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.
- Their daughter's enthusiasm for wanting to be at the College and believe that they are developing effective social skills.
- Appropriate and fair behaviour management practices.
- The College's 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 daughter'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 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 have at the College for students and the positive working relationships with most teachers.

- The opportunities the College has provided for students to develop their leadership skills.

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 co-ordination 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 College at peak times.
- Work demands on staff.
- Feelings of staff at peak times throughout the school year.