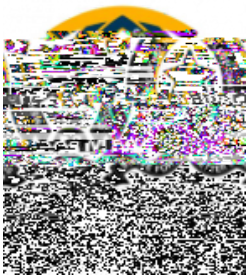




2023

T ANNUAL SCHOOL REPORT



Mercy Catholic College

101 Archer Street, CHATSWOOD 2067

Principal: Mrs Brenda Timp

Web: www.mercydbb.catholic.edu.au

Message from key groups in our community

Principal's Message

The purpose of this Annual Report is to provide past, current and prospective parents with an overview of key dimensions of Mercy Catholic College. Established in 1890 with the intention to meet perceived needs in education and to continually evolve as needs change, today the College continues to respond dynamically to the needs of students. At the heart of its mission is the purpose of providing an outstanding Catholic education for young women so that they are empowered to take their rightful place in society now and in their futures.

Parent Body Message

In 2023 the 20 member PEAG group, representing a cross section of parents from each year cohort, faculty stakeholders and Fr David Ranson; have been working towards improving student wellbeing and academic achievements by focusing on communication, engagement, and community.

Objectives

- Advocating co-responsibility with families and school
- Including families in strategic direction planning
- Creating a welcoming environment and a sense of community for students and families

Achievements

- Improved readership of the fortnightly newsletter with a newly devised format
- Enhanced engagement throughout each of the Face Book moderated groups, showing that the forum is effective and valued
- Increased interactions through parent led social events
- 55 Volunteers took on roles predominantly in sporting management, but this year were also more active across industry and commerce endeavours. This number shows substantial growth and is one we will be endeavouring to improve upon annually

Highlights

A highlight of the year was the unveiling of the new bronze bust of Catherine McAuley, the founder of the Sisters of Mercy, which is beautifully placed within the grounds and offers a quiet place of reflection for the students. With a quote on her wing, selected by the school community and the piece commissioned by the Mercy Sisters of North Sydney and the historical P&F, this represents a collaboration to celebrate.

The PEAG group are committed to continuing their work in 2024 to further improve the school's profile within the local Chatswood community and parish and will be assisting with the upcoming Open Day.

Student Body Message

Mercy Catholic College is a diverse ~~community~~ rooted in the beliefs and ideologies of the Catholic faith traditio

School Features

Mercy Catholic College Chatswood is a systemic girls' school, established by the Sisters of Mercy in 1890.



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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

Senior secondary outcomes 2023	
% of students undertaking vocational training or training in a trade during the senior years of schooling	10 %
% 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.

The majority of Mercy Catholic College students proceeded to tertiary studies at university, studying across a range of disciplines. 105 students were offered places at university. Over 53 students received an early entry offer at Macquarie University; and a significant number received early entry offers at University of Western Sydney, University of Technology and the Australian Catholic University.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	69
Number of full time teaching staff	55
Number of part time teaching staff	14
Number of non-teaching staff	11

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 are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 CSBB. The College takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

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 the [Broken Bay K-12 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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include 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 missionary activities aimed at living out their mission as disciples of Jesus.

Mercy Catholic College provides the girls and staff with a multitude of opportunities to experience, explore, develop and put into action their Catholic faith. This year we utilised the 2023 Diocese of Broken Bay Lenten Program -"Jesus, Our light and our life. Becoming one in Christ" Mercy ran the program for both staff and students providing them a time of reflection and spiritual renewal. Along with our Chapel Mass and opportunities for Prayer, Rosary and Meditation, the girls have maBTr10 0.75 404.50.7cfor

Modelling the teachings of Jesus and the love of God makes us all important tools of good

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 educational experiences. Students participated in 45 subjects offered, including four online Stage 5 Cross-Campus Courses delivered by Catholic Schools Broken Bay. Over 25 Stage 6 students accessed courses offered by TAFE and external language colleges. Two students completed an SBAT in Retail Services. A wide range of excursions, in-class activities, and extracurricular engagements enhanced the overall learning experience. Creative problem-solvers were involved in the Da Vinci Decathlon, and Science and Engineering Challenge; and the Tournament of Minds team made the NSW Finals. The Year 12 Mercy team who was the Champion Debating team for 2023.

The Partnership and Pathway Program encouraged students in Years 9, 10, and 11 to explore experiences beyond the traditional classroom setting and consider potential career pathways. Activities included creating Immersive Virtual Reality film, work experience as a primary school teacher, chef skills workshops at ICMS, media podcasting, pilot experience at Sydney Flight Centre, and a dedicated Careers Expo. Year 10 participated in business management, future problem-solving and career planning activities. In particular, 62 Commerce students participated in the Enterprise in the Community program which engaged students in solving Practical and authentic challenges of local businesses. This rich learning experience culminated with being awarded F0am42.31 Tnce

the development of reading skills with Year 7 in the reciprocal reading program, in conjunction with the HSIE faculty. Six staff members across Science, Mathematics and Technology faculties participated in the STEM Teacher Enrichment Academy program from November 2022 to December 2023, building build cross-curricular teaching programs to demonstrate the interconnected nature of the subjects, and developing a combined Yr 7 assessment task.

Academic growth across all year levels was reflected in strong NAPLAN results. In 2023, students' results were reported against new levels of achievement instead of the existing ten "proficiency bands". These four levels are "exceeding", "strong", "developing" and "needs additional support". Year 7 and 9 NAPLAN feedback indicated continued above state average performance by Mercy Catholic College students, although comparisons with previous cohorts was difficult. At the end of 2023 evaluative data from Linda Bendikson (consultant), indicated that NAPLAN reading results were significantly augmented by the 2022/2023 reading focus.

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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how

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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 2023, the number of students issued with a RoSA was 0.

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

information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

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 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

Mercy Catholic College school values are the bedrock of our Striving@Mercy pastoral program, which is inspired by the teaching of the Prophet Micah to 'Act justly, love tenderly and walk humbly with your God'. While the first of our values is *Respect*, each of the values embodies the concept of "acting justly":

Respect - We value ourselves; we cherish the role that our peers, teachers, parents, and our environment have in providing an atmosphere for us to flourish.

Compassion - We are empathetic and understanding of each other's needs and background.

Integrity - We communicate with honesty and act with sincerity. We are accountable for our actions.

Excellence - We endeavour to do everything to our best ability.

Hospitality - We display kindness to all and are inclusive and welcoming.

The year of 2023 was the year of Hospitality, where we endeavoured to increase our sense of shared purpose and community. Each week girls submitted a "Mercy Mantra" and the ones that best demonstrated the value of hospitality were displayed on screens around the school as a reminder to all about the importance of finding moments to show kindness.

The school leadership team are strong Mercy women who created a sense of belonging for the whole school. Throughout the year they held several important events to remind students about the integrity of every human being, and therefore the need to demonstrate respect, including International

in which men and women can demonstrate respect to one-another, Harmony Day, Bullying No Way Day, and RUOK day.

Building community continued with Friday Dance, providing a sense of fun and joyfulness. Inter-house Volleyball on the courts and the Staff vs Student Netball and Basketball games enabled all our community to come together and appreciate each other.

Year 9 students from Mercy and St Pius X participated together in a *Respectful Relationships* workshop that was co-constructed by staff from the two schools, which provided the opportunity for student to explore what the characteristics of respectful relationships are.

After the success of the 2022 Mercy Tree, the Mercy Wellbeing/pastoral initiative for 2023 was the Gratitude Garden, designed to encourage students to be aware of all that they do have, and to take responsibility for their own growth. All members of our community are represented on the wall. Year 12 are the butterflies, Year 11 are the bees and ladybugs, Year 10 the sunflowers, Year 9 the tulips, Year 8 are the peonies and Year 7 are the daisies. The tools for the garden are the staff. All girls and staff wrote what they are grateful for. The Garden is a reminder to us all, that even in tough times we all have nuggets of gold in our lives. In reconciliation week, we added a native hibiscus, recognising First Nations people.

Our Mercy girls are cared for by an essential group of people in our community. The tutor group continues to be the foundation in our school community, including activities such as prayer and reflection, planning and organisation, inter-year group activities, wellbeing activities, and the weekly mantra.

As a school, we know that each year level and each cohort have their own distinctions. The advocacy, knowledge and passion of each member of the Pastoral team provides a safe and caring environment for our Mercy girls. We care for our girls as they transition into the challenges of high school, searching for balance in a new environment, always respecting and being kind to others. We dare our girls to rise to the challenge to strive for better things. We enable our girls to discover and appreciate more about their own unique talents and gifts and those of others. Our girls relish the opportunity to constructing their future by choosing subjects, participating in co-curricular activities and making solid plans for their future. Our girls study subjects that instil passion and purpose, in an environment that promotes independence and leadership. We inspire our young Mercy women to look forward with anticipation and joy for the journey ahead. Our new graduates undertake their paths away from Mercy, as women with hope, optimism and a readiness to take on the world.

Essential with the delivery of Pastoral Care and Wellbeing is the partnership between Mercy and our parents and carers. As always, the support that this partnership provides to the girls is invaluable. We must all and especially together, strive for better things for ourselves and our Mercy girls.

During this time their attention will focus on the implementation of subject specific writing skills. They will also



Teacher satisfaction

Teacher discussions at staff meetings, workshops, surveys, and department meetings were used to discern staff satisfaction.

Staff expressed the Professional Learning Groups engaged positive experience allowing the building and shaping of pedagogy. The time given to reflect and practice the learning initiatives has enhanced the learning in the classroom. Teachers expressed great satisfaction in the quality of the learning culture and wellbeing of staff and students. Staff emphasised a strong importance of the wellbeing and learning being connected for students to achieve the best outcomes from their learning. They expressed pride in student achievements inside and outside the classroom and the HSC results.

They believe the vertical Tutor Groups and the Wellbeing Program helps to form positive relationships between students, as well developing positive relationships between staff and students.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the College in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$5,758,917
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,573,389
Fees and Private Income ⁴	\$5,719,115
Interest Subsidy Grants	\$41,465
Other Capital Income ⁵	\$4,717
Total Income	\$13,097,605

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$613,507
Salaries and Related Expenses ⁷	\$10,803,501
Non-Salary Expenses ⁸	\$4,474,048
Total Expenditure	\$15,277,550

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.

