



# 2022

SCHOOL REPORT

ANNUAL



## Mercy Catholic College

101 Archer Street, CHATSWOOD 2067

Principal: Mrs Brenda Timp

Web: [www.mercydbb.catholic.edu.au](http://www.mercydbb.catholic.edu.au)

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## About this report

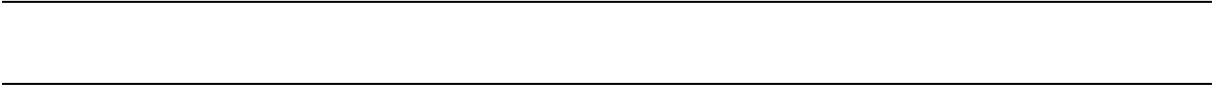
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Mercy Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of 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 CSBB. 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 at local school level and 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 be also be obtained from the [My School website](#).





Students at Mercy are also guided to develop a strong sense of faith and social justice oriented around our founders, the Sisters of Mercy, and their patron Catherine McAuley. Mercy's values of respect, integrity, compassion, excellence and hospitality reflect a strong emphasis on fostering care for others within and beyond the school community. This is expressed through various initiatives and fundraisers such as the annual Caritas Project Compassion and Vinnie's Winter Appeal in which the school participates.

Mercy is a community in which students are encouraged to explore their passions, are supported in their faith development and are equipped with a strong sense of social justice and excellence which propels them to be women of future change.

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## School Features

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Parents and carers offer strong leadership and support in many aspects of College life through membership of the Parent Engagement and Advisory Group, as moderators of each Year Group Facebook page, and as coaches and managers of our sporting teams.

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## Student Profile

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### Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
722	0	208	722

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#)




## 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



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	75
Number of full time teaching staff	44
Number of part time teaching staff	14
Number of non-teaching staff	17

### 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: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

The key focus of staff development during 2022 was on the development and implementation of the Diocesan Towards 2025 Strategy. Key Learning Area Leaders continued the work commenced in 2021 with external consultant Linda Bendikson to implement a Learning Improvement programme. Staff Meetings and fortnightly professional learning sessions engaged staff in a cycle of continuous improvement where teachers worked collaboratively to analyse, plan for, implement and evaluate strategies to improve students' reading comprehension.

All staff participated in the System Staff Development Day at the end of Term 2. A Professional Development Day at the end of Term 4 focused on the NESA priority area Students with A Disability. Clinical Psychologist and Director of Thinkfree Psychology, Alex LaTouche presented on ADHD and equipped teachers with strategies to address the needs of neurodivergent students.

Teachers at Mercy College contributed to professional learning networks and associations as committee members and HSC examination writers, markers and assessors. Several Mercy staff engaged in the submission process at the higher levels of accreditation and post-graduate study to further their qualifications. Mercy College offered quality placements to 12 preservice teachers and contributed to the Diocesan partnership with the Australian Catholic University through the Tertiary Supervision program.

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## Catholic Identity and Mission

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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 program- to54819704.26 (Je)-91.915lc5

The beauty of the Mercy spirit shone through in the way our community came together to support initiatives that go beyond the gates of the College, including:

- Project Compassion (Caritas)
- Mercy Works
- Vinnies Hampers (St Vincent de Paul)
- Catholic Mission (Socktober events)
- #cuprescue (7eleven)

Mercy spirit does not stop there. We were actively involved in the Mercy 5 collective of schools in Sydney. This year we were able to recommence in-person events such as the Junior and Senior Mercy Eco-Justice Forums, as well as the Mercy Eco-Justice Retreat, an overnight event where the girls unpack what Mercy looks like in the modern world eco-crisis, and what they can do as students.

We were also able to offer and participate in the inaugural Central Australia Immersion in July. Ten students and Mrs Lisa Kemmis went to experience life in Central Australia. We met and dialogued with Indigenous elders and experienced what it was like in their communities. It was a life changing experience that will continue to be offered here at the College.

Staff in the Religious Education faculty continued their work on the New CSBB RE

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## Curriculum, Learning and Teaching

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### 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.

After two COVID years, Mercy Catholic College reinstated various authentic, educational opportunities including excursions, incursions and co-curricular activities, enlivening student learning. In 2022, students participated in 43 subjects offered at the College, including four online Stage 5 Cross Campus Courses delivered by Catholic Schools Broken Bay. Over twenty Stage 6 students accessed courses offered by TAFE and NSW School of Languages. Additionally, the Partnership and Pathway Program promoted beyond-school experiences and career pathways for students in Years 9, 10, and 11. Over thirty students participated in Care Bootcamp, which developed skills relevant to the healthcare sector. All students in Year 10 participated in business management, future problem-solving and career planning activities.

Mercy Catholic College prioritises ongoing professional learning for teachers, which is founded in data-driven analysis of student work samples, assessments, and external examination results. Professional Learning in 2022 focused on augmenting reading comprehension skills and encouraging a love of reading as a leisure activity. All faculties engaged in fortnightly meetings using the “continuous cycle of improvement” to plan and review effective reading strategies, in particular GIST, to enhance student outcomes. This model supported the goals of the Learning Improvement program. The Diverse Learning Team focused on early identification of students in Stage 4 with reading and comprehension challenges, collaborating with stakeholders to provide adjustments across all KLA areas. Year 7-10 students participated in National Reading Hour; and Year 7 parents were encouraged to share a reading experience with their daughters as part of the Read by Me family literacy program. The HSIE Faculty collaborated with the Teacher Librarian and Diverse Learning Coordinator to develop a reciprocal reading program providing differentiated, student-centred learning activities in a team teaching environment. In 2023, Mercy Catholic College teachers will focus on augmenting reading skills and using these skills to elevate writing through the LiSA program led by Trish Weekes.

Academic growth across all year levels was reflected in strong NAPLAN and Higher School Certificate results.

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## Student Performance in Tests and Examinations

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### NAPLAN

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 School's planning and support teaching and learning.





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## Pastoral Care and Student Wellbeing

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### 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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

### 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 that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further



in a flag of their heritage, it was wonderful to see the diversity in our vibrant Mercy community.

International Women's Day was a major event in the calendar with the theme #breakthebias. It was heart-warming to see that many of our girls consider their mothers, grandmothers, sisters as influential women that they wish to model.

RUOK day at Mercy took the focus that to be a good friend and person to others we also need to check on ourselves and take a responsible role in seeking help. Girls were asked to ask themselves if they were OK, to notice their thoughts and feelings, decide whether they needed a check-in with someone, who that might be and how they might go about it

The overall goal for our Mercy girls is to give them the opportunity, the confidence and the support to strive for better things.

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## School Improvement

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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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In the area of Evangelisation and Catechesis all staff in the Religious Education Faculty participated in the implementation of the new Religious Education curriculum in Years 7 and 9, and participated in the design of a new curriculum 8 and 10. These new curricula will provide the opportunity for students to engage with scripture and Catholic teachings in a more relevant and meaningful way.

All Key Learning Area (KLA) leaders implemented within their Faculties the whole school focus on the explicit teaching of reading to improve student reading comprehension. The 2022 NAPLAN Reading results improved significantly as a result.

The Pastoral Programme was reviewed and towards the end of 2022 a new Pastoral Programme that is more dynamic and contemporary, was finalised.

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## Community Satisfaction

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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 Parent and Friends Advisory meetings and through parent engagement in college activities, such as, information evenings, college events and social events such as, Open Day, which were all well attended. Parents were encouraged to complete a parent survey "Tell Them from Me".

Parents acknowledge the commitment teachers have in supporting students' wellbeing and learning and encouragement for students to always do their best, whether it be academic, sporting or co-curricular. The parent comments from the survey "Tell the From Me" indicated a welcoming, happy, safe learning community. Parents indicated the nurturing nature and commitment to ensure the wellbeing and learning of their students is at the forefront of the college.

Parents recognise the number of opportunities for their daughter through activities, such as co-curricular, social justice, sport, and the range of opportunities available in the curriculum.

### Student satisfaction

Student satisfaction was determined through several different avenues including, surveys, Tutor Group discussions, Student Leaders' meetings, Year Group meetings and informal discussions. Through the Students Leaders meetings, students felt their ideas and opinions were listened too, which led to student initiatives being implemented. They also felt they had a voice in the organisation and decisions made in school activities.

Students indicated that school spirit and a positive climate is encouraged and enhanced through activities such as carnivals, fundraising activities, music and drama performance, sporting events and Inter house competitions. The Student leaders have engaged with the student body through running events, such as, Friday dance, Tutor Group activities and the development of the Mercy Tree of growth and connection after lockdown. Students indicated a high level of satisfaction with their relationships with each other and with their teachers.

Students indicated from the ("Tell Them from Me" survey) a positive sense of belonging, positive relationships and there is a high expectation in learning and to use their time

effectively. They also indicated they are encouraged to set goals and to use their strengths to achieve to the best of their ability in all that they do.

### Teacher satisfaction

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

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

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,913,941
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,340,669
Fees and Private Income <sup>4</sup>	\$4,944,365
Interest Subsidy Grants	\$45,530
Other Capital Income <sup>5</sup>	\$0

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