



2024

ANNUAL SCHOOL REPORT



Mercy Catholic College

101 Archer Street, CHATSWOOD 2067

Principal: Mrs Brenda Timp

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About this report

Mercy Catholic College (the 'College') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Mercy Catholic College Chatswood is a secondary school for girls from Year 7 to Year 12. It is one of eight secondary and 37 primary schools that belong to Catholic Schools Broken Bay. Located in the heart of Chatswood, it is serviced by a well-developed transport infrastructure including the metro, trains and buses that transport young women from over 50 suburbs to the Catholic precinct each day. Underpinned by the Catholic faith, the College provides an environment that nurtures faith development, academic achievement and development in the sporting, music, drama, dance and other talents of its students. The College enjoys a strong sense of community that is galvanised by its Mercy heritage and its belonging to Catholic Schools Broken Bay.

Mercy Catholic College Chatswood offers the curriculum prescribed by the New South Wales Standards Authority (NESA), which includes core and elective subjects and access to vocational and life skills options. Being part of Catholic Schools Broken Bay gives Mercy access to a range of electives not usually offered in schools, such as Ignite Mathematics and Philosophy which challenge those students seeking extension in their learning. The teaching team at Mercy is highly qualified and engaged in their professional associations. Staff have high representation as HSC examination markers, HSC examination paper writers and developers of teaching and learning resources such as textbooks and online resources.

In the co-curricular arena students can participate in activities such as public speaking, debating, drama, dance and music ensembles, the Duke of Edinburgh, weekend sporting competitions and the sports representative pathway through Catholic Schools Sport NSW.

Parent Body Message

In 2024 the Parent Engagement and Advisory Group (PEAG), representing a cross section of parents from each year cohort, faculty stakeholders and Fr David Ranson continued working towards improving student wellbeing and academic achievements by focusing on communication, engagement, and community. The key objectives of the PEAG are:

Engagement

Advocating co-responsibility with family and school collaborating towards improved student achievement and wellbeing.

Enabling families to collaborate and contribute to school planning and strategic direction.

Community

Supporting a welcoming school culture so that students and families feel a sense of belonging.

Offering the opportunity for increased social engagement, through parent led events.

Communication

An emphasis on transparency.

Fostering channels that allow a two-way flow and an ease of use to all stakeholders.

Consistent evaluation of how information is best communicated, its frequency and readership.

Achievements

A Mercy PEAG member who represents the College on the Catholic Schools Broken Bay parent body, Catholic School Parents Broken Bay, was nominated to represent Broken Bay Catholic School Parents at the Council of Catholic Schools Parents, NSW.

Sustained improved readership of the fortnightly newsletter

Rich engagement with each of the Parent Year Group Face Book groups, demonstrating this is a key method of communication between parents

Opportunities for interactions through parent led social events

60 Volunteers took on roles in sports coaching and management, and across industry and commerce endeavours

Across the year 20 parents delivered 'lunchtime career talks', sharing with students an overview of their work and pathways within their industries.

Highlights

A highlight of the year was the programme devised by the newly appointed Parent Engagement Coordinator to provide opportunities for parents to engage with the school. Key events included the Taize Prayer evenings, the wine cheese and beading evening where parents made bracelets to sell at the Mercy stand at the annual Chatswood Festival, parent participation in the Street Retreats and in manning the Mercy Stall at the Chatswood Festival.

The Parent Engagement and Advisory Group is committed to continuing its work in 2025 to further improve the school's profile within the local Chatswood community, commencing with an evening to celebrate Mercy's 135th year in 2025.

Student Body Message

Mercy Catholic College is a vibrant and diverse community, grounded in the values and teachings of the Catholic faith tradition. It is inspired by the life and legacy of its founder, Catherine McAuley, and the Sisters of Mercy. The College's community is shaped by their

commitment to service, exemplified through initiatives like the St. Vincent de Paul Winter Sleepout, the annual Caritas Project Compassion fundraiser, as well as yearly fundraisers to motivate students to act in the same way as Catherine McAuley.

Additionally, the leadership and co-curricular groups which guide the school to uphold the core values of Mercy exemplify the College's mission of outreach. The core values of Mercy are: Compassion, Integrity, Hospitality, Respect, and Excellence. These values act as an integral aspect in each student's journey throughout high school. Mercy guides, encourages and motivates students to use these values in simple and difficult situations, inside and outside of school. The College's extensive extracurricular programs provide opportunities for students to reflect on and practice these values. Whether participating in the Duke of Edinburgh Award, the CSDA Debating Competition, or the Da Vinci Decathlon, students are encouraged to continually "Strive for Better Things," as the College motto, *In Meliora Contende*, invites them to do.

Mercy Catholic College is a nurturing environment where lifelong friendships are formed, knowledge is enriched, and skills are acquired to support students to grow into the new role models of today. In this way, the hospitable environment of Mercy College equips students with the grit and skills to achieve goals, while being a part of a loving community throughout their secondary education

School Features

Mercy enjoys a long history, having been established by the North Sydney Sisters of Mercy in 1890. Mercy became part of Catholic Schools Broken Bay (CSBB) in 1989 and offers an authentic Catholic education that supports students to develop a love of learning and of Christ. Whilst most students attending the College are Catholic, students of every faith tradition are welcomed. The Mercy charism inspires students to uphold the College motto by 'Striving for Better Things'.

The Mercy academic results are always well above State average, and the College ranks within the top 150 schools in NSW in the HSC. Students move into a variety of post-school pathways including further study at tertiary level, apprenticeships and entering the world of work.

Student leadership is developed through Portfolio Leaders (Years 7-12), House Captains (Year 11), and College Captain and Vice-Captain in Year 12.

Parents offer strong support through the Parent Engagement and Advisory Group, as moderators of Year Group Facebook pages, as providers of career talks and as coaches and managers of our sporting teams.

Mercy occupies a small footprint which simultaneously nurtures a safe and inclusive community and provides access to the rich range of learning opportunities that establish strong foundations for students' journeys beyond Year 12. This environment is part of the broader Catholic precinct which includes the parish church, Our Lady of Dolours Chatswood, our key primary feeder school Our Lady of Dolours and St Pius X secondary school for boys. Although it is located in proximity to the bustling Chatswood retail and commercial district, the high expectations of the College for students to engage fully, meaningfully and responsibly in their learning means that they are not distracted by the surrounding environment.

Student Profile

Student Enrolment

Students attending the College come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
727	0	246	727

* 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 2024. 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](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the College in 2024 was 91.00%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
90.70	89.70	90.20	89.70	91.80	94.20

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 referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the College in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each College's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Compliance processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Senior Secondary Outcomes

The table below sets out the percentages of students undertaking vocational training in their senior years as well as those attaining the award of Higher School Certificate (or equivalent vocational education and training qualifications).

Senior secondary outcomes 2024	
% of students undertaking vocational training or training in a trade during the senior years of schooling	0 %
% 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.

Most of the 2023 graduating cohort embarked on tertiary studies at a variety of universities. A wide pattern of courses was selected, including Actuarial Sciences, Veterinary Science, Medical Sciences, Engineering, Psychology, and Education.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	67
Number of full time teaching staff	52
Number of part time teaching staff	15
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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.

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 [Catholic Schools Broken Bay Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

"Dear Children, let us not love with words or speech but with actions and truth." 1 John 3:8
Mercy Catholic College focused on the school value of Integrity in 2024. Integrity is a value that we find within ourselves, it reflects our faith, our personal belief system and defines the very essence of who we are. Jesus was the role model of integrity, and we must be inspired by his action and truth.

Opportunities for Mercy girls to display action and truth whilst engaging in their faith is vitally important. In 2024 Mercy strengthen its ties with the Parish of Our Lady of Dolour's and St Pius X College. Chapel Mass is a time to come together and celebrate the eucharist together and a Chatswood faith community. Twice a month Youth Mass has been an important opportunity for our Mercy community to connect to the wider Chatswood Parish. The music for these masses is always supplied by our girls, and it is wonderful and uplifting.

Youth-in-Council was pivotal in providing Mercy girls an opportunity to act with truth. Thought to be one of the first in the world, St Pius and Mercy College engaged in a Youth-in-Council. Just over 40 Mercy girls, joined with 40 boys from St Pius X, participated in the morning. Actively listening to the students and hearing what excites and worries them was a real privilege for all involved.

Mission and Community service is a key aspect of acting with truth and integrity. Catherine McAuley and the sisters of Mercy engaged and gave of themselves for those in the community. Outreach day and other mission opportunities provide Mercy girls with a way to proactively live in the steps of Jesus and our Mercy values.

The Australasian Mercy Secondary Schools Association (AMSSA) student conference provided an opportunity for our girls to engage in the Mercy charism. The conference explored how acts of Mercy illuminate the path towards joy and nurture hope within us and our communities. The girls will incorporate these actions into our Mercy community.

Our liturgical life at Mercy is rich and reflective. Whole school masses and liturgies contribute to the growth of our spiritual community. Additionally, retreats and spirituality days are essential for our girls and our community to grow and live their Catholic faith. The spirituality day and retreat program is carefully constructed to be reflective of the girls and the stage of their development. The days and retreats provide the girls with a time to reflect on where they are, highlights the ways they find strength and comfort in Jesus. A spiritual retreat provides the space for our girls to grow in their love of God and act with truth.

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 genuine educational experiences. Students participated in 37 subjects offered at the College, including online Stage 5 Cross-Campus Courses delivered by Catholic Schools Broken Bay. Nine Stage 6 students accessed courses offered by TAFE and external language colleges. In 2024, a wide range of excursions, in-class activities, and extracurricular engagements enhanced the overall learning experience. 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 an excursion to Google, 2024 Enterprise Boss Your Future Programme, work experience as a primary school teacher, Artificial Intelligence (AI) Stem and Careers, AIM Music Excursion, 2024 Women in Aviation, ICMS Chef Incursion and a dedicated Careers Expo. Year 10 participated in business management, future problem-solving and career planning activities in preparation for their Stage 6 studies.

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. A key focus of professional learning was continuing participation in the Learning in Subject Areas (LiSA) program led by Trish Weekes. Teachers participated in a three-hour session each term to develop learning cycles of direct instruction in writing genres specific to KLA areas. All faculties engaged in fortnightly collaboration meetings, using the Continuous Cycle of Improvement to plan and review LiSA to enhance student outcomes. This model supported the goals of the Learning Improvement program. The Teacher Librarian and Diverse Learning Coordinator continued the development of reading skills with Year 7 in the reciprocal reading program, in conjunction with the HSIE faculty.

Academic growth across all year levels was reflected in strong NAPLAN and Higher School Certificate results. Year 7 and 9 NAPLAN feedback indicated continued above state average performance. HSC RAP data provided by NESA and the De Courcy analysis indicated sustained and enhanced learning from Year 7-12. The percentage of students achieving in the top two bands was 54%. Individual student successes were indicated in high ATAR results, one All Rounder and students achieved 77 mentions in the Distinguished Achievers

List. Three nominations were received to the HSC Showcases. One student's Major Work was selected and displayed in the Textiles and Design HSC Showcase Shape. One student was nominated for the Drama HSC Showcase OnStage and one student was nominated for the Design and Technology HSC Showcase Shape.

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.

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

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Mercy Catholic College for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 7	Grammar and Punctuation	89%	61%
	Reading	94%	67%
	Writing	90%	65%
	Spelling	88%	72%
	Numeracy	87%	67%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 9	Grammar and Punctuation	87%	55%
	Reading	89%	63%
	Writing	93%	61%
	Spelling	94%	72%
	Numeracy	93%	63%

Higher School Certificate (HSC) Diocese

The results of the College's Higher School Certificate (HSC) candidature are reported for particular subjects. The table provided shows the percentage of students who achieved in the top two bands and shows comparison with results from previous years.

NB: A number of new syllabuses were implemented in recent years which means there was a change in either subject name and/or course number. For this reason, results from previous years may appear as 0%. Some courses no longer run and therefore will show as 0%.

The College offered 32 HSC subjects. Students also engaged in subjects through external providers including TAFE and the New South Wales School of Languages. Analysis of the Bands achieved in each subject indicated that there is continued upward achievement in Bands 5 and 6, with fewer students achieving in Bands 1-4. Analysis of the De Courcy data indicated solid value-add to student learning from Year 10 to Year 12, with most students achieving at or above expected in some or all their subjects. Students achieved 77 Band 6 results across subjects offered at the College. One student achieved Band 6 results in all subjects and the highest ATAR achieved was 98.9.

Mercy has developed a strong culture of students learning together, facilitated by the College Library being open for extended hours during examination periods with teachers on duty to support students, and the expectation that every student submits multiple practice drafts for feedback in preparation for examinations.

Higher School Certificate	<i>Percentage of students in the top 2 bands (Bands 5 and 6)</i>					
	2022		2023		2024	
	School	State	School	State	School	State
Earth and Environmental Science	0 %	32 %	80 %	34 %	83 %	33 %
Physics	0 %	41 %	17 %	39 %	29 %	38 %
Visual Arts	100 %	66 %	100 %	66 %	100 %	67 %

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

Anti-Bullying Policy

The College's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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

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 2024.

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 2024 to reflect new system processes.

Community Satisfaction

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 Engagement and Advisory Group meetings and through parent engagement in college activities, such as information evenings, sporting and other co-curricular events and social events such as Open Day, Mothers' and Fathers' Day liturgies and at our own Careers Expo. These were all well attended by parents.

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. Parent comments indicate a welcoming, happy, safe learning community. They acknowledge the many connections between the parish and school.

Parents recognise the number of opportunities for their daughters through activities such as co-curricular, pathways connections to the world beyond school, social justice, immersions, sport, and the range of opportunities available in the curriculum.

Student satisfaction

Student satisfaction was determined through several avenues including surveys, Tutor Group discussions, Student Leaders' meetings, Year Group meetings and informal discussions. From discussions in Student Leader meetings, students felt their ideas and opinions were listened too, which led to various student-led initiatives being implemented, including those that benefited student wellbeing. They also felt they had a voice in the organization and decisions made in school activities.

Students indicated that school spirit and a positive climate is enhanced through carnivals, music and drama performances, fundraising activities, Mercy Week, sporting events and Inter house competitions. Student leaders have engaged with the student body through running events such as Friday dance, Tutor Group activities, the development of a theme every year reflecting the college values and the development of a wellbeing wall which reflects the connection of students and staff. Students indicated a high level of satisfaction with their relationships with each other and with their teachers.

Students indicated a sense of belonging, positive relationships and a culture of high expectation in learning.

Teacher satisfaction

Teacher discussions at staff meetings, workshops, surveys, informal discussions and department meetings were used to discern staff satisfaction. Staff expressed that the collaborative planning time provided in their teaching loads enhanced the building and shaping of data informed pedagogy. Teachers expressed great satisfaction in the quality of the learning culture and wellbeing of staff. They expressed pride in student achievements inside and outside the classroom and in the improved NAPLAN and HSC results.

They believe their training in Peer Support Program, 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 2024 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$6,080,232
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,654,837
Fees and Private Income ⁴	\$5,898,257
Interest Subsidy Grants	\$27,690
Other Capital Income ⁵	\$519
Total Income	\$13,661,536

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$407,563
Salaries and Related Expenses ⁷	\$11,977,552
Non-Salary Expenses ⁸	\$4,370,320
Total Expenditure	\$16,755,437

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.

END OF 2024 REPORT