



**CATHOLIC SCHOOLS**  
*Broken Bay*

# 2022

## ANNUAL SCHOOL REPORT



### **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](#).

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## Message from key groups in our community

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### Principal's Message

Mercy Catholic College is a Catholic secondary school for girls from Year 7 to 12. It is one of the eight secondary schools that form part of Catholic Schools Broken Bay, established in the Mercy tradition. Located in the heart of Chatswood, it is supported by a well-developed transport infrastructure including buses, trains and the metro which enable students from near and distant locations to belong to and attend the College. Underpinned by the Catholic faith, the College provides an environment that nurtures the faith development, academic achievement and development of 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 the community of Catholic Schools Broken Bay.

The College offers the broad curriculum prescribed by the New South Wales Standards Authority (NESA), which includes core subjects and access to vocational and life skills options. Being part of Catholic Schools Broken Bay, there are a range of cross-campus courses that further broaden access to a range of subjects not ordinarily offered in schools. The team of teachers at Mercy is highly qualified and professional, enjoying high representation as HSC exam markers, involvement in the writing of HSC exams, and Professional Association membership. In the Co-curricular arena, students have the opportunity to participate in co-curricular activities such as public speaking, debating, various music ensembles, drama, Saturday sporting competitions, Broken Bay Schools Association sports, and the Duke of Edinburgh, amongst others.

Following the extensive COVID lockdown during 2021, the 2022 school year focussed on re-integrating students into the daily routine of school. Students were overwhelmingly happy to return to "normal" and the results of the Year 12 2022 cohort demonstrated that the measures put in place during the COVID lockdown had supported them to achieve their best possible outcomes.

### Parent Body Message

The Mercy Catholic College Parents and Friends association (P&F) was replaced at the commencement of 2022 with a newly constituted Parent Engagement and Advisory group (PEAG). Membership of this group was invited via newsletter and a letter from the principal to the community at the end of 2021. The key objectives of the PEAG are to support improved student achievement through three key areas.

## Engagement

- Advocating co-responsibility with family and school working as one for 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.

Nominated members of the team moderate individual closed year group Facebook pages, and this year increased membership and engagement within these forums were noted. Additionally, a second-hand uniform and text book page is also available to the greater community.

Apart from the PEAG team, Mercy was additionally supported by 38 volunteers who helped with the assistance and management of many of our sporting teams.

In our first full year of academic learning since the onset of the pandemic, it is worthy to note how well the school body and community at large dealt with an ever-changing landscape in achieving the goals set.

The PEAG look forward to continuing to work together to achieve these goals with a 90% retainment rate which offers stability and consistency to the community and shows that the volunteers and the school body recognise the value of the endeavour.

## Student Body Message

Mercy College offers its students a wide range of opportunities to excel both academically and personally within the supportive environment of the school community. Students are encouraged to strive for excellence in all they do, whether this be participating in various projects, discussions and hands-on experiences in the classroom, or on the sporting field where students show their athleticism and tenacity in local and inter-school competitions.

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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Mercy Catholic College Chatswood is a systemic girls' school, established by the Sisters' of Mercy in 1890. The Sisters of Mercy administered the College until 1989 and since then it has been part of Catholic Schools Broken Bay.

A member of the Australasian Mercy Secondary Schools Association (AMSSA), Mercy Catholic College enjoys strong links with all Mercy schools throughout Australia and internationally. The wisdom of Catherine McAuley, who founded the Sisters' of Mercy in Dublin in 1831, continues to guide and inspire our young women to meet the challenge of the College motto which is to 'Strive for Better Things'.

When students enrol at Mercy Catholic College, the whole family is welcomed into the community as we work in partnership with parents and carers to provide a nurturing environment that fosters and enhances the development of the whole person. Catering for girls from Years 7-12, the College offers a diverse range of subjects and pathways. Our academic results are always well above State average, and the College always ranks well within the top 150 schools in NSW in the HSC.

Student development is further supported by the numerous enrichment and co-curricular opportunities offered, such as the Duke of Edinburgh scheme, Drama club, co-curricular dance, and various clubs including a Homework Club and a Walking club.

The College offers a bi-annual Languages and Visual Arts tour to Italy and France. During 2022 an immersion to Central Australia was piloted, where girls got to live with Aboriginal communities in remote areas to learn the customs and stories of the people whose country they visited; this trip will become an annual event, and in 2023 the College is planning an inaugural immersion to the Philippines where girls will work alongside our Mercy partners in a community less advantaged than ours.

A variety of sport is offered through the College's competitive sports programme of the Broken Bay Secondary Schools Sports Association (BBSSSA). Students can move through local competitions to represent at Regional, State and National levels.

The Mercy Action Group (MAG) is integral to the College social justice programme, and it meets weekly to plan and implement initiatives to support marginalised people and to raise awareness of the imperative for each of us to be stewards of God's earth.

There are many student leadership opportunities. In Years 7-12 portfolio leaders are selected, in Year 11 House Captains for the four College Houses are selected, and in Year 12 in addition to the Portfolio Prefects, a College Captain and Vice-Captain are selected.

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](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the College in 2022 was 88.90%. 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
89.90	88.20	87.90	86.70	89.90	92.00



## 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 Improvement processes. The College's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

## Student Retention Rate

Of the students who completed Year 10 in 2020, 90% completed Year 12 in 2022.

## 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).

<b>Senior secondary outcomes 2022</b>	
% of students undertaking vocational training or training in a trade during the senior years of schooling	6 %
% 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. Over 40 students received an early entry offer at Macquarie University; and a significant number received early entry offers at University of Western Sydney and University of Technology, Sydney. Of the 2022 cohort, we were proud to have a student win the Ramsay Scholarship for Bachelor of Arts (Western Civilisation) degree at the Australian Catholic University; and another student won the highly sought-after, prestigious UTS/KPMG scholarship. Three students obtained sports scholarships to study at colleges in the United States of America.

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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 [Broken Bay K-12 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 is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 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 continued to build a strong connection to the Parish of Our Lady of Dolours. Being situated across the road from the beautiful Church, the College is able to use the space to celebrate significant liturgical events. We have developed a relationship with the clergy at OLD – Fr David Ranson, Fr Marek and Fr Joey – who come to the College once a fortnight to celebrate morning Masses prepared by a class from Year 7 or 8 or by our Youth Ministry specific class – CSYMI.

At other significant Liturgical milestones at Mercy – Easter, Mother's Day, Mercy Week, Father's Day, Year 12 Graduation and Advent, we gathered as a community to express our faith. The students were able to engage in spiritual experiences as they participated in Reflection days, outreach experiences and in Year 11 and 12, the senior retreats.

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 Curriculum which is being implemented from Years 7-10 over the next few years.

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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.

## Student Performance in Tests and Examinations

### 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 is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 7	Grammar and Punctuation	47%	24%	5%	21%
	Reading	51%	27%	2%	15%
	Writing	59%	24%	2%	22%
	Spelling	53%	33%	3%	17%
	Numeracy	50%	32%	4%	19%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 9	Grammar and Punctuation	40%	22%	7%	27%
	Reading	35%	21%	1%	23%
	Writing	40%	17%	6%	33%
	Spelling	33%	17%	5%	21%
	Numeracy	23%	20%	4%	19%



## 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%.

Achievements in student academic growth across all Year levels and enhanced professional development of staff were reflected in improved NAPLAN results and excellent Higher School Certificate results. Both NAPLAN and Higher School Certificate (HSC) data demonstrated that students at Mercy continued to achieve well above State average results. In the HSC, Mercy placed in the top 25 per cent of secondary schools in New South Wales. Of 90 students, 3 were named All Rounders (Band 6 in all subjects), 20% achieved an ATAR of 90 or above, and 57% achieved an ATAR of 80 or above. Over 60% students received University early entry invitations. Students were nominated to showcase their HSC major works in ENCORE and TEXTILE, and one was selected for TEXTILE.

Higher School Certificate	Percentage of students in the top 2 bands (Bands 5 and 6)					
	2020		2021		2022	
	School	State	School	State	School	State
Ancient History	75 %	33 %	63 %	34 %	57 %	34 %
Biology	50 %	31 %	42 %	31 %	51 %	27 %
HSC Mathematics Extension 2	100 %	84 %	0 %	87 %	0 %	85 %

## 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 2022, the number of students issued with a RoSA was 1.

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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

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.

### Complaints Handling Policy

The College follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 no changes made to this policy in 2022.

### Initiatives promoting respect and responsibility

The partnership between Mercy Catholic College and parents and carers is an integral element of student wellbeing and pastoral care at Mercy. The partnership aids in facilitating a caring, supportive, respectful, and kind environment where the wellbeing of every student is paramount for achieving their very best.

Each year of high school has its own nuances and therefore a bespoke pastoral/wellbeing program that caters to the needs and challenges of every year group and cohort is required. Year 7, the year of transformation, Year 8, the year of adaptation, Year 9, the year of growth, Year 10, the year of constructing, Year 11, the year of excitement and finally, Year 12, the year of inspiration.

A key element of the whole school program is a focus on respectful relationships. Years 7 and 8 focused on their communication skills when building relationships at school and online. Year 9 spent a day with the young men from St Pius and Years 10 and 11 looked closely at leadership skills and their individual skills, that enable students to know when to be accountable and responsible. Year 12 focused on the impact of their decisions.

The tutor group is a key driver of the delivery of the pastoral/wellbeing program. Initiatives such as prayer and reflection, planning and organisation, inter-year group activities, wellbeing activities, a weekly mantra and the whole school Mercy tree build a community in which all students and staff can feel a sense of belonging, security and worth.

Harmony Day and Bullying No Way Day highlighted an overarching theme this year of kindness and being a good friend. These days put to the forefront, inclusiveness, respect and belonging for all, regardless of cultural or linguistic background. In tutor groups, girls coloured

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.

Through the Pathways Partnership initiative supported by Catholic Schools Broken Bay, a number of opportunities were presented for students to connect to the world beyond school. The Care Boot Camp, for example, exposed participating students to the many career options within the health care sector, where they spent a day a week for a term going into various healthcare facilities and completing their First Aid Certificate. Students reported that this and other such initiatives sparked their enthusiasm about the many diverse options they have post-school.

### Priority Key Improvements for Next Year

During 2023 teaching staff will have an additional two hours of collaborative planning time to focus on continuous improvement of teaching and learning. Additionally, teachers will enhance their ability to explicitly teach subject based writing through the implementation of the Literacy in Subject Area programme.

The Technology and Applied Sciences facility refurbishment will be completed early in 2023.

In the area of Mission, opportunities for students to access faith development activities is to be expanded.

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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.

They continue to see the value in vertical Tutor Groups and the Wellbeing program to form positive relationships between students, as well developing positive relationships between staff and students.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the College in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

<b>Recurrent and Capital Income 2022</b>	
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>	\$3,114
<b>Total Income</b>	<b>\$11,247,621</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$203,023
Salaries and Related Expenses <sup>7</sup>	\$9,743,888
Non-Salary Expenses <sup>8</sup>	\$3,380,611
<b>Total Expenditure</b>	<b>\$13,124,499</b>

### 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 2022 REPORT