



Mercedes College

SCHOOL PERFORMANCE DATA 2013

Mercedes is a Catholic College in the Mercy Tradition, offering young women an outstanding Catholic education based on the Mercy values of compassion, justice, excellence, integrity and service. The College is 168 years old and is steeped in history. We provide an affordable education for girls from a diversity of cultures and backgrounds, equipping them to become leaders of the future. We are innovators in girls' education.

Our dedicated staff strive for high standards in learning and teaching and our learning environments provide access to the latest technologies which are integrated across the whole curriculum. Mercedes College students are self-directed, critical thinkers who take ownership of their educational journey and persevere to achieve their personal best.

A literacy and numeracy support program is provided and high achieving students from Year 7 to 9 participate in the International Global and Community Problem Solving competitions. Most Mercedes students aspire to University and, in addition, Certificate courses in Business, Information Technology and Food, Science and Technology are offered. Students are encouraged to participate in a broad range of co-curricular activities including opportunities in The Arts, Physical Education, Debating and Public Speaking.

SUBJECT	SCHOOL PERFORMANCE INFORMATION	
Contextual Information		
Teacher Standards & Qualifications	All teaching staff hold at least one tertiary qualification and are registered with the Teachers Registration Board of WA	
Workforce Composition	Total Staff	142
	Teaching Staff	90
	Non-Teaching Staff	52
	Indigenous Composition	0
	Male Staff	34
	Female Staff	108
Student attendance at school	Average Attendance for whole school	93.7%
	Year 7	94.0%
	Year 8	95.0%
	Year 9	94.0%
	Year 10	93.0%
	Year 11	93.0%
	Year 12	93.0%
All attendance is recorded on-line period by period. Parents are required to phone the school when a student is not attending and where this does not occur an sms is sent to the parent. Frequent absenteeism is followed up by the Pastoral Care teacher and then the Year Coordinator. Where there is a high rate of absenteeism the Year Coordinator, School Psychologist, Deputy Principal and Parents work together with the student to ensure the absenteeism is being monitored and if necessary a transition plan is put in place.		

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 7 students meeting national benchmark standards in NAPLAN and WAMSE	Reading	100.00%
	Writing	99.00%
	Spelling	98.00%
	Grammar & Punctuation	97.00%
	Numeracy	99.00%
	Science	75.52%
	Science Investigating	77.52%
	Social Sciences	76.30%
	Social Sciences ICP	85.20%
Changes in benchmark results from the previous year	Reading	1.00%
	Writing	0.00%
	Spelling	0.00%
	Grammar & Punctuation	-2.00%
	Numeracy	1.00%
Value added - For Year 7 Students	Reading (NAPLAN)	Mean = 567.2
	Reading (all schools)	Mean = 540.4
	Value added	Difference = 27.2
	Writing (NAPLAN)	Mean = 563
	Writing (all schools)	Mean = 516.9
	Value added	Difference = 45
	Spelling (NAPLAN)	Mean = 565.0
	Spelling (all schools)	Mean = 549.2
	Value added	Difference = 31
	Grammar & Punctuation (NAPLAN)	Mean = 564.8
	Grammar & Punctuation (all schools)	Mean = 535.4
	Value added	Difference = 29.4
	Numeracy (NAPLAN)	Mean = 549.1
	Numeracy (all schools)	Mean = 542.2
	Value added	Difference = 6.9
	Science (MSE)	Mean = 486
	Science (Participating Schools)	Mean = 443
	Value added	Difference = 43
	Science Investigating (MSE)	Mean = 486
	Science Investigating (Participating Schools)	Mean = 444
	Value added	Difference = 42
	Society & Environment (MSE)	Mean = 517
	Society & Environment (Participating Schools)	Mean = 480
Value added	Difference = 27	
Society & Environment ICP (MSE)	Mean = 25	
Society & Environment ICP (Participating Schools)	Mean = 487	
Value added	Difference = 38	

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 9 students meeting national benchmark standards in NAPLAN and WAMSE	Reading	98.00%
	Writing	99.00%
	Spelling	100.00%
	Grammar & Punctuation	97.00%
	Numeracy	98.00%
	Science	72.00%
	Science Investigating	71.00%
	Society and Environment	72.50%
	Society and Environment ICP	72.50%
Changes in benchmark results from the previous year	Reading	1.00%
	Writing	4.00%
	Spelling	2.92%
	Grammar & Punctuation	1.00%
	Numeracy	0.00%
Value added - For Year 9 Students	Reading (NAPLAN)	Mean = 617.2
	Reading (all schools)	Mean = 580.4
	Value added	Difference = 36.8
	Writing (NAPLAN)	Mean = 635.6
	Writing (all schools)	Mean = 553.9
	Value added	Difference = 81.7
	Spelling (NAPLAN)	Mean = 612.9
	Spelling (all schools)	Mean = 582.7
	Value added	Difference = 30.2
	Grammar & Punctuation (NAPLAN)	Mean = 618.9
	Grammar & Punctuation (all schools)	Mean = 572.9
	Value added	Difference = 46
	Numeracy (NAPLAN)	Mean = 608.6
	Numeracy (all schools)	Mean = 583.7
	Value added	Difference = 24.9
	Science (MSE)	Mean = 5164
	Science (Participating Schools)	Mean = 482
	Value added	Difference = 34
	Science Investigating (MSE)	Mean = 516
	Science Investigating (Participating Schools)	Mean = 475
	Value added	Difference = 37
Society & Environment (MSE)	Mean = 524	
Society & Environment (Participating Schools)	Mean = 499	
Value added	Difference = 25	
Society & Environment ICP (MSE)	Mean = 523	
Society & Environment ICP (Participating Schools)	Mean = 498	
Value added	Difference = 25	

***MSE - Monitoring in Education (statewide testing)

SENIOR SECONDARY OUTCOMES		
CERTIFICATE OF DISTINCTION / SPECIAL CERTIFICATES DISTINCTION (Is awarded to students in the Top 0.5% of each course based on the ATAR Mark)		3 Students
COURSE EXHIBITION (Is awarded to the Top student with the highest combined ATAR mark) 2 Certificates - 1 x Political & Legal, 1 x Religion & Life		0 Students
CERTIFICATE OF COMMENDATION		15 Students
RESULTS IN THE TOP 10 SCHOOL IN THE STATE FOR THE SUBJECTS / COURSES		5 Course Awards
STAGE TWO SUBJECTS	Children, Family & the Community	
STAGE THREE SUBJECTS	Drama	
	Media Production and Analysis	
	Physical education Studies	
	Politics & Law	
Other relevant statistics	Students in the top third of ATAR results	50.00%
	Year 12 students graduating with a WA Certificate of Education	100.00%
	Percentage of Students:	
	Undertaking vocational training:	23.00%
	Attaining a training qualification: (41 Certificates were awarded)	0.00%
	Median ATAR for 2013	89.00%
Proportion of Year 9 students retained to Year 12 (or equivalent)	Students who entered Year 9 at the start of 2010 graduated from Mercedes College in Year 12 in 2013	90.90%

POST SCHOOL DESTINATIONS		
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses	84.0%
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses applied for public University entrance	133
	Students who were offered their 1st preference	68.00%
	Students who were offered any of their preferences	85.00%
	Students enrolled	69.00%
	Students accepted enrolment and deferred	1.50%
	Students who were offered and accepted a place at the University of Notre Dame Australia	4

SCHOOL LEAVERS DESTINATION SURVEY RESULTS		
Studying at University**	128	77.57%
Studying at State Training Provider (TAFE)	10	6.06%
Traineeship	3	1.82%
Part-Time Employment	4	2.42%
**Students unable to be contacted	20	12.13%

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

**RESPONSE FROM QUALITY CATHOLIC SCHOOLING SURVEY (2013/2014)
PARENT, STUDENT AND TEACHER FEEDBACK 2013**

PARENT SATISFACTION

Parents indicated they were pleased with:

- The Catholicity of the College, especially the opportunities given for their children to learn about the Catholic faith and to celebrate liturgies and participate in prayer. There is a positive response to the students being encouraged to be compassionate and to participate in social justice activities.
- The Academic standards at the College and the fact that the education programs are meeting the needs of their children.
- The range of and opportunities for the students to participate in a wide range of co-curricular activities.
- How well their children get on with their peers and are accepted by other students in the College. Bullying is not seen as an issue.
- The way student behaviour is managed at the College.
- The enthusiasm of the teachers and the pride the teachers have in their work.
- The transition from one stage of education to the next.

Parents indicated that there could be improvement in:

- The involvement of parents in the future planning for the College
- Two-way communication between staff and parents.
- Teacher motivation and encouragement of students to persist with their learning when it is difficult.

STUDENT SATISFACTION

Students indicated they were pleased with:

- The opportunities they had to learn about the Catholic faith, to celebrate Mass and liturgies and to participate in prayer
- The way students are encouraged to be compassionate and to participate in Christian Service activities
- Student motivation at the College
- Student Morale, particularly the fact that students are generally positive, cheerful and happy at school
- Student connectedness to their peers
- The way student behaviour and bullying are managed at the College

Students indicated there could be improvement in:

- The management of student distress, particularly feelings of uneasiness at school
- Teacher understanding of how students learn
- How stimulating learning is in the classroom, making it more fun

STAFF SATISFACTION

Staff indicated they were pleased with:

- The opportunities to learn about the Catholic faith and to participate in Mass, liturgies and prayer
- The opportunities provided to show compassion to others and to participate in social justice activities
- Individual and school morale
- The supportive leadership in the College
- The teamwork and communication between groups in the College
- Staff's commitment to the goals of the College
- The encouragement given for staff to enhance their own professional growth
- Student motivation and behaviour
- The partnership between staff and parents
- Teacher confidence that they are making a difference to student learning and engaging in effective learning practices
- The effective coordination of curriculum in the College

Staff indicated there could be improvement in:

- The collaboration with parents to optimise learning for students
- Work demands on staff
- Providing feedback on personal performance