



Mercedes College

SCHOOL PERFORMANCE DATA 2012

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 164 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 WA College of Teaching ("WACOT")	
Workforce Composition	Total Staff	136
	Teaching Staff	88
	Non-Teaching Staff	48
	Indigenouse Composition	0
	Male Staff	34
Student attendance at school	Female Staff	102
	Average Attendance for whole school	94.6%
	Year 7	96.0%
	Year 8	95.0%
	Year 9	93.0%
	Year 10	93.0%
	Year 11	97.0%
	Year 12	94.0%
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 a transition plan is put in place if necessary.		

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 7 students meeting national benchmark standards in NAPLAN and WAMSE	Reading	100.00%
	Writing	98.75%
	Spelling	98.10%
	Grammar & Punctuation	99.40%
	Numeracy	98.75%
	Science	80.00%
	Science Investigating	78.00%
	Society and Environment	79.00%
	Society and Environment ICP	80.00%
Changes in benchmark results from the previous year	Reading	+2.50%
	Writing	+2.55%
	Spelling	+1.85%
	Grammar & Punctuation	+3.80%
	Numeracy	+3.15%
Value added - For Year 7 Students	Reading (NAPLAN)	Mean = 576
	Reading (all schools)	Mean = 540
	Value added	Difference = 36
	Writing (NAPLAN)	Mean = 587
	Writing (all schools)	Mean = 529
	Value added	Difference = 58
	Spelling (NAPLAN)	Mean = 566
	Spelling (all schools)	Mean = 538
	Value added	Difference = 28
	Grammar & Punctuation (NAPLAN)	Mean = 572
	Grammar & Punctuation (all schools)	Mean = 533
	Value added	Difference = 39
	Numeracy (NAPLAN)	Mean = 559
	Numeracy (all schools)	Mean = 545
	Value added	Difference = 14
	Science (MSE)	Mean = 493
	Science (Participating Schools)	Mean = 452
	Value added	Difference = 41
	Science Investigating (MSE)	Mean = 490
	Science Investigating (Participating Schools)	Mean = 452
	Value added	Difference = 38
	Society & Environment (MSE)	Mean = 511
Society & Environment (Participating Schools)	Mean = 480	
Value added	Difference = 31	
Society & Environment ICP (MSE)	Mean = 514	
Society & Environment ICP (Participating Schools)	Mean = 480	
Value added	Difference = 34	

NATIONAL ASSESSMENT PROGRAM LITERACY & NUMERACY (NAPLAN) INFORMATION

Proportion of Year 9 students meeting national benchmark standards in NAPLAN and WAMSE	Reading	97.80%
	Writing	95.70%
	Spelling	97.80%
	Grammar & Punctuation	96.50%
	Numeracy	97.80%
	Science	68.00%
	Science Investigating	76.00%
	Society and Environment	73.00%
	Society and Environment ICP	73.00%
Changes in benchmark results from the previous year	Reading	-1.60%
	Writing	-3.70%
	Spelling	+1.00%
	Grammar & Punctuation	-2.90%
	Numeracy	-0.90%
Value added - For Year 9 Students	Reading (NAPLAN)	Mean = 599
	Reading (all schools)	Mean = 580
	Value added	Difference = 19
	Writing (NAPLAN)	Mean = 621
	Writing (all schools)	Mean = 568
	Value added	Difference = 53
	Spelling (NAPLAN)	Mean = 601
	Spelling (all schools)	Mean = 582
	Value added	Difference = 19
	Grammar & Punctuation (NAPLAN)	Mean = 597
	Grammar & Punctuation (all schools)	Mean = 573
	Value added	Difference = 24
	Numeracy (NAPLAN)	Mean = 590
	Numeracy (all schools)	Mean = 584
	Value added	Difference = 6
	Science (MSE)	Mean = 504
	Science (Participating Schools)	Mean = 483
	Value added	Difference = 21
	Science Investigating (MSE)	Mean = 506
	Science Investigating (Participating Schools)	Mean = 485
	Value added	Difference = 21
	Society & Environment (MSE)	Mean = 518
	Society & Environment (Participating Schools)	Mean = 497
	Value added	Difference = 21
	Society & Environment ICP (MSE)	Mean = 520
	Society & Environment ICP (Participating Schools)	Mean = 496
	Value added	Difference = 24

***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)		6 Students
COURSE EXHIBITION (Is awarded to the Top student with the highest combined ATAR mark) 2 Certificates - 1 x French, 1 x Media Production Analysis		2 Students
CERTIFICATE OF EXCELLENCE		27 Students
RESULTS IN THE TOP 10 SCHOOL IN THE STATE FOR THE SUBJECTS / COURSES		12 Course Awards
STAGE TWO SUBJECTS	Applied Information & Technology Children, Family & the Community	
STAGE THREE SUBJECTS	Drama English Geography Italian Literature Mathmatics Media Production and Analysis Modern History Politics and Law Religion & Life	
Other relevant statistics	Students in the top third of ATAR results	55.00%
	Year 12 students graduating with a WA Certificate of Education	100.00%
	Percentage of Students: Undertaking vocational training:	9.00%
	Attaining a training qualification: (32 Certificates were awarded)	22.00%
	Median ATAR for 2011	88.65%
Proportion of Year 9 students retained to Year 12 (or equivalent)	Students who entered Year 9 at the start of 2008 graduated from Mercedes College in Year 12 in 2011	91.97%

POST SCHOOL DESTINATIONS		
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses	88.2%
Post-school destinations	Students who sat 4 or more ATAR scoring subjects / courses applied for public University entrance	143
	Students who were offered their 1st preference	72.70%
	Students who were offered any of their preferences	94.40%
	Students enrolled	77.60%
	Students accepted enrolment and deferred	4.80%
	Students who were offered and accepted a place at the Univeristy of Notre Dame Australia	16

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%

SURVEY RESPONSE FROM RANDOM SELECTION OF PARENTS, STUDENTS AND SCHOOL STAFF

PARENTS

The majority of parents agree that:

- The academic standards at the College provide adequate challenges for their child
- The College is meeting the academic needs of their child
- The School provides good co-curricular activities
- Bullying is managed well at the College
- There is good two-way communication between staff and parents
- The School takes parents concerns seriously
- Teachers are dedicated, enthusiastic and energised
- Parent involvement is welcomed
- Student behaviour is managed in a consistent and sensible way
- Students are well supported for transitions in their education

Areas for improvement

- More support could be given on organisational skills to help with homework
- Parents are to be more encouraged to be involved in future planning for the school

STUDENTS

The majority of students feel that:

- Student morale is relatively high
- Teachers are generally helpful and supportive
- Student motivation is high and the completion of their education is important to them
- Negative classroom behaviour is managed well
- Staff and Students are respectful to one another

Areas for Improvement

- Management of high student stress levels could improve
- Classroom work could be more varied and interesting

STAFF

The majority of staff feel that:

- On the whole, staff morale is relatively high
- There is clarity on role expectations from peers
- Staff are committed to the schools goals and values and there is agreement on the teaching philosophy of the school
- Staff are encouraged to pursue further professional development
- There is an agreed philosophy on behaviour management
- Students are treated as responsible people and are highly encouraged to experience success
- Students are generally well behaved
- Students are really motivated to learn and put a lot of effort into their work
- Partnering and communication with parents is effective
- Excellence is promoted

Areas for Improvement

- Management of distress levels for some individuals
- Communication between groups in the school could improve
- Staff would like to be more involved in the decision making process
- More regular feedback on staff performance is seen as essential