

Curriculum Plan - 2020

Part A

(Section 4. Observance of Registration Standards)

Mercedes College offers young women an outstanding Catholic education based on the Mercy values of compassion, justice, excellence, integrity and service. Located within the Perth CBD at the historic Victoria Square, Mercedes College is directly opposite St Mary's Cathedral. The College was the first school in Australia to be founded by a congregation. Our history and catholicity are longstanding.

We provide an accessible education for girls from a diversity of cultures and backgrounds, equipping them to be active citizens. Our students are encouraged to develop a positive self-image reflecting self-awareness, courage and resilience, as well as caring for others, the community and the environment. Young Mercedes women are encouraged to have a love for life, belief in themselves and confidence in their abilities.

Inspired by the practical example of Catherine McAuley, our lives are centred in God. We strive to be living proof of social consciousness. We are altruistic, focused on recognising the needs of others and addressing them. We challenge our students to walk in the footsteps of Jesus by giving back to the community and continuing to live Mercy values all their lives.

We seek to be innovators in girls' education. Our dedicated staff strives for high standards in learning and teaching through their sharing of best practice, ideas and resources. We seek out professional learning that will maintain excellence and a high degree of expertise in our teaching areas. Our learning environments provide access to effective technologies which are integrated across the whole curriculum.

We aim for excellence and the highest educational outcomes within a collaborative, nurturing learning environment. Taking responsible risks is encouraged, success is rewarded and disappointment acknowledged. Our students are encouraged to be self-directed, collaborative critical thinkers who take ownership of their educational journey and persevere to achieve their personal best. The focus is on continuous learning that will provide the spiritual, social, physical and emotional development needed to achieve personal fulfilment.

Education is seen as a shared responsibility between the family and the College. A high level of mutual respect, support and communication between parents and staff plays an essential role in the education of all our students. Involvement of parents in a variety of College activities is actively promoted, enhancing the richness of the learning experience of the students.

We are proud of our students, who we empower to assume roles in their lives in which they can develop their strengths and feel fulfilled. Our vision is for Mercedes girls to become inspired women with a strong sense of who they are and of the influence they can have in the world beyond Mercedes.

Mercedes College traces its origins back to 1846, the early days of the Swan River Colony, when a community of six Sisters of Mercy arrived from Ireland on the barque *Elizabeth*. The Congregation of Sisters of Mercy had been founded barely fifteen years earlier in 1831 by Catherine McAuley, a wealthy heiress. In faith, Catherine had devoted herself and all her resources to bringing hope to the lives of the poor and destitute in her country, through education.



A chance to extend this work came when Bishop John Brady, visiting Dublin to recruit missionaries for the fledgling colony, requested that Catherine send a group of Sisters to assist him in his work there. Thus, it happened that, after a long and arduous journey by sea, the small band of Sisters under the leadership of Mother Ursula Frayne, arrived in the Swan River Colony on 8 January 1846.

After initial difficulties in finding accommodation, Ursula and her community moved into a small cottage on what is now St George's Terrace, near Victoria Avenue. On 2 February of that same year, the Sisters opened their first school with one student. By the end of that historic day, however, five more students had joined them. Undaunted, the Sisters went out into the community and canvassed for pupils. By the end of 1846 there were one hundred children in the school, which had by that time moved up to the present Victoria Square site.

Those early years were a time of great struggle as well as sadness for the Sisters, as one of their original community had died six months after their arrival in the Colony. Her grave is situated among those of other pioneer Sisters in the garden below the Chapel on the Convent property.

In the period that followed the founding of the first school, the diocese found itself in severe financial difficulty with Bishop Brady unable to provide any real support for the school as well as the Sisters' other works of mercy among the poor and sick. In order to see them through these early financial troubles, the Sisters were forced to use money sent from Dublin which had originally been set aside for them to return home, together with two hundred pounds given by the father of one of them on her profession. This money was used to build the first Convent of Mercy in Australia. The building now known as *Holy Cross*, with its Foundation Stone dating from 1847, is still in use today and stands as a testimony to those dedicated pioneers whose love and faith in God inspired them to continue God's work. Two years later, in 1849, the Sisters began what was the first secondary school in Western Australia – the school now proudly known as Mercedes College. The name *Mercedes* is Spanish for Mercy.

Mother Ursula Frayne died in 1885. She is remembered as an outstanding educator of great vision and a warm, caring Sister of Mercy. Her work, and that of those early pioneers, has had a profound and lasting effect on the history of Catholic Education in this State. Today we take pride in our history and we continue to commit ourselves to that same sense of vision that inspired Catherine.

Demographic Information

The most recent Mercedes College ICSEA value was determined to be 1118 in 2018. Our student population in 2020 come from diverse and varying backgrounds and our total population is 838 students. As we are located within the Perth Central Business District our students come various locations within and on the outskirts of the greater metropolitan area of Perth.

Year Group	Number of Students	ATSI	LBOTE	IP	IEP	Disabilities identified
Year 7	138	2	6	10	1	1
Year 8	157	2	3	16	2	1
Year 9	133	3	3	18	3	6
Year 10	147	1	7	15	1	3
Year 11	124	1	3	18	2	2
Year 12	139	1	11	12	2	4

**Mercy Service**

Another defining feature of Mercedes College is our Mercy Service programme. In keeping with the Gospel message of Jesus Christ and the charism of the Sisters of Mercy, all Year 7 - 12 students at Mercedes College are expected to participate in the College Service Programme. Mercy Service is a flexible student-centred programme that provides students with an opportunity to expand their understanding of the Christian call to serve and to develop the Mercy values of service, justice, compassion, integrity and excellence.

Learning Outcomes

- Develop an understanding and appreciation of the mission of the Sisters of Mercy to address societal inadequacies and injustices for the poor and marginalised.
- Recognise that civic participation is a responsibility of all members of the community.
- Identify ways in which involvement contributes to personal growth.
- Develop an understanding of Catholic teaching and recognise how it applies in the service setting.

Completion Requirements To successfully complete this programme, a student must:

- Commit the required hours/activities of service according to their year level.
- Submit their Mercy Service Passport which includes evidence of participation. The programme for each year group has a different focus and service requirement.

Year level	Programme focus	Service commitment
7	Participation in a Lenten Calendar programme.	10 activities
8	10 ways of serving family and friends	10 activities
9	Promoting a Charity organisation	Charity Organisation Research Project
10	Service to the community through participation in not-for-profit organisations according to our Mercy Values .	15 hours
11	Service to the community through participation in not-for-profit organisations according to Catholic Social Teaching .	15 hours

Students in Year 12 are encouraged to continue service in the Mercy tradition through various groups including the Young Mercies, Seeds of Justice and Prefect leadership roles. Year 12 students may also participate in the optional SCSA Endorsed Unit, Mercy Service which requires 50 hours of service. Entry into this unit is not automatic and needs to be discussed with the Deputy Principal Faith and Mission. Service time for this unit can be accumulated from the Year 10 and 11 Mercy Service Programmes and is reported to SCSA and appears on the WACE as Community Service Participation.

Service opportunities are regularly advertised through the SEQTA Notices and the Deputy Principal Faith and Mission. It is essential for students in Years 10–12 to seek approval from the Deputy Principal Faith and Mission before commencing service activities. This can be done by completing an 'Application to Participate in Parent Organised Service' form. A record of service hours must be documented in students' Mercy Service Passport which will be retained by the College with other pertinent legal documents.

Positive Education programme

The Positive Education programme has become an important part of the College. Positive psychology is the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions. Positive Education involves the application of positive psychology research into educational settings with the aim of creating flourishing students, staff and whole school communities.



Rationale for Mercy Service

Mercy Charism

Positive education and the strong emphasis on character strengths sit comfortably within the College's Mercy Values. The values of our college and of the Mercy Charism can be identified within the 24 VIA character strengths which underpin the proposed positive education model. Students are taught how to identify their own strengths, how to utilise their strengths, and how to develop character traits that they may not already possess but that would help them be young women of Mercy.

Bishops' Mandate: Education of the whole child

The Bishops' mandate calls us to develop the whole child. Positive education will provide a framework for the development of students' socio-emotional skills and for the forming of habits to help students live their best lives.

Mercedes College Vision

The Mercedes College vision is to develop within our students "a positive self-image reflecting self-awareness, courage and resilience" as well as "a love for life, belief in themselves and confidence in their abilities". The implementation of a whole school positive education programme will help move towards this vision being lived.

Part B

(Standard 1. Curriculum)

Religious Education

Mercedes College is first and foremost a Catholic School. Its story is one of total dedication to the witness of the values and teaching of the Gospel integrated with the tradition of Mercy. As such, the College acknowledges that the first Learning Area in a Catholic school curriculum is Religious Education. All students, regardless of religious persuasion, join in the Religious Education programme which has fully implemented across 7-12 in accordance with Catholic Education Western Australia's policies and curriculum and the Bishops' Mandate.

Our Religious Education programme has been designed not only to promote the knowledge and understanding of the Christian message, but also to meet the needs of young people as they embrace the religious challenges of life in the 21st Century.

Planning and Implementation of Western Australian Curriculum and Assessment Outline

Mercedes College has fully implemented the Year 7 to Year 10 *Western Australian Curriculum and Assessment Outline (Outline)* at Western Australian Curriculum to meet the learning needs of all students and in accordance with:

The policy standards for Pre-primary to Year 10: Teaching, Assessing and Reporting
The principles of Learning, Teaching and Assessment detailed within the *Outline*.

To achieve this, Mercedes College provides a combination of compulsory and elective subjects for students in Year 7 to 10. Therefore, allowing students a variety of options whilst still maintaining the mandated curriculum requirements as prescribed by the *Outline* and CEWA.



Year 7 to 10 Compulsory Subjects for all Students

From Year 7 to 10 it is compulsory for students at Mercedes College to complete the following subjects:

Religious Education
English
Mathematics
Science
Social Sciences
Physical Education
Health Education

Year 7 and 8

Students in Year 7 and 8 receive specialist teaching in electives encompassing the numerous Learning Areas. This allows the College to fulfil its obligations under the [Outline](#).

Please note, all students at Mercedes must study two Arts subjects (including at least one performance arts subject and one visual arts subject) from Year 7 to the end of Year 8. Furthermore, all students must complete one Digital Technologies and one Design Technologies subject from Year 7 to the end of Year 8. Although not currently mandated by SCSA, Mercedes College requires students in both Year 7 and Year 8 to complete one Language subject.

To achieve this the College offers the following subjects:

Languages

French
Italian
Chinese – Year 8 Only

Digital Technologies

Digital Technology

Design Technologies

Foods
Textiles
Design – Year 8 Only

Arts

Music
Drama
Art
Media – Year 8 Only

There is an emphasis on numeracy and literacy skills and extra assistance is provided via our Functional Literacy programme and our Learning Support teachers. In 2019, the College has provided an additional lesson per week dedicated to both Mathematics and English in Year 8 through Year 10.

To access options for our Year 8 students and additional information please click [HERE](#).



STEM Challenge

In 2020 the College will introduce a new course, STEM Challenge, for our **Years 7 and 8 students**. It will provide the opportunity for students to apply content to real world problems in order to further develop important skills.

Using design thinking with aspects of the scientific inquiry process, students will explore topics and problems such as concussion in sports, engineering and the marine environment, health outcomes for the elderly and the use of drones as a tool to assist others.

Students will complete three different units over the course of the year. Each unit will run for between 13 to 14 weeks.

Students will be assessed on their ability to demonstrate important skills that align with the General Capabilities outlined in the Western Australian version of the Australian Curriculum.

Our skills focus will be on:

- Critical thinking which is evaluating information and arguments. It is seeing patterns and connections. It is about exploring an idea in order to make an informed decision or choice.
- Communication which is the skill of presenting information in a clear, concise and meaningful way. Communication has various purposes: informing, instructing, motivating, and persuading. It also requires listening.
- Collaboration which refers to the capacity to work in teams to create and share ideas. It means to make decisions in an equitable fashion. To effectively work and learn together.
- Creativity which is when a person considers opportunities and possibilities. They ask the right questions to create ideas and pursue innovative ways to assist others.
- Persistence which is when someone continues despite difficulty or challenges in order to achieve an objective.

Student performance will be determined through a combination of self, peer and teacher assessments against a criterion which will be provided to students. To access the criteria, please click [HERE](#). This criterion has been influenced by SOLO Taxonomy. Furthermore, at the end of each semester a report will be generated outlining student performance and this will include strategies to assist student growth.

The STEM programme will require students to work in groups. There will be a problem-solving focus and some autonomy will be provided; however, this will not be at the expense of teacher guidance. We want students to develop a level of understanding through instruction while encouraging creativity, enjoyment and passion.

Each unit will offer different and exciting opportunities. Students will have access to industry and academic resources. As the programme evolves our vision is that external bodies and individuals, particularly those located within the CBD, will engage with our students to find innovative solutions.

Teachers are from various Learning Areas and are using Teams, in part, to collaborate and share ideas, resources and strategies.



Year Nine

Having been exposed to a broad range of subjects to this point, students in Year Nine select 3 electives from the list below:

Visual Art
Design
Textiles
French
Physical Education Studies
Business Studies
Drama
Interactive Media
Music
Caring for Children
Foods
Italian
Media Production
Robotics
Real Life Sciences

To access options for our Year 9 students and additional information please click [HERE](#).

Year Ten

Some Year Ten electives operate as two period or four period offerings. Students take six periods of electives. In Year Ten students draw from:

Two Period Electives

Accounting and Finance
Applied Information Technology
Crime Investigation Studies
Visual Arts
Drama
Foods
Forensic Science
Leisure for Living
Media
Music
Sport & Recreation
Design and Technology – Design
Design and Technology - Woodwork

Four Period Electives

Chinese (Mandarin)
Drama Extension
French
Italian
Physical Education Studies

To access options for our Year 10 students and additional information please click [HERE](#).



Year Eleven and Twelve

Western Australian Certificate of Education (WACE)

At Mercedes College Year 11 and Year 12 learners are given the opportunity to achieve a Western Australian Certificate of Education (WACE) as per the requirements of the WACE Manual.

To achieve this, the College communicates the requirements of the WACE Manual via various mediums including a subject selection booklet, Mercedes College Handbook, information evenings, Vocational Education classes, student and parental correspondence through means such as email, newsletters and letters.

Furthermore, additional individualised guidance have been provided by staff where required. In 2019 we have begun to use the WACE Checker Tool and will expand the use of this tool as means of ensuring compliance.

Requirements

Mercedes College students who meet the requirements for Secondary Graduation at the end of Year 12 will be issued with a Western Australian Certificate of Education. To qualify for a WACE, Mercedes College students who complete Year 12 in either 2019 and 2020 must ensure the following is achieved:

Breadth and depth requirement

Completion of a minimum of 20 units or the equivalent. This requirement must include at least: 10 units or the equivalent at Year 12

two Year 11 units from an English course and one pair of Year 12 units from an English course

One pair of units completed in Year 12 from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology)

Achievement standard requirement

You must achieve at least 14 C grades or higher (or equivalents) in Year 11 and Year 12 units, including at least six C grades (or equivalents) in Year 12 units.

Literacy and numeracy standard

Completion of at least four units of an English course post-Year 10 and studied over at least two years. Demonstration of the minimum standard of literacy and numeracy.

Examination Requirement

Complete external examinations in all ATAR courses where paired units are studied in Year 12.

All subjects offered at Mercedes College in Year Twelve are fully accredited by the School Curriculum and Standards Authority of Western Australia (SCSA) and contribute towards students graduating with the Western Australian Certificate of Education (WACE).

Senior Secondary Studies

In 2019, studies are defined as Vocational/General or ATAR in Year 11 & 12. In Year 11 General and ATAR level courses are offered. ATAR courses will be externally examined at the end of Year Twelve and can be used to calculate a Tertiary Entrance Aggregate (TEA) and Australian Tertiary Entrance Rank (ATAR) for entry into universities across Australia. General Courses will be required to complete Externally Set Tasks. Courses at all stages and levels can be used for TAFE entrance and graduation purposes.

**Vocational Education and Training**

Structured Workplace Learning - Students in Year Eleven and Year Twelve are offered. Structured Workplace Learning opportunities require that students work a self-selected industry placement. Students gain accreditation towards the WACE as they are enrolled in Workplace Learning which is a course of study. If sufficient hours are undertaken students can also use their placement as an endorsed programme.

Certificates

Certificate courses are offered at the College and students have the ability to complete a range of Certificate I, II, III and IV level courses.

Year 11 Course Selection Process and Guidance

The College offers a variety of events, opportunities and resources to assist our students in choosing an appropriate senior school pathway. These include:

- Pathway Information Evening
- Course Information Evening
- Parent/Student meetings with a School Leadership Team member or Careers Co-ordinator which can be booked via Edval
- Full-time Careers Coordinator
- Purpose built website specifically for students entering Year 11. The 2019 version, which will be edited and adapted prior to our 2020 careers process, can be accessed [HERE](#).

Summary Offerings Year 11 & 12

To ensure student can fulfil the requirements of the [WACE Manual](#), the College provides the SCSA approved offerings detailed below:

Learning Area	Courses
Religious Education	Religion and Life (ATAR & General)
The Arts	Design (ATAR), Drama (ATAR), Media Production & Analysis (ATAR), Music (ATAR), Visual Arts (ATAR)
English	English (ATAR, General & Foundation), Literature (ATAR)
Health and Physical Education	Physical Education Studies (ATAR & General)
Languages	Italian as a second language (ATAR), French as a second language (ATAR), Chinese as a second language (ATAR)
Mathematics	Mathematics Essentials (General), Mathematics Applications (ATAR), Mathematics Methods (ATAR), Mathematics Specialist (ATAR), Mathematics Foundations
Social Sciences	Economics (ATAR), Geography (ATAR), Modern History (ATAR), Politics & Law (ATAR)
Science	Biological Sciences (ATAR), Chemistry (ATAR), Human Biology (ATAR & General), Physics (ATAR), Psychology (General)
Technology & Enterprise	Accounting & Finance (ATAR), Children, Family & the Community (ATAR & General), Food Science & Technology (General)
Vocational Education & Training	Structured Workplace Learning (General), Certificate I, II, III & IV in Business, Certificate II in Fashion, Certificate II in Hospitality and Tourism, Certificate III in Screen Media,

Please note, specific information pertaining to each course can be accessed [HERE](#).



College Academic Reporting

To ensure compliance with the [Outline](#) and the reporting requirements of Year 11 and Year 12, Mercedes College undertakes the processes which are detailed below.

Parents are issued with an interim student report at the end of Term One each year with a full report following at the conclusion of each semester. All reports are available through SEQTA Engage and SEQTA Learn and are intended as a confidential communication between teachers and parents/students. Mercy Service Learning and co-curricular details are also included in the reports.

Year 7 to 12 – Personal Attributes

For semester reports provided by the College the personal attributes of a student are reviewed by our staff based on the criteria detailed below. The meaning of each attribute is communicated to parents/guardian and students within their report.

Organisation: Brings appropriate materials to class, is punctual, completes preparatory work, and wears appropriate uniform to class activities.

Classroom Behaviour: Displays a positive attitude, is respectful to others, and participates willingly with enthusiasm and interest. Works collaboratively in group situations, contributes to the group as a team member, shares resources and considers others and their learning.

Effort and Application: Student listens and participates attentively, works on tasks independently, is self-motivated and shows initiative. Completes work to the best of her ability and by the due date.

Personal Attributes in student performance are rated in the following categories:

Commendable: All areas are demonstrated to an exemplary degree.

Good: Most areas are demonstrated to a high degree

Satisfactory: Required standard demonstrated.

Limited: Inconsistent application demonstrated.

Needs Attention: Less than the minimum standard demonstrated with intervention and interview required.

Not Applicable: Recent enrolment at Mercedes College or exemption from assessments due to confirmed circumstances

Years 7 to 10 – Reporting Academic Achievement

Further to Personal Attributes, College semester reports consist of the following details in Years 7 to 10: Subjects offered in Years 7 to 10 are outcomes focussed as guided by the Western Australian Curriculum. Achievement will be recorded as a grade.

Religious Education is the first Learning Area and sits outside the Australian Curriculum and Curriculum Framework. Our Religious Education programme is guided by the Bishops' Mandate.

The Western Australian Curriculum has eight Learning Areas – The Arts, English, Health and Physical Education, Languages, Mathematics, Science, HASS and Technology and Enterprise.

During Semester 1 some subject areas may have collected insufficient data to confidently record graded achievement. This grade is indicative at this stage and may vary by the end of the year when more student data has been collected.

Year 11 and 12 – Reporting Academic Achievement

For Year 11 and 12 reporting each course will be indicated by a Grade and a Mark (based on the weighted combination of the marks for all assessment tasks in the unit, including the Semester 1 exam where applicable).

Grades are determined with reference to the SCSA Grade Related Descriptors.

In some Semester 1 course units, the mark and grade will not be finalised until after the Semester 2 exam. In this case, an estimated mark and grade will be reported at the end of Semester 1.



Year 11 & 12 grades are submitted to SCSA for final approval. Parents/guardians will be notified of any changes to that result from the SCSA review of the student results. Explanation of Terms for Marks Based Subjects. Grades can be interpreted as a level of achievement as indicated.

Mercedes College Reporting Terminology

Our reports use specific terms to identify pertinent information. These include:

Exam Mark which reflects a student's semester exam result

Exam Average reflects the exam average of the all subject participants

Subject Result which reflects a collated result of a student's semester/year result

Subject Average which reflects subject average of all the subject participants

Grades are also awarded at Mercedes College and are identified as below:

Grade	Standard of Achievement
A	Excellent Achievement
B	High Achievement
C	Satisfactory Achievement
D	Limited Achievement
E	Inadequate Achievement
U	Unfinished Course: Indicates insufficient work has been completed in the course.
N/A	Not Applicable: Recent enrolment at Mercedes College or exemption from assessments due to confirmed circumstances.

Reports are intended as confidential. They are designed to indicate the relative strengths and weaknesses of a student's performance, behaviour and application and should not be used by students when seeking employment. Teachers could feel restricted in the type of specific information articulated if there is the possibility that the report be reviewed by a third party, particularly an employer. In the report, teachers present data which honestly and constructively informs parents and students who are the intended audience.

Each student who receives Mercedes Graduation and completes the appropriate application is provided with a reference on request. The reference details a student's academic awards, sporting awards and contribution to school life.

Reports are available online through SEQTA Engage and SEQTA Learn. Parents will be able to access the report using a password through the portal site on the Mercedes College website. Ongoing progress may also be monitored through the SEQTA portal.

Please note, where required students at Mercedes College may receive a semester report which outlines student achievement based on modified outcomes. These outcomes are measured against the Western Australia Curriculum and/or SCSA approved courses.

Additionally, the College has an Assessment Policy designed to ensure clarity around the processes involved in the creation and delivery of assessments. This document can be found in the Appendix.



Part C

(Section 4. Standard 12 Child Abuse Prevention)

Fundamental to Mercedes College is our firm commitment to the safety, dignity and respect of the students in our care. Our College's Mercy values promote and foster the need for protection and positive development of our students. To provide a safe, cohesive and appropriate environment, our College has and will continue to commit to important child protection measures. This process involves engaging, working with and informing all important stakeholders, most notably staff, students and parents.

Our College is working hard to improve outcomes in this area accordance with our obligations including those required by CEWA child safety framework.

Child Abuse Prevention Measures - Staff

The Mercedes College Staff Code of Conduct for staff has been developed to provide a framework of appropriate and acceptable behaviour expected of all employees and volunteers in respect of their duties. It identifies important expectations pertaining to child safety and classifying the acceptability of certain behaviours. This document has been disseminated and presented to staff in hard copy form. In addition, copies are available for all staff via the Staff Common Drive and SEQTA Splash page. Significantly, at our weekly briefings the Principal reviews aspects of the Code of Conduct.

Further to this, an audit of the implementation of the Keeping Safe Curriculum has been undertaken and further reviews shall be a continual, recurring process at the College. This has been undertaken in accordance with CEWA Child Protection Policy and Child Safe Framework. The comprehensive audit was undertaken by the Keeping Safe Coordinator. Areas that require improvement have been identified and actions undertaken to improve communication about important topics.

Ultimately through the teaching and learning process, the College believes that protective behaviours and considerations will assist in making our students safer.

Mandatory Reporting Training is proactively reviewed by the Staff and Professional Learning Coordinator and organised as soon as practicable. We have allocated time to the CEWA online training via CLANED.

The importance and expectations pertaining to child safety have been emphasised at Staff Forums, departmental and year group meetings, briefings, newsletters, school website, letters and emails.

In 2019 an audit was conducted to ensure that all aspects of the curriculum are being taught, either as specific lessons in Pastoral Care periods or integrated into subject areas.

Child Abuse Prevention Measures – Students

A notable focus at Mercedes College has been on ensuring the 'voice of child' is heard and informs our future plans to enhance the safety of our students. To achieve this the College provides a Student Safety Survey. This survey allowed students to express what makes them feel safe and unsafe. This important information has and will continue to be considered by the relevant staff and the Student Representative Council to better understand how to address concerns. It is intended that such a survey will be issued in 2020.



In 2019, the College introduced a Student Code of Conduct and a Student Concerns and Grievances Procedure. Such resources are designed to more clearly outline student expectations and promote child protection.

In 2018, the College introduced an online platform called Stymie for students to anonymously notify the school of issues, most particularly those regarding bullying and personal safety. The use of this platform will continue to be promoted to students as well as parents and teachers in 2020

Another initiative that was introduced in 2019 is The Rite Journey and it is expected this programme will continue to evolve and improve in 2020. The programme attempts to foster the transition to adulthood. The programme will be delivered to our Year 9 students through a number of trained teacher guides. As part of this process consideration and focus will be placed on student welfare. It aims to help girls become empowered young women. This aligns with Mercy Journey Document.

A Year 7 Transition Week was introduced in 2019 and continued again in 2020. In response to the views and comments of our community, a schedule and series of activities have been developed. It is hoped this week will better transition our Year 7 students to high school whilst also promoting student welfare. As part of this process a Year 7 Camp, Parent Information Evening and a Family Sundowner event have been undertaken. These events allow for students and families to become further familiar with Mercedes College processes and staff, in particular those pertaining student welfare and safety.

In 2020 the Health Program in Year 7 being rewritten to explicitly teach aspects of the Keeping Safe Child Protection Curriculum.

Student Activities

Our students have and will continue to participate in a significant number of planned educational sessions focused on their safety. Predominately these sessions or activities are undertaken during our weekly Pastoral Care Period and the Positive Education programme. These include, but are not limited to:

Year 7

Police Safety Presentation

Personal safety at home, community and to and from school

General safety advice

Help Seeking Behaviours

Community support

Networks

Relationships circle

Aussie Optimism (Year 7)

Problem-Solving Strategies

Guest Speaker Paul Litherland

Electronic media abuse

Stymie Induction

How to use appropriately



Year 8

Police Safety Presentation
Personal safety at home, community and to and from school
General safety advice

Help Seeking Behaviours
Community support
Networks
Relationships circle

Positive Education Session - Relationship
Healthy and unhealthy relationships

Guest Speaker Paul Litherland
Electronic media abuse

Year 9

Help Seeking Behaviours
Community support
Networks
Relationships circle

Youth Focus
Community support
Networks
Relationships circle

Positive Education Session - Health
Problem-solving strategies
Problem-solving— strategies and skills, including assertiveness and resilience

Positive Education session - Guest Speaker (Resilience, optimism, confidence)
Problem-solving strategies
Problem-solving— strategies and skills, including assertiveness and resilience

Guest Speaker Paul Litherland
Electronic media abuse

The Rite Journey

Year 10

Help Seeking Behaviours
Community support
Networks
Relationships circle



Guest Speaker Paul Litherland
Electronic media abuse

Guest Speaker Paul Dillon
Substance abuse and associated issues

Year 11

Help Seeking Behaviours
Community support
Networks
Relationships circle
Guest Speaker Paul Dillon
Substance abuse and associated issues

Year 12

Red Frogs Talk
Problem Solving Strategies
Psychological pressure and manipulation
Recognising and assessing risk
Acting to report abuse and neglect
Protecting yourself

Guest Speaker Paul Dillon
Substance abuse and associated issues

Child Abuse Prevention Measures - Parents

As the primary educator, a parent or guardian can play a vital role in assisting their child's safety. As a College, we have sought to provide opportunities for parents to understand our school's processes as well as offer possible opportunities to the parents/guardians where practicable.

The College Principal explicitly identifies relevant code of conducts in her address to parents and guardians at our Parent Information Evening. In addition, a Parent Code of Conduct has been constructed and will be communicated to the parent/guardian body in early 2020.

Mercedes College informs parents about child safety measures and information through various mediums such as SEQTA, teaching and learning programmes, guest speakers, the school newsletter, letters, email, meetings and the College website.

In 2020 our newly structured Parent Information Night provided parents with the opportunity to attend a talk from the Keeping Safe Co-ordinator. The focus of this presentation was concerning the curriculum in general, CEWA guidelines and how the programme is being implemented at the College.

Other Child Abuse Prevention Measures

An important role that was created in 2017 and continues to enhance child safe practices in the College, is that of the Occupational Health and Safety Officer. In addition, the College has sought to improve visibility of classrooms to promote safety.



As per statutory, regulatory and system-based requirements the College maintains a register of Working With Children Check and necessary police clearances of our employees.

In 2020, the College has introduced Consent2Go online platform for excursions, incursion and sporting events. This risk management tool will better equip teachers to assess risk, whilst also informing parents and students in a more efficient manner. It allows for the improved gathering of personal details that are pertinent to the safety of the students. This will also improve communication and access for our staff as it is an online and instant medium.

Part D

(Section 6. Governing Body Accountability)

Mercedes College Strategic Plan 2020 to 2022

This Strategic Plan, herein referred to as 'The Plan', will be the focus for College activity over the next three years.

The Plan will be supported by School Improvement Plans and Learning Area plans.

The development of the Plan has been a detailed and extensive process involving consultation across the College.

This process commenced in May 2019 and has involved the following:

- Establishment of a Steering Committee to guide the development of the Plan. This committee has included, staff, students, parents and the College Senior Leadership Team.
- Detailed review of the previous Plan by teaching staff and the identification of strengths, weaknesses, and suggestions for the new Strategic Plan.
- Consideration of the Mercy Education Strategic Plan and Goals, and CECWA Strategic Directions.
- Workshops with a large group of students (approx. 70) to identify students' views about the College, Catholic and Mercy identity, teaching, learning, curriculum, pastoral support, social justice and future focus suggestions.
- Drafting and re-drafting of the Plan through five (5) versions by the Steering Group.
- Consultation and feedback from:
 - Advisory Committee
 - P&F
 - Parents
 - Alumni
 - Staff
 - Students.

Upon completion of this exhaustive and collaborative process, ably facilitated by a third-party expert, five key focus areas were established:

- Create a community of educational excellence - We strive for educational excellence and the highest quality outcomes through best practice teaching and learning.
- Fostering Empowerment and Wellbeing - We strive to empower our community and support the development of personal wellbeing through high quality pastoral care.
- Enriched Expression of our Catholic Faith and Mercy Tradition - We challenge our students to walk in the footsteps of Jesus and continue to live Mercy values throughout their lives.



- Nurture Strong and Effective Partnerships - We are committed to establishing partnerships that promote high quality and effective connections.
- Responsible Leadership and Stewardship - We provide opportunities for leadership and stewardship in the school and wider community.

School Improvement Plan

Informed by the College Strategic Plan, the 2020 Mercedes College School Improvement Plan will consist of five key focus areas detailed below:

- Evangelisation Plan Focus - Enriched Expression of our Catholic Faith and Mercy Tradition. We challenge our students to walk in the footsteps of Jesus and continue to live Mercy values throughout their lives.
- Aboriginal Education Plan Focus - Nurture Strong and Effective Partnerships. We are committed to establishing partnerships that promote high quality and effective connections. (Further develop partnerships with local and international communities that broaden learning opportunities)
- Curriculum Plan Focus – Create a community of educational excellence. We strive for educational excellence and the highest quality outcomes through best practice teaching and learning.
- Pastoral Care – Fostering Empowerment and Wellbeing. We strive to empower our community and support the development of personal wellbeing through high quality pastoral care.
- Responsible Leadership and Stewardship – We provide opportunities for leadership and stewardship in the school and wider community.

Evangelisation Plan

Evangelisation at Mercedes College is a collaborative partnership between students, staff, parents, the Sisters of Mercy and the various parishes our families belong to which encourages members of the College community to engage in attempts to bring the Good News of Jesus Christ to all. Evangelisation also encourages students to become responsible adults who evaluate the world in light of their Christian faith. It nurtures spiritual growth through the provision of opportunities for worship, prayer, service and study in development of a life-giving community, allowing them to discern their gifts and talents and use these in ministry, social justice and service. It is in the Evangelisation framework of Christian Witness and the Ministry of the Word that Mercedes College embarks on the evangelising mission of the Church.

The Evangelisation Plan is linked to the Curriculum Plan and SIP in the following ways:

Our Mercy values

Our Religious Education programme

The Mercy Service programme

Responding to data

Child Safety practice and procedures

Parent Information Evening Sessions

Enhancing our use of Online platforms of communication including SEQTA

Curriculum Development

Professional learning sessions and standards



Aboriginal Education Plan

Enhancing our Aboriginal Education Plan and improving our awareness is a current process being undertaken by the College. The promotion and enhancement of the plan is an integral part of the College's 2019 SIP and continues to be a focus in 2020.

Mercedes College has in 2020 employed an Aboriginal Education Assistant to assist our students.

The Aboriginal Education Plan is linked to the Curriculum Plan in the following ways:

Our Mercy values

Our Religious Education programme

The Mercy Service programme

Responding to data

Curriculum Development

Professional learning sessions and standards

Academic Council Meeting Restructure

To provide a greater focus on Teaching and Learning during Academic Council meetings in 2020, the Senior Leadership team has devised a new structure. Aspects of this reform can be seen below:

- Two or three half day meetings per term instead of fortnightly morning meetings
- An 'Operational Online Document' with deadlines to reduce administration discussion during meeting times.
- Half-day meeting agenda includes:
 - Executive Report on the agenda and direction of school – current focus areas as well as recent developments. It is expected this is relayed at Learning Area meetings and recorded in their minutes.
 - Limited time for urgent operational matters. Minor departmental related matters can be dealt with at DP and HOLA meetings.
 - Moderated discussion on two/three issues of significance before Senior Leadership Team. Issues will be raised by AC but selected by SLT. Each member of the Academic Council will be allocated time to raise their views. The focus is on big picture thinking and ideas will be contributed from any department. A focus must be on solutions. Within reason, this should be a judgement free environment which encourages frank and open discussion.
 - Brief report from department regarding improvements with relation to SIP, Strategic Plan or important developments
 - Sharing excellence – teacher sharing to the Council will be encouraged and time allocated for
- An expectation of conduct and/or guiding principles are detailed below:
 - Members can and are expected to be heard
 - Members may shape direction, but they may not
 - Members are to strive to provide plausible solutions not simply identify issues
 - Members publicly accept the decision of the school leadership team
 - Solidarity



Pastoral Council Meeting Restructure

Every second Pastoral Council meeting will focus exclusively on student welfare and sharing strategies as well as student information to best assist our students in need. This will allow for a more coordinated and consistent approach to improving student outcomes across the various year levels at Mercedes College. It is hoped to improve transparency and develop a collective mindset.

Part E

(Section 7. Standard of Education)

As we are a high school the NQS is not applicable.

Part F

(Standard of Education)

Mercy Journey Document

At Mercedes College, we believe in a wholistic education of each students. To support our mission and values, the College has in 2020 developed the Mercy Journey document which articulates the values, events and integral aspects of College life designed to allow 'Today's girls become Tomorrow's women of Mercy'.

Through their education at Mercedes College our graduates should be distinguished by the following characteristics:

- Our young women form attitudes based on the Gospel values and act in accordance with the Mercy ethos.
- Our young women strive to be their best and understand the inherent value of doing so.
- Our young women are accountable, resilient and prepared to face and overcome challenges.
- Our young women are selfless by nature and able to form positive, mutually beneficial relationships.
- Our young women are empathetic and inclusive.

Rite Journey

For our Year 9 students, Mercedes College has been the first all-girls' school in Western Australia to introduce the Rite Journey. The goal of this programme is to empower our young women to journey to adulthood through the development of resilience, accountability and a recommitment to the college.

Key focus areas include:

- Acknowledge and celebrate the students' transition from childhood to adulthood
- Offer mentoring programmes
- Providing physical, emotional, social and spiritual challenges
- Exploring gender construction and identity
- Allowing students to share their dreams and doubts
- Genuinely listen to students and hear them
- Give students time and space to get to know themselves and others

Parent Information Evening

In 2020 the College introduced a different structure for our Parent Information evening. We created a one-night event and allowed parents to make choices regarding the topics that felt were of most value to them and their daughter. To achieve this, a variety of internal and external speakers presented on various important aspects of College life as well as other external topics such as cyber safety. To find a details regarding the presentation, please click [HERE](#).



Data Analysis

At Mercedes College, improving our understanding and responding to the messages contained has been a focus of our 2018 and 2019 SIP. The use and review of data will continue to be important in 2020. Schools are most certainly awash with data and if it used effectively can help identify both areas of great strength and potentially significant weaknesses.

WACE

Achievement of WACE is an extremely important component of a student's education. The following will show pertinent data reviewed by the College to better understand our impact and what changes may be required.

Mercedes College WACE Completion Rates

Year	Completion Rate
2019	97.33
2018	98.16
2017	98.7
2016	96.6
2015	99.35
2014	100
2013	100
2012	100

In 2019, all but four of the 150 eligible students achieved their WACE. Comparatively, more students have prequalified for the literacy and numeracy standard via NAPLAN as oppose to via OLN in recent years. This is most notable when considering the numeracy requirement. Please refer to the subsequent NAPLAN data analysis, to see improvements in NAPLAN numeracy.

Year 12 Achievement Data

Overall Achievements in 2019

- **24th highest median ATAR** in the state at **85.05 (improved by 13 spots** from 2018, up 10 from 2017)
- **69.74% participation** (which is down from 86% in 2017, 78% in 2018 and 84% in 2016).
- **40% reduction, in comparison to 2018, with regards to students with less than 70 ATAR.** The lowest proportion and number since the new system WACE system in 2016.
- **Marking comparability has remained steady** at approximately -3% which is a **significant improvement on the scenario prior to 2018.**
- 117 students have been offered a place into a public university despite only 102 students having an ATAR. This is **nearly 77% of the 2019 Year 12 students have an offer at a public university.**
- Highest number of non-ATAR students, totalling 15, with public university offer since new system in 2016 was introduced
- Approx 36% of the eligible cohort above 90 ATAR and 15% above 95 ATAR while 9% achieved above 98 ATAR.
- One Subject Exhibition – Design
- Three Subject Excellence Awards- English, PE Studies and Design
- Four High Achieving Subjects - Drama, Italian, Politics and Law, Religion and Life
- 15 Certificate of Distinctions
- 36 Certificate of Merit

Power BI Analysis



To access information on the analysis that has been shared with staff please click [HERE](#). If access is required, please contact Mr Andrew McClintock via email at amcclintock@mercedes.wa.edu.au.

Learning Areas and Data

In 2020 each Learning Area was required to use the WACE to respond to the following questions:

- What was particularly pleasing in this year's Year 12 results data? To what do you attribute this?
- What, if any data, were disappointing?
- What data were unexpected?
- What patterns and trends are evident in the data and what factors, are contributing to these?
- What other data (qualitative or quantitative) might assist the committee interpret the school's response to the results for this year's graduating cohort?
- What areas for improvement do the results data suggest?
- What strategic and practical actions are planned to effect improvement?
- What messages from the data do you intend communicating to your community? Why?
- What measures are in place to indicate 'value-add' factors for the cohort?
- Any other comments are most welcome

Message and Response

Our results indicate that we are very effective at providing students a quality vocational pathway ATAR pathway. Some important messages within the data have, and continue to, shape our response to the needs of our students. Key messages are identified below:

1. Reduction in ATAR participation without reduction in university offers

The school has sought to better promote General and Vocational pathways. In 2019, and this will continue in 2020, we created three distinct pathways, namely – ATAR, Connect and Vocational. For information relating to these distinct pathways, please click [HERE](#).

The focus on students choosing appropriate pathways has been addressed by Senior Leadership Team, Academic Council and via whole staff professional learning as well as at a departmental level since 2017. This continues to be a focus but the WACE results from 2019 indicate significant gains in this area.

Via Course Information evenings the College has provided parents/guardians information about future pathways. As new information becomes available this will be communicated to parents. Last year's discussion included information from reports including:

- S. Pilcher and K. Torii (2018). Crunching the number: Exploring the use and usefulness of the Australian Tertiary Admission Rank (ATAR), Mitchell Institute paper No. 01/2018. Mitchell Institute, Melbourne. Available from <http://www.mitchellinstitute.org.au/papers/crunching-the-number/>
- Productivity Commission 2017, University Education, Shifting the Dial: 5-year Productivity Review, Supporting Paper No. 7, Canberra. Access at <https://www.pc.gov.au/inquiries/completed/productivity-review/report/productivity-review-supporting7.pdf>
- DET (Department of Education and Training) 2017, Completion Rates of Higher Education Students - Cohort Analysis, 2005-2015, November, Department of Education and Training. Access at <https://www.education.gov.au/completion-rates-cohort-analyses>



- System, April, Department of Education and Training. Access at <https://www.education.gov.au/report-review-demand-driven-funding-system>
- HESP (Higher Education Standards Panel) 2016, Improving the Transparency of Higher Education Admissions: Final Report, October, Department of Education and Training. Access at <https://www.education.gov.au/news/release-higher-education-standards-panel-report-improving-transparency-higher-education>

Some notable findings in these reports communicated to parents included:

- Only 26% of admissions for domestic undergraduate degrees in 2016 came from Secondary Education with an ATAR.
- 12% of admissions for domestic undergraduate degrees in 2016 came from a VET Award Course.
- 11% admissions for domestic undergraduate degrees in 2016 came from a Secondary education without an ATAR
- Kemp and Norton (2014, p.ix) states, “Students who successfully complete pathway programmes often do as well as, or out-perform, students with better original school results”.

Such details were also made available to our parent body via email in 2018 and 2019. A continued focus on promoting the changing nature of tertiary education will continue in 2020 and aligns with our Strategic Plan.

Ultimately, the school's message is about making suitable and informed choices. In addition, Year 11 subject selections will be completed online this year. The College will use a package from Edval to achieve this.

Where a student does reach a prerequisite for a subject, they and their parents will be required to meet a member of the Senior Leadership Team, Co-ordinator of Careers and VET and/or Director of Learning and Teaching. Where appropriate, the relevant HOLA will be involved. This is a change from previous years.

Details of the information available to our parents and students can be accessed [HERE](#).

2. Accuracy of Year 11 and Year 12 Marking

The data suggests many students who achieve a less than 55% scaled score for their subjects have been marked too generously. This can unfortunately lead to false expectations from students in terms of their predicted ATAR. If our marking is more accurate, students can make informed choices about their pathway. The ATAR course analysis and tracking data made this evident. This is a problem that is being addressed, and improvement has occurred, but requires future attention in 2020. It is vital to give a mark that can be sustained in an external exam.

Departments and/or courses where inaccuracies have been identified and asked to review processes. Assistance in understanding data has been offered to staff and departments. Reviews are ongoing and some signs of improvement have been demonstrated.

Evidence provided to Heads of Learning Areas can be accessed [HERE](#). The details allow for Course comparisons and correlations since 2016. If access is required, please contact Mr Andrew McClintock via email at amcclintock@mercedes.wa.edu.au.

**3. ATAR numbers across the state are reducing and early offers are increasing**

As a reduction in the number of students across the state is occurring, achieving a higher ATAR will become increasingly more challenging. In conjunction with early offers becoming more common among our public universities, the ATAR pathway – at least in the short term – will be a dynamic and somewhat potentially unstable area.

Our College will need to keep abreast of such developments and address trends. Our teaching staff need to be mindful of these changes. Factors to be considered and communicated will include:

1. How to keep students committed to achieving their best if early offers begin to increase
2. Marking comparability, will the previous 60% mark remain the same. An example would be to look at the impact of Literature ATAR. With a reduction of students, only the strongest remain – resulting in significant impacts on the less talented within a talented cohort.

NAPLAN**Data**

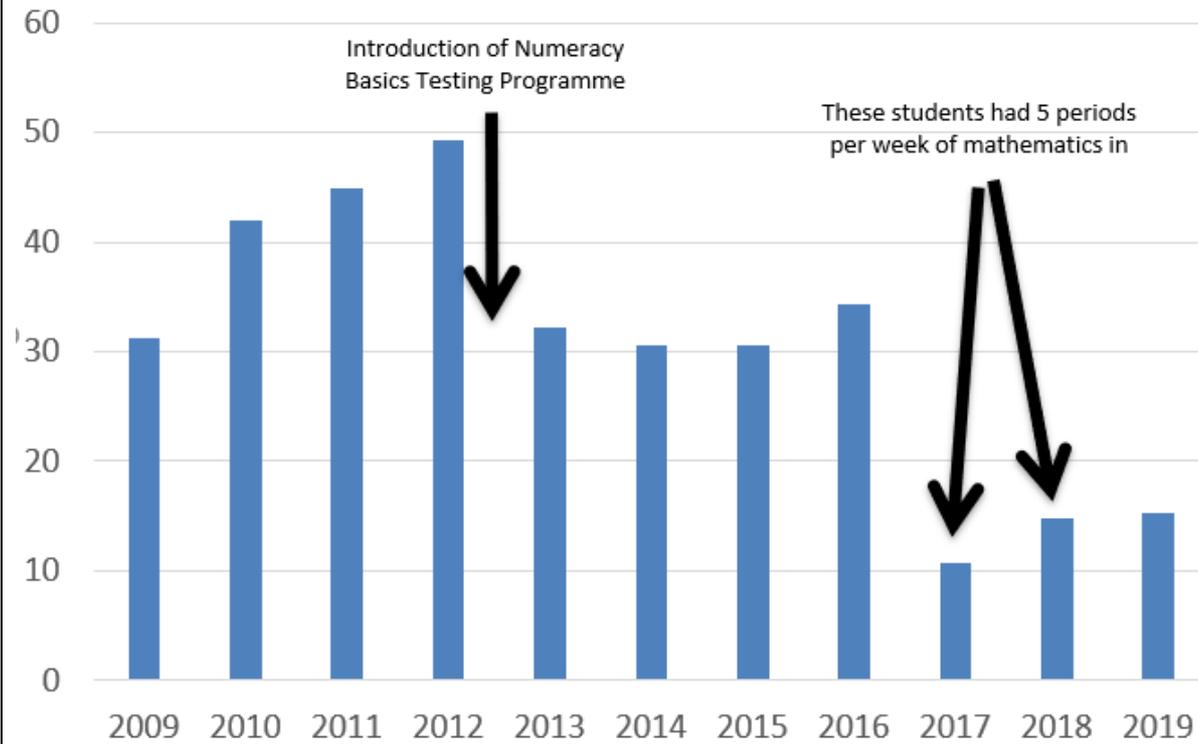
Much of the focus on NAPLAN can be about how much above/below the national and state mediums a school is. At our College, the focus has been on growth. We want to areas of need as demonstrated by the NAPLAN data. In 2018 and 2019 we have been acknowledged by ACARA as a high growth school. Such accolades indicate students are developing well; however, we are conscious of areas to improve and actively seek to provide better outcomes for students.

A snapshot of some of the NAPLAN analysis can be seen below.

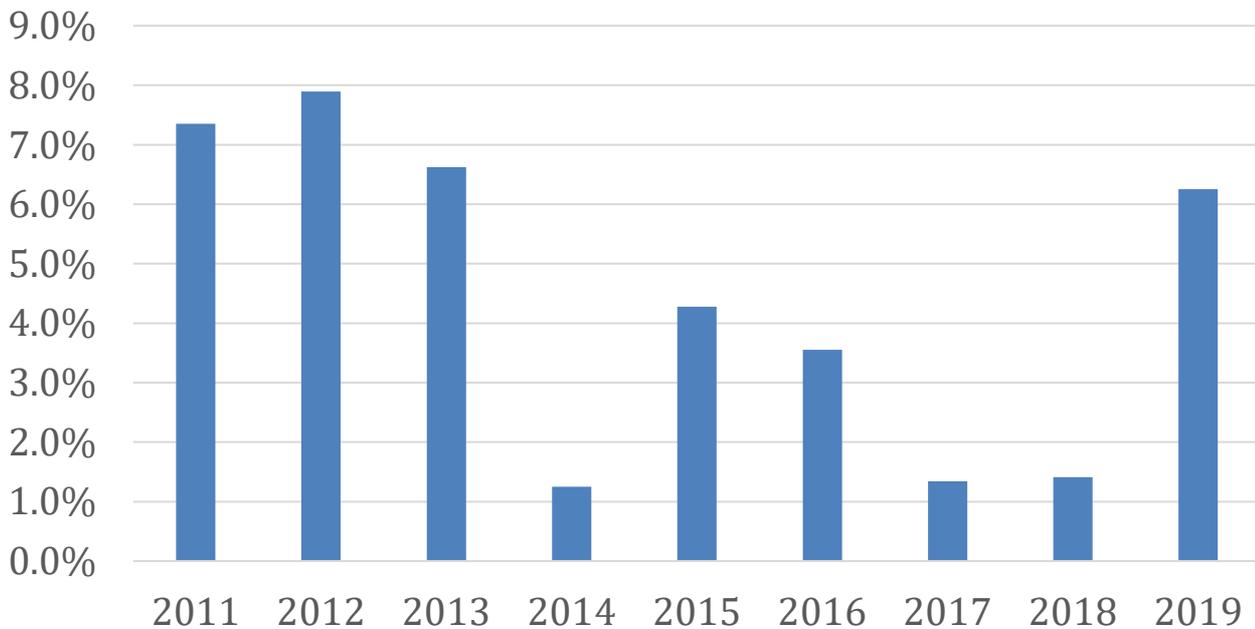
Year	% of students who need to sit the OLNA
2009	31.21
2010	41.94
2011	44.86
2012	49.33
2013	32.23
2014	30.64
2015	30.5
2016	34.3
2017	10.7
2018	14.8
2019	15.3



% of students who need to sit the OLNA

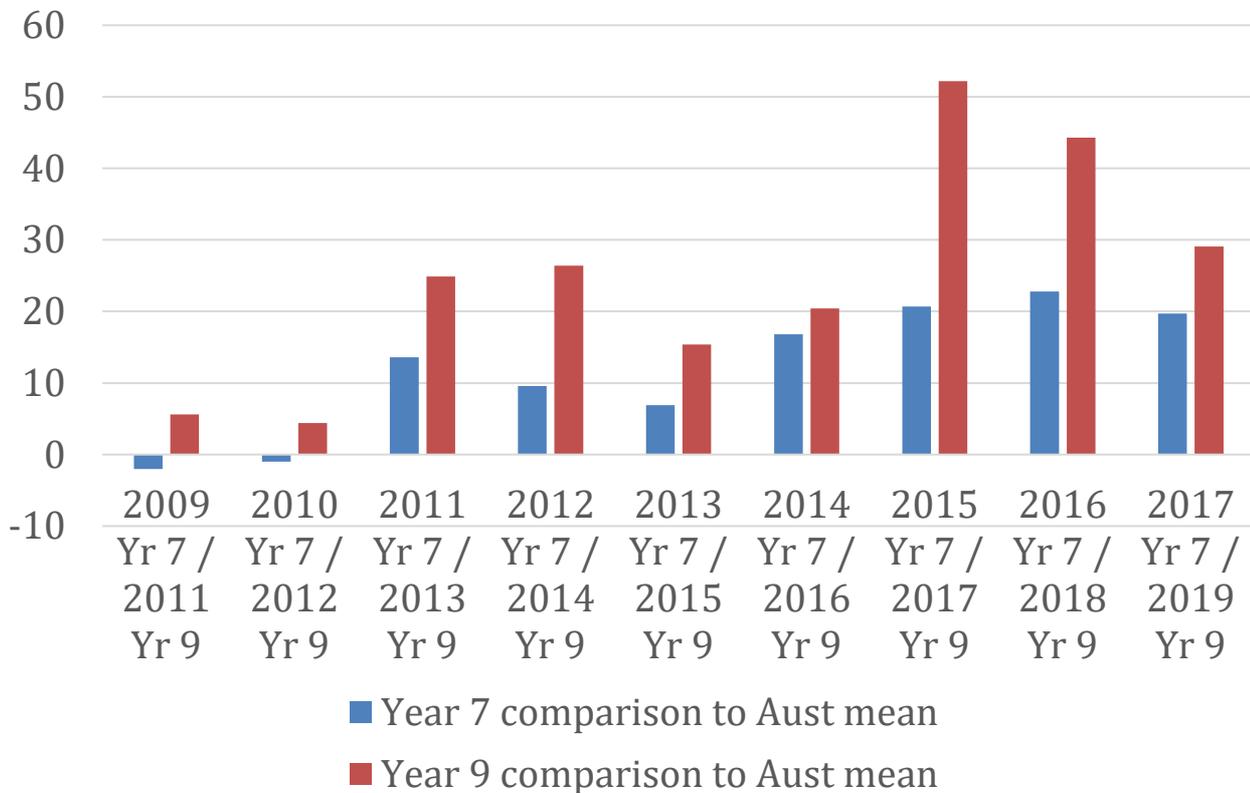


% of Numeracy students who regressed from Year 7 to Year 9





Yr 7 & 9 NAPLAN Numeracy performance compared to Australian mean



The message appears that more time for Mathematics could produce better outcomes for students and limit regression. With 5 lessons per week in Year 9 and 4.5 lessons per week in Year 8 in 2020, it is hope that such additional support will assist students.

Similar trends in Writing also appear evident, whilst Reading has remained consistent with previous years. It will be interesting to see how additional time for literacy and numeracy will impact student development.

Improvement in reading, and literacy more generally speaking, are areas for the school to take a closer look at. Through our Academic Council meetings, a collective approach could be discussed and developed in regards to literacy. Professional learning is being considered.

Processes and Undertakings to cater for Individual Student Needs

At Mercedes College we have a clear focus and commitment to better understand how individuals and classes learn. We have, and continue to, implement strategies, process and structures designed to better facilitate the learning of our students.



These endeavours include, but are not limited to:

- The Academic Extension and Challenge (ACE) programme which is designed to cater more effectively to the needs of students who have demonstrated aptitude in the learning areas of Mathematics, Science, English and/or Social Sciences. Additional information regarding this programme include:
 - Selection for these classes are informed by student performance data
 - These classes currently exist for our Years 7 to 10 students
 - In 2020 our Year 10 cohort will also have ACE classes
 - The programme requires students to engage in the Australian Curriculum but with greater depth.
 - Additional learning opportunities have been provided for students such as being involved in Science Hackathons as well as attending Fremantle Literature Festival
 - A student may be up to four ACE classes; however, we have found only a few students are in all four. The high proportion of the year group involved in the programme has been a positive.

- Our Inclusive Education department caters for the specific learning needs of a vast number of students. Accommodations and efforts include:
 - The provision of Preliminary and ASDAN courses to Years 11 and 12 students which can be recognised on a student's WASSA
 - The Functional Literacy programme, which particularly focuses on phonetics, for Years 7 and 8
 - Introduction of an Inclusive Education Flexi course to allow staff to better cater to areas of student need.
 - Learning Support classes for Years 7 to 12
 - Assisting and supporting teaching staff in their delivery of curriculum
 - Assisting staff in the differentiation of curriculum
 - Creating, revising and communicating IEPs and IPs for students with various disabilities or difficulties.
 - Coordinating our teacher assistants with a focus on providing their support to classes where student need is greatest. Our Teacher Assistants work closely with teachers from various departments
 - Providing Special Examination Arrangements for students who may have disabilities or difficulties.
 - Conducting testing to build evidence-based approaches to student learning. Tests administered include MYAT, Stanine, South Australian Spelling Test etc

- At Mercedes College, to assist student learning we are currently using the online programme called Education Perfect. This educational site is currently used in the learning areas of English, Science and Languages. It allows for:
 - Setting specific tasks to best cater to the given learning needs of individual students.
 - Teachers of individual and class performance to become better informed about student needs
 - Better, more targeted instruction as well as activities that suit the specific needs of a student/s.



- Mathspace is another online tool that allows for differentiation and feedback regarding student learning. It allows for:
 - Adaptive tasks, in that questions will become increasingly more challenging as students demonstrate greater competency. It also provides hints and assistance for students
 - Provides insight as to the student understanding of key concepts and skills
 - Allows teachers to target areas of concern for both individual and classes
 - Provides quality feedback to both staff and student
- Additional support and mentorship also take place outside of the classroom setting and includes:
 - Homework Club which is offered after school in the library approximately four times a week
 - Maths Focus Room which provides additional support during lunchtime for all students on daily basis
 - Individual teacher tutorials, there are numerous staff that provide this support
 - A student's learning and needs are also catered to via the various co-curricula offerings of the College. These are offered by many learning areas and range in activities from our Drama and Dance Festival with typically over 400 participants through to Philosophy Club and Mock Law Teams through to our Mercedes College AFL team. Such experiences provide opportunities for individual feedback and provide problem solving opportunities for students

Areas currently being reviewed for the purpose of improvement include:

- Aligning with our Strategic Plan, individual departments are currently being supported to formulate Learning Area plans to enhance teaching learning for our students, staff and wider community
- Enhancing our delivery of STEM via an interdisciplinary approach
- Inclusive Education collaborating with Trinity College to learn and better cater to the needs of students with needs.
- Further improvement of our Aboriginal Education Plan
- Review literacy programmes and strive to find and/or develop options that may provide better outcomes in this regard
- Develop greater connections within the CBD. We wish to provide greater access for our students to skills and experiences offered by professionals and businesses. We will strive to connect our students with the future of workplace and employers.

Part G
(Appendices)

Hyperlinks to relevant documents can be found throughout the Curriculum Plan.

For the Mercedes College Strategic Plan please click [HERE](#).

For the Mercedes College 2020 School Improvement Plan please click [HERE](#).

For the Mercedes College 2020 Assessment Policy please click [HERE](#).