



Mercedes College

DEPUTY PRINCIPAL
APPLICATION INFORMATION



Mercedes College

COLLEGE BACKGROUND

Mercedes College is a Catholic secondary school for girls in Years 7 to 12, governed by Mercy Education Limited and grounded in the Mercy Tradition. Situated in the heart of the City of Perth and part of the City's heritage precinct, the College was the first foundation of the Sisters of Mercy in Australia and is the oldest girls' school in Australia on the original site of foundation.

Since opening in 1846, the College has demonstrated a commitment to providing the highest quality educational experience for girls from a diversity of cultures and backgrounds. We aim for excellence in a learning environment where students are encouraged to take ownership of their educational journey and persevere to achieve their personal best.

We are inviting applications from aspirational, inspirational, Catholic educational leaders for the position of Deputy Principal of Mercedes College.

OVERVIEW OF THE POSITION

The Deputy Principal is a member of the Mercedes College Senior Leadership Team and shares responsibility for the Catholic identity of the College and the spiritual and faith leadership informed by the Mercy Tradition as an expression of the Gospel message of Jesus.

The Deputy Principal articulates the mission, ethos and educational goals of Mercedes College as a Mercy school, leads the Teaching and Learning Team, in collaboration with the Director of Campus Operations, and oversees the Faith and Mercy Charism and Pastoral Teams.

The Deputy Principal actively supports the Vice Principal in contributing to all key strategic, policy and management decisions brought to the Senior Leadership Team, in the collective and strategic leadership of the College.

The Deputy Principal plays a critical role in delivering on the intents within the school improvement agenda, aligned with the Australian Professional Standards for Teachers and Principals and mapped against our School Improvement Tool.

In being both proactive and responsive to College needs, the Vice Principal may request the Deputy Principal to perform other duties as required.

POSITION DESCRIPTION

Position: Deputy Principal

Reports to: Vice Principal

Tenure: Fixed Term Position

Commencement: January 2027

The Deputy Principal provides effective leadership and support in the establishment and maintenance of positive and caring relationships between staff and students, families and external bodies, with a joint understanding of expectation and accountability. The Deputy Principal under the delegation of the Vice Principal, has the responsibility of ensuring the operationalising of all aspects of the College Strategic Plan, to meet the needs of students, families and staff and the ongoing agenda of the school.

RESPONSIBILITIES

PASTORAL

- Advocate and support the Mercy ethos, values and mission of the College
- Promote and maintain Gospel values and the Catholic tradition across all sectors of the College, including students, staff and parents
- Ensure all undertakings are student focused

LEADERSHIP

- Provide clear and competent leadership to the Teaching and Learning Team and oversee the Pastoral Team
- Develop and implement student and staff initiatives in line with the Strategic Plan, that are data informed, measured and reviewed for success
- Oversee the development and management of teaching staff Growth Plans across the College in collaboration with the Dean of Professional Growth and Vice Principal, in line with Learning Area Operational Plans and the College Strategic Plan
- Review student achievement data using Semester Reports and develop strategic action plans as appropriate
- Collaborate with the coordination of key events such as the Presentation Evening, Graduation, Parent Information Evenings and Whole School Assemblies
- Grow the capacity of the Middle Leadership Team in collaboration with the Vice Principal and Dean of Professional Growth and Dean of Students, as a highly skilled professional learning group characterised by a performance growth culture
- Oversee the Head of Future Pathways and Partnerships, Dean of Professional Growth and Learning Hub staffing and activities
- Collaborate to develop the prayer, meeting and professional learning timetable, mapped to the Strategic Plan
- Oversee the management of teaching staff concerns, in collaboration with the Heads of Learning Area
- Collaborate with the Director of Campus Operations, Dean of Students, Heads of Year and Heads of Learning Area to track cohort and individual student progress against student data metrics, providing affirmations of growth and interventions where appropriate
- Collaborate with the Director of Campus Operations, Head of Future Pathways and Partnerships and Vice Principal to engage staff in data story telling for continuous improvement, incorporating standardised testing and agreed metrics for success
- Oversee the First Nations Program and staffing
- Initiate, lead and chair working parties to address contemporary educational change
- initiatives as required, and review outcomes against agreed measures of success

OTHER

- Comply with the Mercy Education Limited Code of Conduct, management directives and approved policies and procedures.
- Engage in the co-curricular life of the College.
- Actively participate in the Work Health and Safety program at the College. This includes completing all Mercy Education Ltd modules within the time frame provided.
- Assist in the coordination of and actively participate in various school functions
- Comply with the staff dress code at all times.
- In being both proactive and responsive to changes in the College's operating environment, the Principal may, from time to time, require the performance of other duties

SELECTION CRITERIA

- Experience in middle or senior leadership across at least two different experiences
- A strong personal vision for education for girls
- Masters level qualification and ongoing commitment to the Accreditation to Lead
- Demonstrated belief in lifelong learning and as such, an interest in current educational research, contemporary practice, and the changing trends in education
- Proven capacity to lead, motivate and manage staff in ways that are highly relational and uphold high expectations for professional practice
- Ability to promote the College's profile and uphold community confidence amongst parents, Mercy Education Ltd networks, Catholic Education Western Australia colleagues and other stakeholder groups
- A strong work ethic, an eye for detail in planning and organisation and strong technology skills
- Experience in leading change management for innovative initiatives

CONDITIONS OF EMPLOYMENT

Mercy Education Limited is the Employer of all staff at Mercedes College and employment will be subject to the terms and conditions of The Roman Catholic Archbishop of Perth Teachers Enterprise Bargaining Agreement 2023, Independent Schools Teachers Award 1976, Mercy Education Policy Statements and school-based policy statements.

Support for the ethos and mission of the College as outlined in documents on our website: www.mercedes.wa.edu.au

The successful candidate will also require:

- A current Working with Children Check Card (WWC)
- A current registration with the TRBWA
- Masters level qualification and the Accreditation to Lead
- Undergo Mandatory Reporting training
- Undergo Staff Code of Conduct training

APPLICATIONS

Applicants must provide a one page cover letter to the Principal, a detailed curriculum vitae, response to the selection criteria (200 word maximum per criteria) and the names of three referees, one of whom must be the current employer.

This position is a fixed term position as follows:

- an initial term of three years
- a first renewal term of four years
- a second renewal term of three years

Extension of the initial or first renewal is dependent upon a successful review of performance, which will be conducted in the final year of the preceding term. No review will occur in the final year of the second renewal term.

In the final year of the second renewal term, the position will be advertised externally. You may apply for any positions advertised as a result of the end of this appointment.

Please include all relevant documentation into one PDF document prior to submission.

Applications must be addressed to the Principal, Dr Lucie McCrory and emailed to employment@mercedes.wa.edu.au.

Applications close 14 September 2026 and interviews will commence within a week of closing date.

We encourage you to apply as soon as possible as we reserve right to close this vacancy early.

Confidential queries about this position are to be directed to the Principal, at Principal@mercedes.wa.edu.au

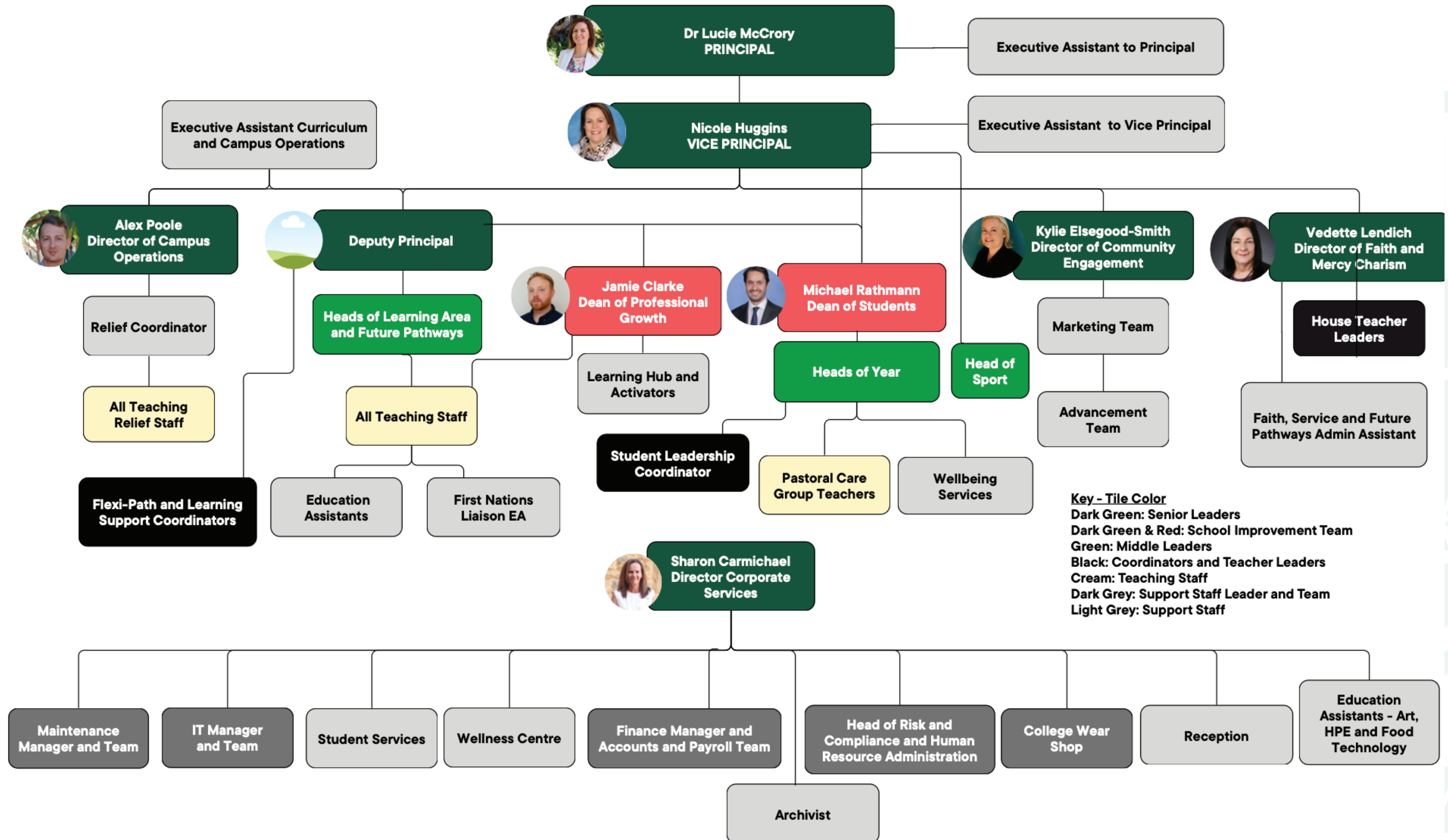
LINKS

Mercy Education Limited Code of Conduct - mercy.edu.au

Mercy Education Limited Policies - mercy.edu.au

COLLEGE ORGANISATIONAL CHART

Flow of authority and internal structure



THE MERCEDES CONTEXT

Mercedes College offers young women an outstanding Catholic education based on the Mercy values of compassion, justice, excellence, integrity, service and hope. Located within the Perth CBD at the historic Victoria Square, Mercedes College is directly opposite St Mary's Cathedral.

GOVERNANCE

Mercedes College is a member of a national group of schools, owned and governed by Mercy Education Limited. We are a part of the sector for Australian Independent Schools of Western Australia (AISWA) and operate in communion and mission with Catholic Education Western Australia (CEWA).

MERCY EDUCATION LIMITED

Mercy Education Limited supports a dynamic network of Catholic Colleges united by a commitment to the Gospel of Jesus and with fidelity to the tradition and spirit of Mercy and the mission of Catherine McAuley. Mercy Education Limited was entrusted by the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) to provide governance for its member Colleges prior to the transition to Mercy Ministry Companions (MMC). Mercy Education Limited became an incorporated ministry of MMC on December 3 in 2021.

MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism, and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.

COLLEGE ADVISORY COUNCIL

The Mercedes College Advisory Council provides a strategic overview of budget and policy and forms a valuable resource for the Principal in offering a range of inputs wider than that of education. The Council members, all with a close Mercedes connection come to their task with experience from other sectors of society and with a range of professional backgrounds.

A RICH HISTORY, A LASTING FUTURE

Mercedes College traces its origins back to 1846, the early days of the Swan River Colony, when a community of six Sisters of Mercy, under the leadership of Ursula Frayne, arrived from Ireland on the Barque Elizabeth. The Sisters of Mercy had been founded fifteen years earlier in 1831 by Catherine McAuley. They were inspired by their foundress Catherine McAuley who had devoted herself and a substantial inheritance to the relief and education of poor women and girls.

The early sisters responded to the need of the fledgling colony, being told that supposedly thousands of European children and two million Aboriginals "awaited the bread of instruction". In reality, the sisters arrived to find one single Student. The College grew rapidly from these humble beginnings, at the same time as the City of Perth emerged.

Our Mercedes College values remain deeply connected to the Sisters of Mercy and form the basis of our vision for faith, wellbeing and learning. Our values underpin our decision making, honouring our history and enabling Mercedes College to continue to ignite the spirit of Mercy as the cradle of the charism here in Australia.

We draw inspiration from Catherine McAuley, who said, "we must strive to do ordinary things extraordinarily well". She urged her fellow sisters to remember that "to not advance, is to go backwards". With the inspiration of the women who went before us, Mercedes College Staff prepare our Students to be shapers of the future.



THE MERCEDES MOTTO AND VISION

MOTTO

The College motto sits beneath our crest and is “Laudate Dominum”, Latin for “Praise the Lord”. This motto was selected to depict our foundress’s great belief in the providence and love of God as divine master. Using our gifts to undertake “the path of Mercy” as pointed out by Jesus Christ, is a way to praise God.

THE VISION STATEMENT

ASPIRE - EXCEL - LEAD

ASPIRE

Mercedes College offers young women an outstanding Catholic education in the Mercy Tradition. We provide an accessible education for girls from a diversity of cultures, backgrounds and from a large footprint spanning Perth and Peel regions and encompassing over thirty cultural backgrounds.

We equip our girls to be active citizens. They 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 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.

EXCEL

We seek to be innovators in girls’ education. Our dedicated Staff strive 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 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.

LEAD

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 Students to become women with a strong sense of who they are and of the influence they can have in the world beyond Mercedes.

Mercedes College is proud of its heritage, its tradition and its vision for the future.



PROFESSIONAL GROWTH

BUILDING, DEVELOPING & EMBEDDING GREAT TEACHING

Our Professional Growth Programme is designed to translate professional learning into consistent classroom practice by building shared knowledge, developing teaching through deliberate practice and feedback, and embedding effective approaches across the College.

Grounded in cognitive science, evidence-informed practice and our Mercy values, the programme supports our vision to Aspire with Faith, Excel with Purpose and Lead with Mercy. It creates the conditions for teachers to learn together, refine their practice in small steps, open their classrooms to colleagues and continually improve the learning experience for our students.

OUR PROFESSIONAL GROWTH MODEL

CORE INSTRUCTIONAL PRACTICES | A SHARED LANGUAGE FOR GREAT TEACHING

Our six Core Instructional Practices provide a clear starting point for what effective teaching looks like at Mercedes. Drawn from strong practice already evident in our classrooms and informed by research, they establish a common language for professional dialogue, development and feedback.

GROWTH TEAM MEETINGS | LEARN, MODEL & REHEARSE

Middle Leaders drive professional growth within each Learning Area through protected Growth Team Meetings. Teams identify a shared teaching focus, explore the evidence behind a target strategy, examine models of effective practice and rehearse how it might look in their own classrooms.

DROP-INS | TURNING LEARNING INTO PRACTICE

Short, low-stakes classroom Drop-Ins help bridge the gap between knowing about effective teaching and doing it consistently. Middle Leaders and colleagues observe agreed strategies in action and provide either positive shoutouts that recognise effective practice or developmental feedback that identifies a manageable next step.

THE LEARNING HUB | BUILDING PROFESSIONAL KNOWLEDGE

The Learning Hub supports self-directed professional learning and provides the knowledge that feeds our wider programme. Teachers can access 15-Minute Forums, professional reading, online courses and videos, creating multiple ways to engage with research and strengthen pedagogical knowledge.

INSTRUCTIONAL COACHING | PERSONALISED PROFESSIONAL GROWTH

Teachers who want to develop an aspect of their practice further can access Instructional Coaching, working alongside a trained coach through supportive cycles of observation, feedback and deliberate practice. Planning is underway for an expanded Instructional Coaching pilot in 2027, further strengthening the College's capacity for sustained, individualised teacher development.

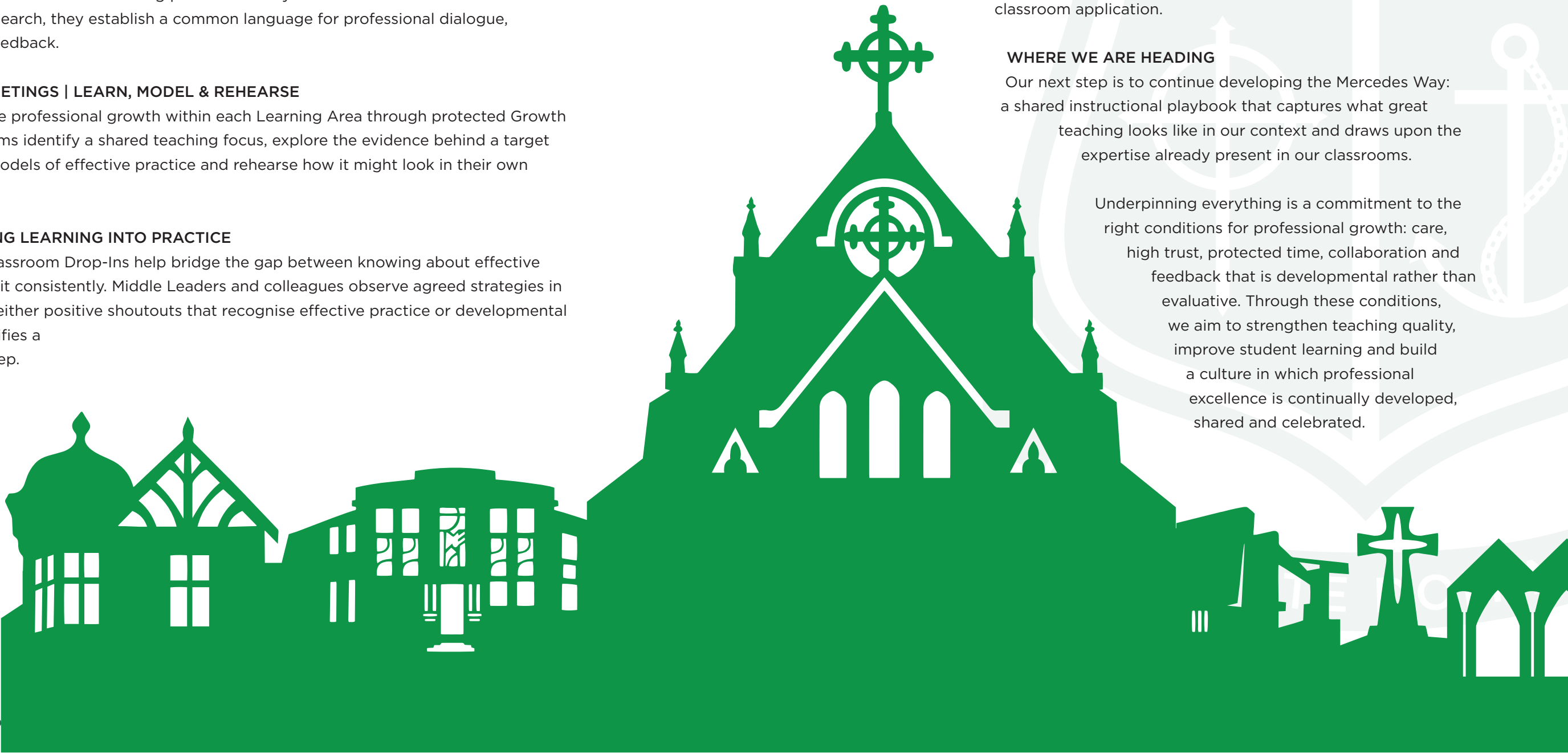
EARLY CAREER TEACHER PROGRAMME | BUILDING STRONG FOUNDATIONS

Our structured Early Career Teacher Programme connects the AITSL Graduate Standards with cognitive science and evidence-informed classroom practice. Across the programme, ECTs engage with online courses and videos, attend check-in meetings and have professional conversations on classroom application.

WHERE WE ARE HEADING

Our next step is to continue developing the Mercedes Way: a shared instructional playbook that captures what great teaching looks like in our context and draws upon the expertise already present in our classrooms.

Underpinning everything is a commitment to the right conditions for professional growth: care, high trust, protected time, collaboration and feedback that is developmental rather than evaluative. Through these conditions, we aim to strengthen teaching quality, improve student learning and build a culture in which professional excellence is continually developed, shared and celebrated.



2025 ACADEMIC EXCELLENCE

Mercedes College has almost 100% NAPLAN participation compared with 95% Australian Average.

Year 7 had 99.99% participation

Year 9 had 99.97% participation

Mercedes College continues to demonstrate strong performance in NAPLAN, with student achievement remaining above national averages in several domains. In 2025, the College was recognised as a Top 20 school in Western Australia in the Schools Making a Difference rankings, reflecting exceptional learning growth between Years 7 and 9.

This recognition highlights the impact of:

- targeted intervention and support programs
- high-impact, evidence-based teaching strategies
- effective use of learning analytics
- a whole-school commitment to continuous improvement

Growth data indicates that students are making meaningful progress across literacy and numeracy, supported by collaborative professional learning structures and a strong culture of high expectations.

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

Percentage of Students Making above average progress

	2023-2025
Reading	61
Writing	66
Numeracy	60

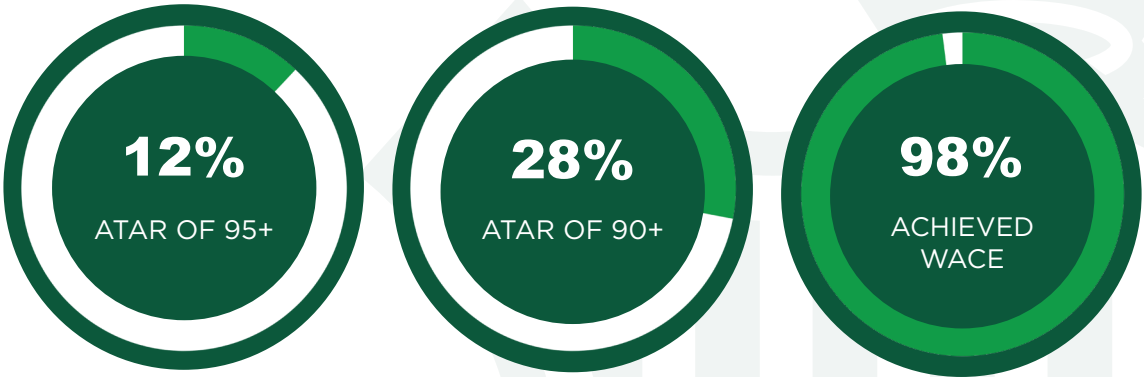
2025 Results Comparison - Like Schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	568	584	574	575	565
Year 9	619	652	606	630	614

2025 Results Comparison - All Schools

	Reading	Writing	Spelling	Grammar	Numeracy
Year 7	568	584	574	575	565
Year 9	619	652	606	630	614

ATAR	University Alternate Entry	VET
66%	28%	6%



HIGH PERFORMING SUBJECT **POLITICS AND LAW ATAR**
HIGHEST ATAR SCORE **99.7**
SCSA AWARDS **29**
VET CERTIFICATES **34**



WELLBEING VISION

At Mercedes College, our Pastoral Care Program is an integral component of the College's Wellbeing Vision which is underpinned by our Mercy values. Each year group is allocated a Mercy value and has scaffolded experiences and learning opportunities that allow the students to flourish in that Mercy value.

Our approach provides for the 'whole person' when educating Students. The Program aims to provide Students with activities, experiences and practices that are proactive, focus on prevention and intervention, and that engage, nurture, and promote the wellbeing of the whole school community so that Students flourish happily, healthily and confidently in their lives.

Students are presented with a range of weekly opportunities from Year 7 to Year 12 to develop the skills and knowledge necessary to:

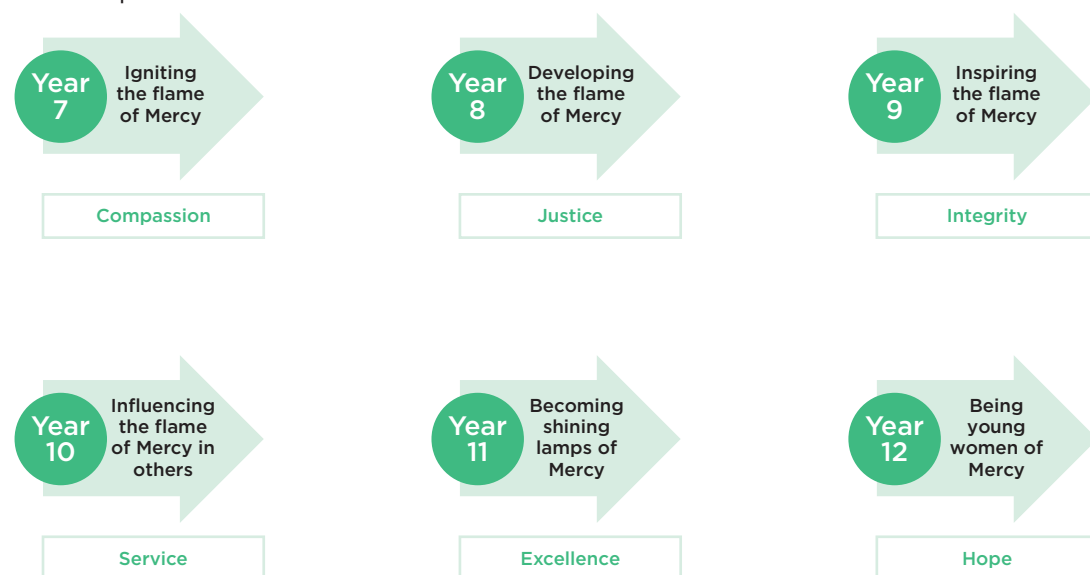
- Grow in their faith
- Work for fairness in the world
- Learn about feelings and relationships
- Build strong friendships
- Improve resilience
- Manage their emotions
- Develop their organisation and study skills
- Find balance in their lives

FAITH AND MERCY CHARISM VISION

A refining feature of Mercedes College is our Faith and Mercy Charism vision, which is deeply connected to our Service Program. 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 Program.

Mercy Service is a flexible Student-centred program that provides Students with an opportunity to expand their understanding of the Christian call to mission and service. The Program helps Students to develop the Mercy values of service, justice, compassion, integrity, hope and excellence.

The Mercy Service Passport includes evidence of participation in advocacy and service activities such as the Mini Mercies, Seeds of Justice and Young Mercies, whose mission is to enact various Corporal Works of Mercy. The program for each year group has a different focus and service requirement.



2023-2027 STARTEGIC PLAN



1. CATHOLIC FAITH AND MERCY TRADITION

Challenge the community to walk in the footsteps of Jesus and continue to live Mercy values throughout their lives.

“The Order is God’s work – not mine.”- Catherine McAuley

FOCUS

- 1.1 Promote our strong Catholic tradition consistent with Gospel values viewed through a Mercy lens.
- 1.2 Enhance student voice and opportunities through Mercy service, social justice and commitment to environmental stewardship.
- 1.3 Provide contemporary faith and service opportunities for staff.
- 1.4 Actively engage the College community in faith formation.

2. FUTURE FOCUSED EDUCATION

Advancing educational excellence and high quality outcomes for students with a strong focus on student needs now and into the future.

“You should remember that not to advance is to go back.” - Catherine McAuley

FOCUS

- 2.1 Nurture a community of educational excellence based on quality teaching and learning, achievement of personal best and data informed practices.
- 2.2 Empower highly professional staff to develop learning experiences that are engaging, innovative and meet the learning needs of students.
- 2.3 Provide a broad and Christ-centred curriculum.
- 2.4 Enhance skills which encourage innovation to address global challenges.

3. SAFE, THRIVING COMMUNITY

Empower our community and support the development of personal wellbeing through high quality pastoral care.

“Be ever ready to praise, to encourage, to stimulate, but slow to censure, and still more slow to condemn.” – Catherine McAuley

FOCUS

3.1 Empower the College community to respond to challenge and be accountable for their decisions.

3.2 Work in partnership with the College community to promote student safety and wellbeing.

3.3 Provide quality evidence based pastoral care.

3.4 Support the ongoing development of a safe and inclusive environment conducive to teaching, learning and achievement.

4. AUTHENTIC PARTNERSHIPS

Enhancing partnerships that promote high quality and effective connections.

“The blessing of unity... dwells amongst us” – Catherine McAuley

FOCUS

4.1 Promote partnerships with parents, the wider College community that support student learning and achievement and preparation for life beyond school.

4.2 Engage with colleagues in educational settings to enhance the holistic development of students and staff.

4.3 Build partnerships with industry, tertiary institutions, government and support agencies to enhance student opportunity and growth.

4.4 Commitment to cultural diversity and reconciliation.

4.5 Further develop partnerships with local, national and international communities that broaden learning opportunities.

5. LEADERSHIP AND STEWARDSHIP

Commitment to growth in leadership and a sustainable school community.

“Our perfection does not consist in performing extraordinary actions, but rather in performing extraordinarily well, the ordinary actions of every day.” – Catherine McAuley

FOCUS

5.1 Reimagine the College masterplan with a focus on contemporary, innovative learning spaces.

5.2 Provide opportunities for staff and student voice to guide and influence College decision making.

5.3 Inspire staff to grow professionally.

5.4 Promote the strengths of the College to attract new families as their choice for contemporary girls' education.





Mercedes College

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Mercy
Education

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