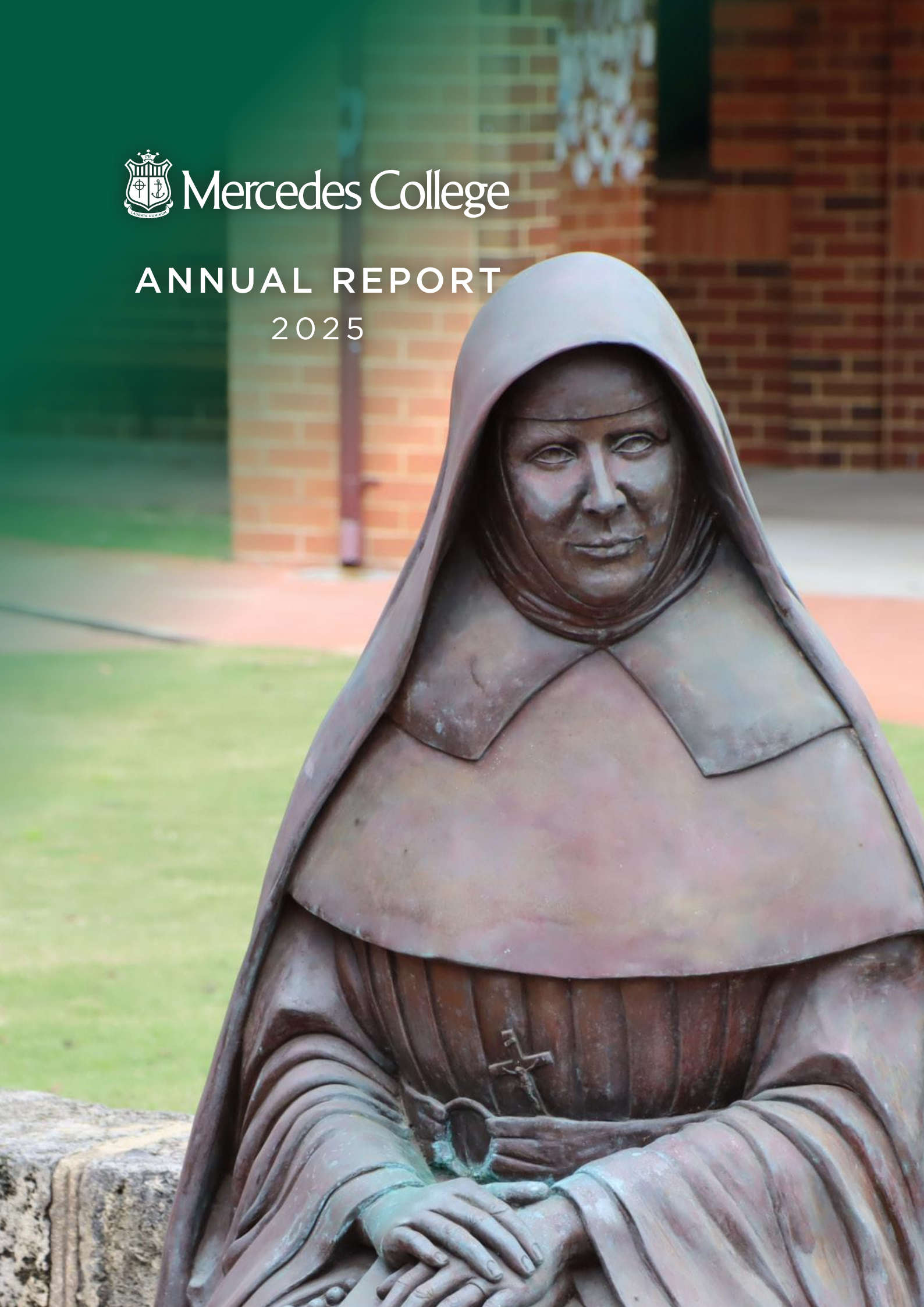


Mercedes College

ANNUAL REPORT

2025

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Principal Report

The 2025 Academic Year has been one of reflection, growth, and hope for our Mercedes College community. As custodians of the mercy story, we continue to honour our rich heritage while embracing an evolving educational landscape. This year, our theme has been "Pilgrims of Hope," inspired by the Catholic Church Jubilee 2025. This theme has encouraged us to walk together in a forward orientation of hope - to look beyond challenges, and to believe deeply in the possibility of a brighter future. For the Class of 2025, this Jubilee Year of Hope has been particularly significant. They graduated as young women of mercy, having completed over 9800 hours of community service and raising over $79,000 for worthy causes. They carry hope into the world and will strive to embody courage, compassion, and wisdom in all they undertake.

We were excited to welcome a new member to our Senior Leadership Team in 2025, Mrs Leili Marshall. With over 20 years of experience in corporate community relations, Mrs Marshall brings fresh ideas and a new perspective to the leadership team. She is passionate about connecting our mercy community, celebrating achievements, and building pride across the College. Mrs Marshall has already made a wonderful impact and is a great addition to our leadership team.

We were delighted to open our reimagined College Library in Term 2, now called the Learning Hub. This space inspires students to explore, collaborate, and engage independently with their learning. It blends quiet reflection with teamwork spaces, technical support, device charging and 3D printing facilities, a reading gallery and supports various study styles with bookable spaces, helping every student thrive. It also provides a welcoming environment for staff professional growth, reflecting our commitment to a culture of learning across the College.

Our community participated in a School Review in 2025 using the Dynamic Indicator of School Alignment (DISA) Process. This reflective tool provided an opportunity for staff, students, and parents to come together and provide perceptive feedback. We used the data to celebrate the many strengths of our College, while also exploring opportunities for growth. We engaged in rich dialogue with students from all year groups, parents, and staff across faith, learning, wellbeing, and community life. The results and conversations reflected the strength of our college's heritage and the warmth and commitment of our community. It also highlighted future areas such as the integration of learning for growth, use of data for student affirmation and intervention, and decision-making and leadership structures.

This year marked a symbolic moment in our mercy story at Mercedes. The statue of Ursula Frayne was moved from behind the walls and outside of the empty convent, and in to her new home in the heart of the school - on the Ursula Frayne Lawn. No longer overlooking the College from afar, Ursula now sits among us, alongside the new generation of students that she continues to inspire. She is positioned with a view of St Mary's Cathedral and the original St Joseph's site, and adjacent to her first home in WA, the Holy Cross building. Her presence in the centre of College life, serves as a symbol of continuity, connection, and the enduring values of our mercy heritage. It is a joyful reminder that the mercy spirit is very much alive in the daily life of our community.

During Term 4 construction began on the next stage of our Capital Development Master Plan, the redevelopment of our College Hall into a Technology Precinct. This transformative project will see the creation of contemporary, technology-rich, ambient learning spaces, with a place to gather in year groups, a vibrant new café accompanied by a large indoor seating area and balcony overlooking the oval. These developments reflect our commitment to preserving the embodied energy of our buildings and providing world-class education spaces, within a setting that celebrates sustainability, innovation and future-focused learning.

Looking ahead, we are excited to mark a historic milestone in 2026 as we celebrate 180 years of mercy education at Mercedes College. This extraordinary anniversary will provide us with the opportunity to reflect on our proud past, express gratitude for the present and look forward to embracing a progressive future.

When I ask staff what they love about our school, they mostly frequently say 'the girls are great'. And I agree. The girls inspire us and I want to thank them for being themselves, and for continually leaning in to becoming the young people they are destined to be. A special thanks to our Year 12 Prefect Council led by Head Girl Billie-Rose Francis and Deputy Lucy Warn-Dickson. The future is indeed in good hands with these impressive young women leading the way.

Finally, thank you to the staff who create the experiences of community and care for our girls. They bring the values of Mercedes College to life. We have such a dedicated group of men and women who embody the mercy values and I appreciate and acknowledge these contributions to our soul-filled school.

Hope opens new possibilities. As Pilgrims of Hope in 2025, we walk with trust in God, confidence in each other, and pride in our mercy heritage and Mercedes College story.

Dr Lucie McCrory
PRINCIPAL



Governing Authorty Report

The 2025 Annual Report to the School Community provides an excellent commentary on the endeavours of the talented staff, parents, caregivers, and students at Mercedes College who have worked generously with dedication and excellence to achieve success in this past year.

We hope that as you read this report, you too will share my delight and that of the Mercy Education Board of Directors and the staff at the Mercy Education National Office at the many triumphs of 2025. From academic and sporting achievements to the spiritual, social and emotional care, all who are associated with Mercedes College can be proud of the tangible evidence of success across all areas of school life.

2025 was a significant year in the life of the Universal Catholic Church. It was a Jubilee Year, held every 25 years. The theme for this year is Pilgrims of Hope. A report of this nature captures the inherent hope in the community that is Mercedes College. This report is explicit in describing the inherent hope in this school community and its aspiration to engender hope to the world. This aspiration is what is precious to all of us who are connected with this community and Mercy education.

As a Catholic school, informed by the legacy of Catherine McAuley and the Sisters of Mercy, Mercedes College educates generations of students and empowers them to enter the world as Mercy people with a mission to look beyond themselves and drive change. Guided by our values of Compassion, Justice, Respect, Hospitality, Service, and Courage all of us are called to be, in the words of Catherine McAuley, “shining lamps, giving light to all around us.

The Board of Directors and the staff at the Mercy Education National Office recognise the incredible commitment of the principal, Dr Lucie McCrory, the College Advisory Council, Leadership Team and all staff in fostering a strong community where everyone thrives.

From leaders, to staff, students and families: your contributions have added to the College’s and Mercy Education’s rich history and will be joyfully shared in years to come. We look forward to the journey ahead as we work together to ensure Catherine’s shining lamp continues to light our ways in service to others.

Karen Jongebloed/ Andy Kuppe
Acting Chair, Board Director/ Chief Executive Officer (Interim)
Mercy Education Limited

Mercy Education

Advisory Council

2025 proved to be another eventful year at Mercedes College, with the Advisory Council continuing to support the ongoing development of our much-loved College.

The Advisory Council welcomed new members, each bringing valuable experience and a commitment to contributing to the ever-changing educational landscape. We have also had the pleasure of working alongside our Principal, Dr Lucie McCrory, and thank her for the insightful Principal's Report provided at each meeting.

Throughout 2025, and continuing into this year, the Advisory Council has received regular updates regarding the Master Plan for Capital Development, including the commencement of works on the new Technologies Precinct.

Across the year, we were pleased to hear about the many initiatives and programs underway at the College. We commend all Mercedes staff for their exceptional dedication to enhancing the learning and wellbeing of our students. The College remains in a strong position, with healthy enrolments and excellent educational outcomes across all year levels.

To all Advisory Council members, thank you for your time, dedication, and commitment to Mercedes College. Your contributions are deeply appreciated.

On behalf of the Mercedes College Advisory Council, I wish the entire Mercedes community a safe and blessed 2026.

Mr Steven Vinciullo
Advisory Council Chair



Faith, Mission and Service

At the heart of Mercedes College is a vibrant faith community grounded in the Mercy tradition. Just as our College Chapel sits at the physical heart of our campus, so too does faith remain at the centre of all that we do. The words of Catherine McAuley remind us, “Prayer is a plant, the seed of which is sown in the heart of every Christian, but its growth depends on the care we take to nourish it.”

Throughout this year, our College community has continued to nurture that seed through prayer, worship, reflection, and acts of service.

Grounded in the vision of Catherine McAuley and inspired by the enduring witness of the Sisters of Mercy, our community seeks to ensure that faith is not simply taught but experienced through liturgy, formation, outreach, and daily encounter.

Faith Life and Liturgical Practice

The year commenced with our College Opening Mass, gathering students and staff to consecrate the year to God and renew our shared commitment to the Mercy charism. House Masses further strengthened this sense of belonging, drawing families into the spiritual life of the College and deepening connection to our Mercy identity.

Weekly Wednesday morning Masses in the College Chapel, led by Religious Education classes, remained a treasured expression of student participation in liturgical life. These celebrations fostered reverence, leadership, and active engagement in the sacramental life of the Church. Parents were warmly welcomed to these liturgical celebrations. We remain deeply grateful for the ongoing partnership and support of the clergy from St Mary’s Cathedral, whose presence enriches our liturgical celebrations and strengthens the College’s connection with the wider Church.

Significant liturgical celebrations marked key moments of transition throughout the year. These included the commissioning of the 2026 Prefects, intentionally framing leadership as service rooted in Gospel values. The Graduation Mass affirmed our commitment to forming graduates who are faith-filled, discerning, and committed to the common good.

A highlight of the year was our Mercy Day Mass, a vibrant celebration of our Mercy heritage. The entrance procession featured students and staff involved in Mercy Charism groups, symbolising the living continuity of the Mercy story. This celebration reinforced that Mercy is not simply our history, it is our present and our responsibility.

The Lenten Liturgy centred on the hope of the Resurrection and inspired the student-created Hope Art Installation, a powerful visual testament to faith expressed creatively and communally.

Formation in the Mercy Story

Throughout 2025, Mercedes College intentionally deepened engagement with our founding story and Mercy heritage.

We welcomed visiting Catholic schools seeking to immerse themselves in our Mercy charism and explore the history of the College and Convent. Delegates attending the AMSSA Conference were also invited to participate in the Walking in the Footsteps of Ursula Frayne pilgrimage. This experience enabled participants to encounter the story of Ursula Frayne in a meaningful and place-based way, tracing the footsteps of the Founding Sisters of Mercy in Western Australia and deepening appreciation for the foundations of Mercy education in Australia.

Mercy in Action: Service and Outreach

At the heart of Mercy education lies a call to serve others with compassion and courage. Pope Leo XIII reminds us that "Charity is the root of all virtue," and this spirit of love-in-action continues to guide the Mercy Service Programme at Mercedes College.

Throughout 2025, our students embodied the Mercy values of compassion, justice, integrity, excellence and hope through a wide range of service and fundraising activities. Each initiative offered our young women an opportunity to give of themselves in meaningful ways, bringing light and hope to those in need.

Our outreach cooking teams continued their invaluable work, preparing food on a regular basis for the The Big Issue Street Soccer Program and the The Salvation Army outreach programme. Students and staff also prepared hundreds of nutritious meals for Passages Youth Engagement Hub, operated by the St Vincent de Paul Society. These initiatives provided both practical support and a tangible expression of our College's Mercy spirit.

Beyond the kitchen, many students volunteered in a range of community outreach programmes. These included the The Smith Family Student2Student Reading Programme, assisting at St Vincent de Paul retail outlets and distribution centres, supporting the Department of Fire and Emergency Services with children's holiday activities, and volunteering at MercyCare Early Learning Centres and other community events.

Fundraising and awareness efforts were also central to the year, with students demonstrating enthusiasm and creativity through events such as Mercy Day and the Frog Jog, which raised much-needed funds to support Mercy Works. The Ponytail Project and McGrath Day further strengthened community engagement while supporting important charitable causes. Major collections were organised to support Pregnancy Assistance, the St Vincent de Paul Society, families supported by the Sisters of Mercy, and St Patrick's Community Support Centre.

Mercedes College also hosted the Semester Two Seeds of Justice Conference, bringing together student representatives from six Mercy secondary schools. This gathering provided a valuable opportunity to foster inter-school collaboration in Mercy leadership. The 2025 focus on homelessness strengthened students' understanding of justice as an essential dimension of Mercy.

These initiatives demonstrate our commitment to forming young women who understand Mercy not simply as compassion, but as justice enacted in response to human need.

Student Formation in the Mercy Charism

Our student faith groups continued to flourish:

- Mini Mercies (Year 8) gathered in the Convent to learn about the Mercy story and created handmade blankets and cushions for the Sisters of Mercy.
- Seeds of Justice (Year 10) worked within our College and local community and collaborated with students from five other Mercy schools to address the social justice issue of homelessness.
- Young Mercies (Years 11–12) actively supported Mercy Works through fundraising and advocacy initiatives.

These groups provide age-appropriate formation that nurtures identity, leadership, and a lived commitment to Mercy values.

Leadership and Community Partnership

The Mercy charism is sustained through collaborative leadership.

- Mercedes College remains deeply connected to:
- The Cathedral clergy, whose ongoing support strengthens our liturgical life
- The Sisters of Mercy, whose witness continues to guide our mission
- Visiting Catholic schools seeking immersion in our Mercy heritage
- The broader Mercy Education community through collaborative initiatives

Together, these partnerships foster a culture where compassion, justice, integrity, excellence, and hope are not merely aspirational statements but lived realities. They reinforce our identity as a Catholic school within both the ecclesial and Mercy traditions. These initiatives demonstrate our commitment to forming young women who understand Mercy not simply as compassion, but as justice enacted in response to human need.

Reflection and Future Direction

In 2025, Mercedes College continued to strengthen its Catholic identity through:

- Intentional liturgical participation
- Student formation in Mercy leadership
- Immersive engagement with our Mercy heritage
- Structured and meaningful service opportunities
- Inter-school collaboration within the Mercy network

The Mercy story continues to unfold within our community. As Catherine McAuley reminds us, we are called “to be good today, but better tomorrow.” Our ongoing commitment is to deepen formation for both students and staff so that faith remains visible, vibrant, and transformative.

United in Mercy, we look forward with hope.



Pastoral Care

Pastoral Care and Wellbeing form a cornerstone of the student experience at Mercedes College, shaping an environment where girls are known, valued, and supported in their personal, social, emotional, academic, and spiritual development. The College's commitment to educating the whole person is reflected in the intentional design of structures, programs, and supports that aim to nurture students' capacity to flourish. Strengthened pastoral leadership roles, including the Vice Principal and Dean of Students, provide clear strategic oversight, improved coordination, and a unified approach to wellbeing across all year levels. These roles ensure that pastoral systems remain robust, relational, contemporary, and responsive. Guided by the Strategic Plan's focus on creating a Safe, Thriving Community, pastoral care at Mercedes College emphasises safety, inclusion, belonging, and the development of strong interpersonal relationships. Pastoral structures, programs, and interventions are grounded in evidence-based practice, informed by data insights, and aligned with the Mercy values of compassion, justice, excellence, integrity, service and hope.

A Strengthened Model of Pastoral Care

Year 7 Transition and House-Based Homerooms

The transition into secondary schooling is a pivotal moment in each student's journey. The adoption of House-aligned Homerooms at all year levels has strengthened continuity of care and enhanced relational connection across the College. For Year 7 students, who join the Mercedes community at a significant stage of development, this model supports early belonging, familiarity, and connection. The allocation of House Teacher Leaders to Year 7 Homerooms ensures that students are guided by staff with expertise in both pastoral care and House culture, embedding students into the community from day one.

A Refined and Responsive Year 7 Transition Program

The Year 7 Transition Program has evolved into a comprehensive, highly structured offering that combines academic orientation, social-emotional learning, and community-building experiences. Designed and refined through research, staff expertise, and student feedback, the program supports students to develop confidence, navigate daily routines, build relationships, and understand expectations. The program's success is evidenced through student engagement, parental feedback, and reduced transition-related concerns.

A Pastoral Programs and Wellbeing Supports

Pastoral Care Period Program

The Pastoral Care Period Program supports the ongoing development of student wellbeing through structured lessons designed to address contemporary challenges and developmental needs. Key focus areas include:

- Digital citizenship and cybersafety
- Emotional literacy and mental wellbeing
- Respectful relationships and social awareness
- Study skills and pathway planning
- Protective Beahviours
- Peer connection
- Service learning grounded in Mercy values

Annual review of the program ensures content remains current, age-appropriate, and responsive to student needs as identified through data and staff insight. In addition, the College's participation in the AISWA Wellbeing and Respectful Relationships Pilot Programme provides an invaluable opportunity to reflect, audit and improve the program for the future.

Counselling Services and Targeted Support

The College's counselling services continue to provide individualised support tailored to students' specific needs. This includes short-term therapeutic intervention, case management, referral pathways, and proactive wellbeing education. Complementing one-on-one support are targeted group programs that build protective factors such as resilience, emotional regulation, social connection, and self-efficacy. These programs ensure that students receive early, appropriate, and evidence-based support.

Strengthening House Identity

Strengthening House identity remains a key focus of pastoral development. House-aligned Homerooms have significantly enhanced visibility, continuity, and participation within Houses. Ongoing initiatives include the development of House Patron stories, House Prayers, and the increased presence of House symbols and messaging throughout the campus. These efforts foster unity, pride, and tradition, contributing to a positive and connected school culture, where the stories of those who have shaped the College's history are shared and celebrated.



Student Leadership

Student leadership is a thriving dimension of College life, shaping confident, compassionate, socially responsible young women. The establishment of the Student Leadership Coordinator role created a structured and strategic leadership framework. With a new staff member continuing this work, leadership development now includes:

- Enhanced training for elected and emerging leaders
- Clear leadership pathways at each year level
- Increased opportunities for student agency, advocacy and voice
- Mentoring structures that build capacity and confidence

This approach ensures leadership is not limited to formal roles, but embedded as a capability for all students.

Student Metrics and Data Informed Practice

Mercedes College leverages comprehensive, multi-dimensional data to guide pastoral and academic decision-making. Data sources include:

- SEQTA, capturing academic, pastoral, attendance, behavioural, engagement, and cocurricular data
- PAT (Progressive Achievement Tests)
- NAPLAN (National Assessment Program – Literacy and Numeracy)
- AGAT (General Ability Test)
- WACE (Western Australian Certificate of Education) insights and achievement data
- OLNA (Online Literacy and Numeracy Assessment)

These datasets enable longitudinal tracking, early intervention, targeted support, and clear identification of student strengths, challenges, and growth trends. Data storytelling supports staff to understand student journeys and respond with early intervention strategies to ensure each student has the opportunity to grow, thrive and flourish.

Success and Highlights

- Strengthened House identity through aligned Homerooms, increased visibility, and the development of House traditions
- A highly effective Year 7 Transition Program resulting in strong student connection and smooth adjustment
- Expansion of student leadership training and structures
- Participation in the AISWA Wellbeing and Respectful Relationships Pilot Programme, contributing to sector-leading professional learning and future program enhancement
- Continued development of proactive pastoral programs and evidence-based counselling supports

Challenges and Emerging Needs

Increased Mental Health Needs

Growing rates of mental health concerns among young people necessitate responsive, coordinated support systems. The College continues to adapt its wellbeing strategy to meet presenting needs through evidence-informed practice and staff professional development.

Digital Wellbeing and Emerging Legislation

With evolving regulations surrounding young people's social media use, the College remains vigilant in guiding students and families through safe, healthy digital engagement. Digital citizenship education continues to be a critical priority within the pastoral curriculum.

Strategic Alignment - Safe, Thriving Community

Pastoral care at Mercedes College aligns directly with the strategic priority of fostering a Safe, Thriving Community. This alignment is evident through initiatives that prioritise inclusion, safety, connectedness, and the holistic development of students across personal, spiritual, physical, academic, social, and emotional domains.

Future Directions and Goals

The College remains committed to continuous improvement, evidence-based practice, and the ongoing development of a vibrant pastoral culture rooted in the Mercy tradition.

Key areas for continued development include:

1. Strengthening data storytelling to better interpret and communicate student growth patterns
2. Integration of all aspects of a student's education – academic, spiritual, service, community, physical, wellbeing.
3. Enhancing student voice and agency within pastoral decision-making
4. Further growth of House culture and traditions
5. Embedding learning and frameworks from the AISWA Wellbeing & Respectful Relationships Pilot
6. Continued emphasis on mental health and digital wellbeing strategies that include proactive education and family partnership.

School Performance Overview

Mercedes College continues to demonstrate strong academic performance, sustained student growth and a commitment to providing high-quality learning experiences for all students. The 2025 data reflect the effectiveness of the College's strategic focus on evidence-informed teaching, personalised pathways and the Mercy values that underpin our learning environment.

The Class of 2025 engaged in a broad range of learning pathways designed to support individual strengths, aspirations and post school goals. Students were supported to make informed choices about academic and vocational options, resulting in strong participation across university bound and vocational pathways. This reflects the College's commitment to personalised learning, flexible pathways and ensuring each student is well prepared for life beyond school.

Mercedes College celebrated success with the Class of 2025, as 98% of students earned the Western Australian Certificate of Education. Notably, 12% achieved ATAR scores above 95, including three students over 99 and 29 Certificates of Distinction and Merit awarede to students, reflecting outstanding academic achievement and strong graduation outcomes. These results reflect the sustained effort of students, the expertise of staff and the College's commitment to fostering academic excellence across all pathways.

VET and endorsed courses continue to offer students valuable opportunities to build skills and prepare for post school opportunities. In 2025, students earned 35 nationally recognised qualifications and completed hundreds of endorsed courses, demonstrating strong external partnerships and a commitment to diverse learning pathways.

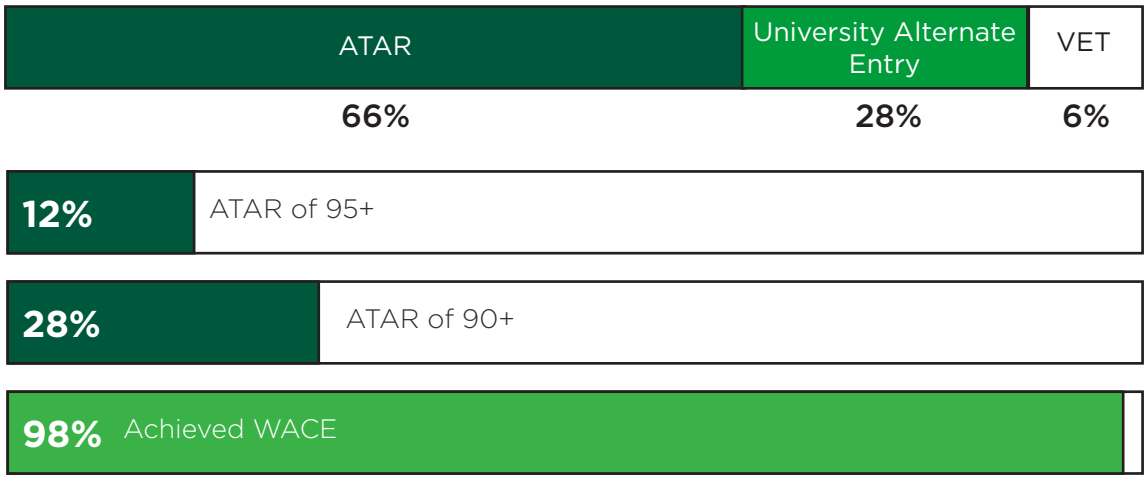
The 2025 School Performance Data reflects a high-performing learning community committed to excellence, growth and service. Mercedes College remains focused on ensuring that every student is supported to achieve her personal best academically, spiritually and personally, in alignment with the College's mission and strategic priorities.



Academic Results Snapshot - WACE

99% of Students Achieved WACE Graduation

Pathways



High Performing Subject:
Politics and Law

Highest ATAR Score:
99.7

Meidan ATAR:
83.2

SCSA Awards:
29

VET Certificates:
34

Highest ATAR Student
Lucinda Boylen

College DUX
Lucinda Boylen

Proxime Accessit
Hollie McGruddy

VET Award
Holly Greenway

SCSA Awards

11	Certificates of Distinction	**34**	VET Certificates Achieved
16	Certificates of Distinction	**27**	Curtin UniReady and Notre Dame Unipath
2	Subject Certificate of Excellece	**818**	Workplace learning hours completed

School Composition Snapshot

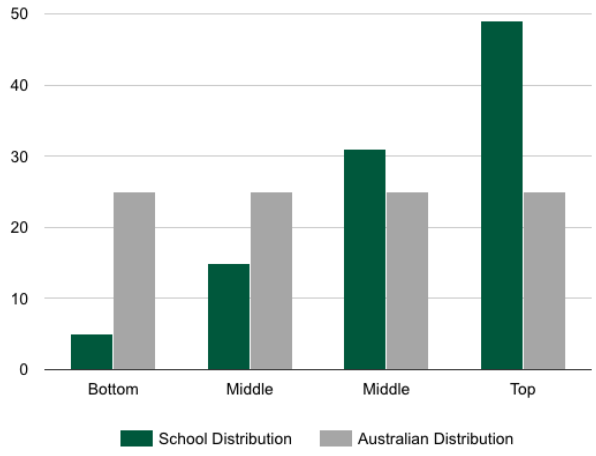
College Overview Data

Index of Community Socio-Educational Advantage (ICSEA)

1122 School ICESA Value

1000 Average ICSEA Value

90 School ISCSEA Percentile



Percentages are rounded and may not add to 100.

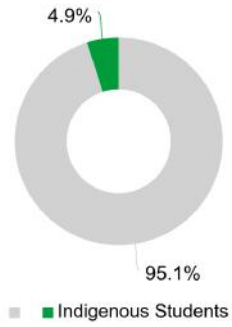
Student Background

Total Enrolments: 910 **Full-time equivalent enrolments:** 910.0

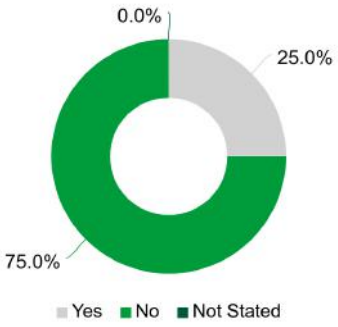
Enrolments by Sex



Indigenous Enrolments



Enrolments by Language Background other than english



Of note: Language Background other than English has increased by 15% (from 10% in 2024 to 25%)

Attendance

Attendance data for 2025 shows steady engagement across most year levels, with overall attendance at 91%. Strong attendance in the early years, particularly Year 7 and Year 8, reflects the effectiveness of pastoral care structures and early intervention processes.

However, the data also highlights clear areas requiring improvement. The proportion of students attending regularly (90%+) is low at 76%, and Indigenous student attendance remains significantly below desired levels, with only 50% attending regularly. Lower attendance from Year 9 indicates the need for strengthened support and targeted strategies to maintain engagement during key developmental stages.

Improving regular attendance will remain a priority for the College, supported by early identification, personalised intervention and strong partnerships with families to ensure every student remains connected to their learning.

Student Attendance Rate

All	92%
Indigenous	86%
Non-Indigenous	92%

Proportion of students with attendance rate of 90%+

All	76%
Indigenous	50%
Non-Indigenous	77%

Year Level Attendance- SEQTA Data

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
All	92%	91%	90%	90%	90%	91%
Indigenous	80%	91%	76%	82%	81%	82%
Non-Indigenous	92%	91%	90%	90%	91%	91%

Staff Qualifications and Professional Learning

All teaching staff meet the professional requirements for registration with the Teacher Registration Board of Western Australia. Staff engaged in ongoing professional learning aligned with college priorities, including evidence-based pedagogy, digital learning, curriculum development and inclusive education. The College continues to invest in professional learning communities, coaching and collaborative planning to strengthen instructional practice and improve student outcomes.

In 2025, Mercedes College launched a Professional Growth Model to enhance instructional quality through three main elements: Growth Foundations (workshops on cognitive science for all staff), the Growth Hub (flexible, self-paced online learning and resources), and Growth Coaching (optional, targeted coaching to develop teaching expertise). Rooted in the school's vision to Aspire, Excel and Lead, this program promoted collaboration, evidence-based practice, and consistent high-impact teaching across the school.

Workplace Composition

Total Staff	92
Full-time equivalent teaching	76.6
Non-teaching staff	43
Full time equivalentnon-teaching staff	36
Indigenous	3
Male	32
Female	93

Teacher Standards and Qualifications

Doctorate	1
Master	18
Bachelor Honours	9
Bachelor	63
Diploma	41

Please note a number of teachers have more than one qualification. All are registered witht the WA Teacher's Registration Board.



Standardised Testing Performance

NAPLAN

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

Year 7 and 9 students at Mercedes College completed the National Assessment Program Literacy and Numeracy (NAPLAN) in 2025, with 99.9% of students exceeding the Band 1: Needs attention. The numbers of students in each cohort in Band 1 are shoen in the table below.

Number of students in Band 1: Needs Additional Support

	Year 7	**Year 9**
Reading	2	1
Writing	0	1
Spelling	1	0
Grammar & Punctuation	6	2
Numeracy	2	2

Mean scores achieved by Year 7 and Year 9 cohorts are shown in the table below.

	Year 7	**Year 9**
Reading (School)	568	619
Reading (All schools)	538	568
Value above average	**30**	**51**
Writing (School)	584	652
Writing (All schools)	538	575
Value above average	**46**	**77**
Spelling (School)	574	606
Spelling (All schools)	542	569
Value above average	**32**	**37**
Grammar & Punctuation (School)	575	630
Grammar & Punctuation (All schools)	539	559
Value above average	**36**	**71**
Numeracy (School)	565	614
Numeracy (All schools)	545	573
Value above average	**20**	**41**

Recognised as a School Making a Difference by ACARA in 2025, our students exceeded expectations in literacy and numeracy, showing measurable growth beyond predictions. Both cohorts performed above the average. It should be noted that the Year 9 cohort, after two full years of education at Mercedes College, performed much higher above the average than the Year 7 cohort. This value represents the learning gain students experience from an education at Mercedes College.

OLNA

To achieve the Western Australian Certificate of Education (WACE) students are required to meet the minimum literacy and numeracy standards by the end of Year 12. Students in Years 10 to 12 can show this competence through the Online Literacy and Numeracy Assessment (OLNA).

The proportion of each cohort who have achieved these minimum standards at the end of 2025 is shown below. At the conclusion of 2025, it should be noted and celebrated that 100% of Year 12 students working towards a WACE achieved the literacy and numeracy standards.

OLNA Domain	Year 10	Year 11	Year 12
Writing	97.95	98.46	100
Reading	99.3	100	100
Numeracy	91.1	98.46	98.37



Post Graduate Destination

Mercedes College graduates continued to pursue a diverse range of tertiary pathways in 2026, with the largest proportion of students entering Health and Medical Sciences, including medicine, nursing, physiotherapy, paramedicine and allied health fields. Strong interest was also evident in Natural and Physical Sciences, Society and Culture (including psychology, law and social sciences), and Management and Commerce, reflecting a balanced engagement across STEM, humanities and business disciplines. A notable number of students also enrolled in Architecture, Design and Creative Arts, demonstrating the breadth of talent and aspiration within the cohort. Overall, the data highlights a strong alignment between student achievement, personal interests and emerging workforce needs, with graduates successfully securing places across all major Western Australian universities.

TISC and Destination Survey data

95% of Year 12 students left feeling confident about their ability to succeed in their chosen pathway and with a sence of excitement about the opportunities post graduation.

Offered Any Preference	108
Offered 1st Preference	88
With an ATAR that applied	79
Deferred	7
Enrolled	96

110 students with a 1st preference (includes students without an ATAR) - 98% (108) of them offered any of their preferences.

University	Enrolled	Deffered
Curtin	49	3
ECU	7	0
Murdoch	7	0
Notre Dame	7	1
UWA	26	3

Financial Information

Full-time equivalent enrolments relating to recurrent income and capital expenditure: 901.0

Net Recurrent Income	$TOTAL	$ PER STUDENT
Australian government recurrent funding	8,210,406	9,113
State/ territory government recurring funding	2,697,450	2,994
Fees, charges and parent contributions	11,836,831	13,137
Other private sources	1,195,521	1,327
Total gross income	23,940,208	26,571
Less deductions	1,354,356	1,503
Total net recurrent income	22,585,852	25,068

Capital Expenditure	$TOTAL	$ PER STUDENT
Australian Government Capital Expenditure	0	
State/ Territory Government Capital Expenditure	0	
New School Loans	251,369	
Income allocated to current capital projects	1,254,619	
Other	0	
Total capital expenditure	1,505,988	

New School Loans
Australian Government Capital Expenditure
State/ Territory Government Capital Expenditure
Income Alllocated to Current Capital Expenditure
Other

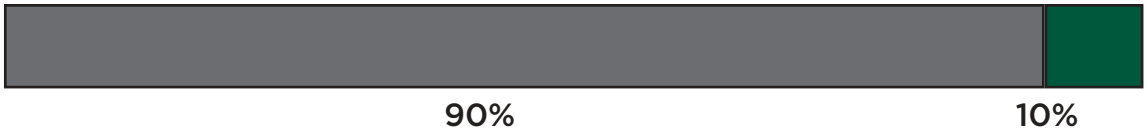
Total Gross Income



Total Capital Expenditure

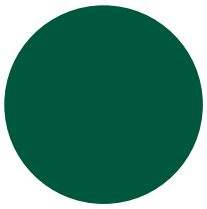


Total Capital Expenditure Last Three Years Accumulated



Community Satisfaction

Mercedes College is recognised as a values-driven, caring learning community, with strong professional culture and high expectations for student achievement — as reflected by staff, parents and students in the 2025 Diagnostic Inventory of School Alignment.

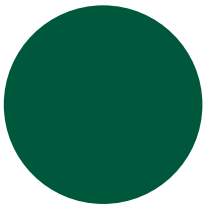


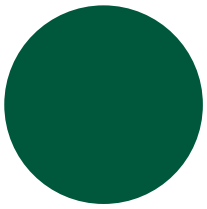
A Caring and Respectful Learning Environment

80% of the College Community recognised the College for providing a caring and respectful environment for students, parents and staff.

Clear Values and Strong School Identity

92% of of the Staff recognised the College for having clearly defined values that underpin its vision.



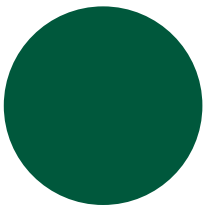


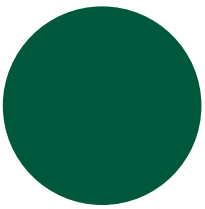
Strong Expectations for Student Achievment

83% of the Parents and 80% of students report strong expectations for student achievement across the College.

Positive Professional Culture

79% of the College Community identified the teachers display a strong sense of professionalism and shared purpose.





Strong Community Reputation

80% of the College Community viewed Mercedes as an important centre for learning within the wider community.



Mercedes College

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Mercy Education

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