



MERCEDES COLLEGE

An introduction to SACE and the IB Diploma

For parents of 2023 Year 11 students

Welcome and Overview

Michael Francis

Head of Senior School



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Aim for this evening

- To provide you with key information designed to facilitate appropriate curriculum choices for Years 11 and 12.
 - Guide you to where you can find more information
 - Highlight the partnership between students, parents, and staff in this decision-making process.
-
- Assistant Principal Teaching and Learning and a number of Learning Area Leaders and Subject Coordinators are monitoring chat online to answer queries



Prayer of Gratitude

Thank you, Lord, for the blessings you have bestowed on my life. You have provided me with more than I could ever have imagined.

You have surrounded me with people who always look out for me. You have given me family and friends who bless me every day with kind words and actions. They lift me up in ways that keep my eyes focused on you and make my spirit soar.

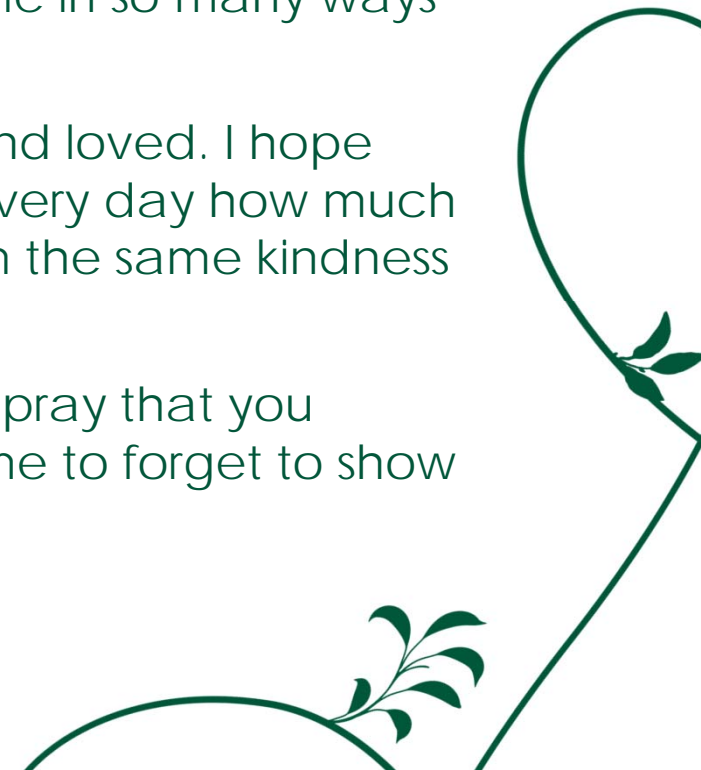
Also, thank you, Lord, for keeping me safe. You protect me from those things that seem to haunt others. You help me make better choices and provide me with advisors to help me with life's difficult decisions. You speak to me in so many ways so that I always know you are here.

And Lord, I am so grateful for keeping those around me safe and loved. I hope that you provide me with the ability and sense to show them every day how much they matter. I hope that you give me the ability to give to them the same kindness they have provided to me.

I am extremely grateful for all of your blessings in my life, Lord. I pray that you remind me of just how blessed I am and that you never allow me to forget to show my gratitude in prayer and returned acts of kindness.

Thank you, Lord.

In your name, Amen.



Statement of Acknowledgement

We would like to acknowledge this land that we meet on today is the traditional lands for Kurna people and that we respect their spiritual relationship with their country.

We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.



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Overview

Planning for Tertiary and Career Pathways

- Bill Deegan, Student Pathways Coordinator

IB Diploma Programme

- Marc Whitehead, IB Diploma Coordinator

SACE Programme

- Ben Price, SACE Coordinator

Subject Nominations – Planning the next 2 years

- Bill Deegan, Student Pathways Coordinator

Reflection and Close

- Michael Francis, Head of Senior School



Planning for Tertiary and Career Pathways

Bill Deegan

Student Pathways Coordinator



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Future Considerations

- Our world is constantly changing, Students need to consider possible futures and how to be prepared
- Explore tertiary and career options
- Understand factors that determine how Universities make offers for courses (e.g. ATAR)
- Know how to best prepare for these courses
- Choose the **pathway** to gain credentials – continue IB journey or move to SACE. Consider
 - Appropriate level of challenge for growth
 - Learning style you have (or need to develop)
 - Depth and Breadth of knowledge required
- Identify **subjects for** Year 11 and Year 12.
- Be prepared to justify choices at pathway discussions



Tertiary Options

- Many pathways to tertiary study. Planning now helps keep options open. This is happening in PLP now.
- Students are learning about the courses available and what their entry requirements are.
 - *These may change over the next two years, but thorough research now will help provide guidance.*
- Sources of information include:
 - SATAC publications
 - Open Days
 - Web sites
- Include interstate and international destinations
- Check for scholarships and course credits



SATAC Tertiary Entrance Booklets

- Tertiary Entrance booklets contain information about transitioning from school to tertiary studies.



Orange booklet is aimed at students studying the SACE

Green booklet is aimed at students studying the IB Diploma

<https://www.satac.edu.au/satac-publications>



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SATAC Guide

- The SATAC Guide provides information about applying for undergraduate and TAFE SA courses through SATAC
- <https://www.satac.edu.au/satac-publications>



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<https://satac.edu.au/satac-publications>



University Open Days

- Students are encouraged to attend University Open Days: Registration required.
- **Flinders University:**
 - On Campus 12 and 13 August
- **Uni SA:** On Campus
 - 14 August City West & City East;
 - 21 August Mawson Lakes;
 - 24 August Magill
 - *Virtual 9 August*
- **University of Adelaide:**
 - On Campus: 14 August
 - Online: 19 August

register via University websites



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Pathways to University

- ATAR: achieved upon completion of Year 12 (the most direct entry to study at Bachelor level).
- Year 11 results - University of Adelaide & Flinders University-offer is conditional upon completion of Year 12 and an ATAR-Unlikely to be offered for 2024 entry.
- VET courses can also be a pathway to university
- STAT – Page 41 -2023 SATAC GUIDE
- Flinders University UniTest – used in conjunction with ATAR
- Foundation Studies options post-school.



ATAR

SACE aggregate score (pages 8 & 9 SATAC SACE Booklet)
or IB admissions score (page 7 SATAC IB Booklet)

Plus:

Adjustment factors (added to the aggregate score)

- **Equity Scheme** – up to five points available based on individual or family circumstance
- **Language, Literacy and Mathematics Scheme** – up to four points available for successfully completing a subject in any one of 4 categories:
 - Language other than English
 - English, English Literary Studies or IB English A: Literature
 - Mathematical Methods or IB Mathematics A&I HL
 - Specialist Mathematics or IB Mathematics A&A (SL or HL)

<https://www.satac.edu.au/adjustment-factors>



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Capabilities and attributes

- Consider subjects and experiences that
 - reflect strengths and interests
 - may be required for preferred pathways (prerequisites)
 - give flexibility for future changes in direction

The University of Adelaide

SATAC code	Course/Program	Prerequisites (Stage 2 subject)	Assumed knowledge (Stage 2 unless stated)
334211	Engineering (Honours) (Civil)	Mathematical Methods, Physics and Specialist Mathematics	Nil



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Credentials

- Mercedes College offers two pathways to obtain the credentials to enter University or alternative tertiary options:
 - IB Diploma Programme
 - South Australian Certificate of Education
- Each programme has required patterns and structures for successful completion and (if required) a pathway to generating an ATAR.



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The International Baccalaureate Diploma Programme

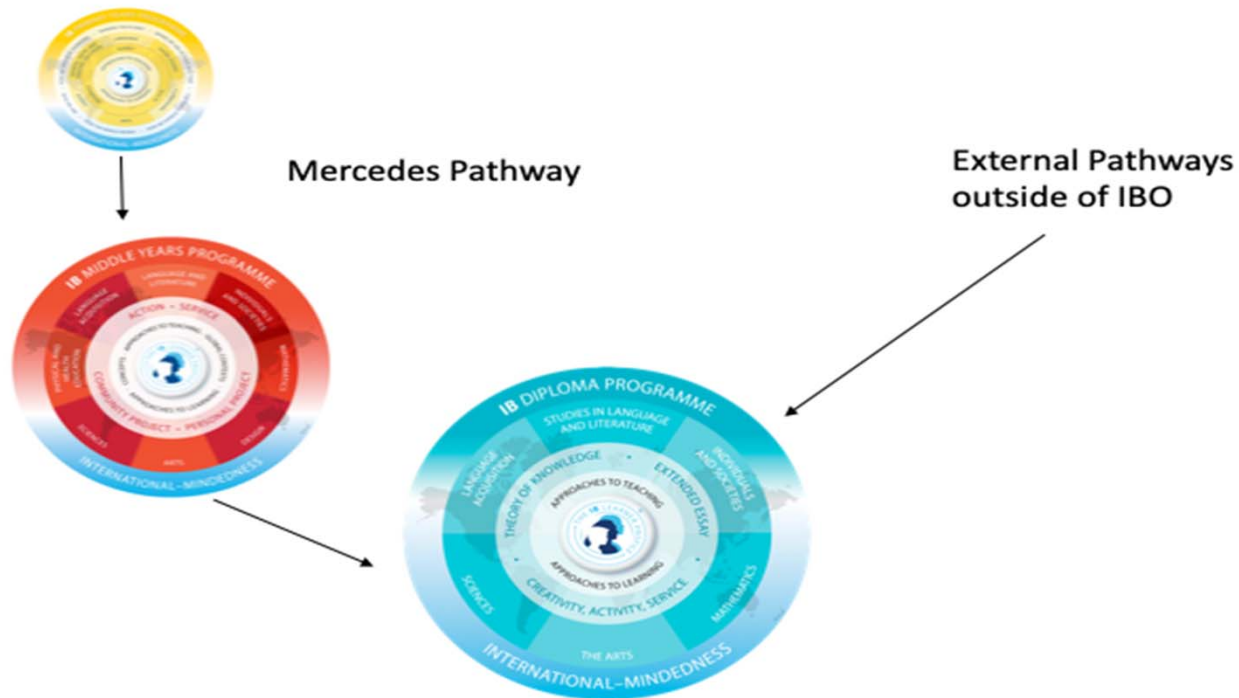
Marc Whitehead,
IB Diploma Coordinator



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The IB Continuum

Learning Pathways



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Curriculum Requirements

- The curriculum consists of a Diploma **core** and **six subject groups**



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Diploma Core

- Theory of Knowledge – students reflect on the nature of knowledge and how we know what we claim to know
- Extended Essay – independent, self-directed piece of research, finishing with a 4,000 word paper
- Creativity, Action, Service – students complete a project related to the three concepts



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Six Subject Groups

- Group 1 – Studies in Language and Literature
- Group 2 – Language Acquisition
- Group 3 – Individuals and Societies
- Group 4 – Sciences
- Group 5 – Mathematics
- Group 6 – The Arts

Each group has multiple course options

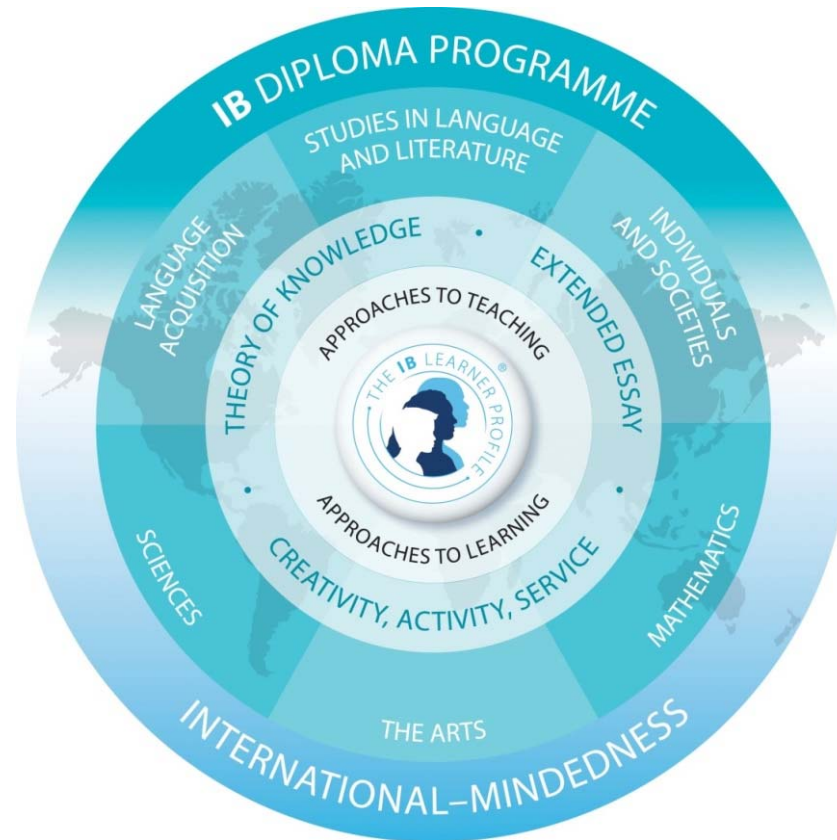


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Group 1
English A,
Chinese A,
Other Lang A
(including self-taught)

Group 2
Indonesian B,
French B,
English B,
Spanish
ab initio

Group 4
Physics,
Biology,
Chemistry,
Sports, Exercise
& Health Science



Group 6
Visual Arts,
Theatre,
Music,
Dance

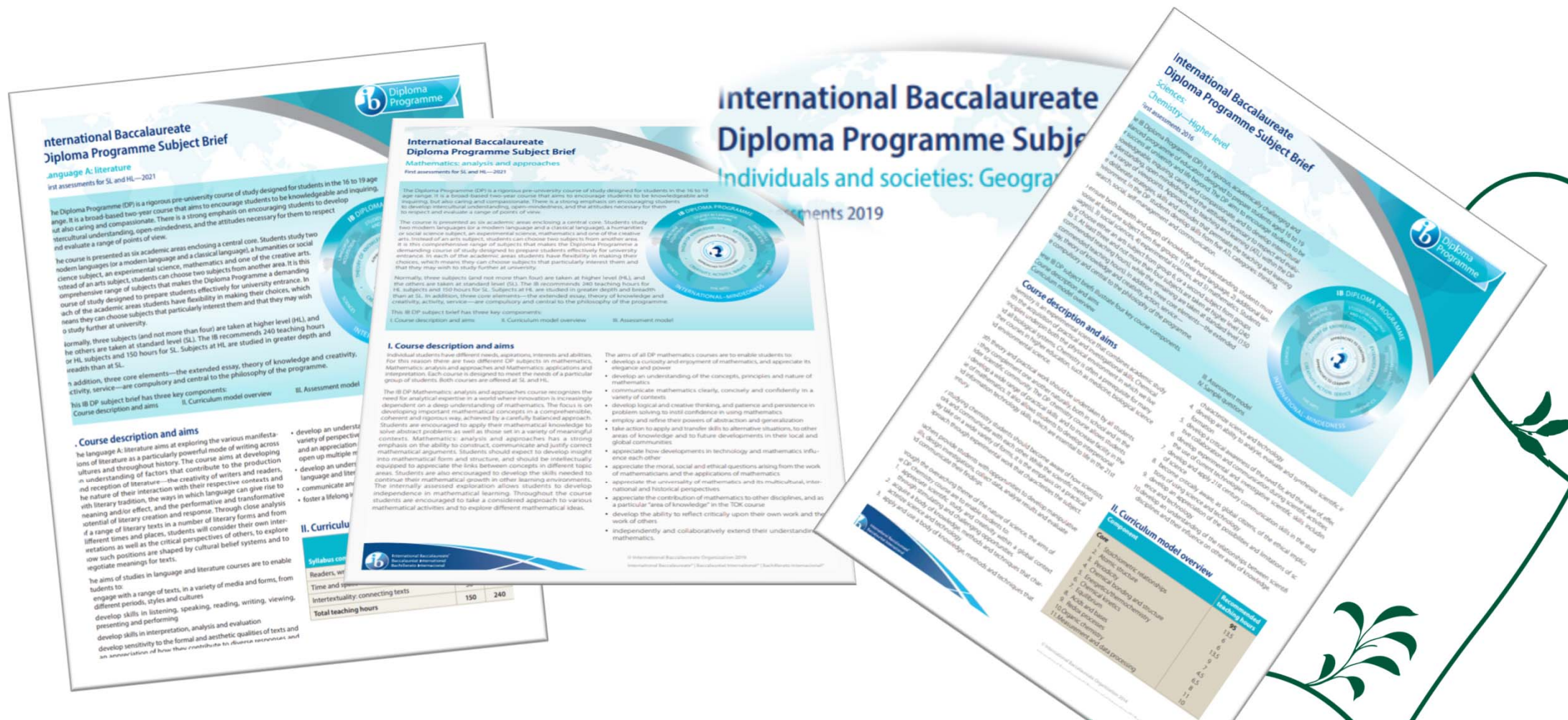
Group 3
Economics,
Geography,
History,
Psychology,
Business
Management

Group 5
Mathematics: Analysis
& Approaches,
Mathematics: Applications
& Interpretation

Subject Briefs

The IB website provides briefs for all subjects offered.

<https://www.ibo.org/university-admission/support-students-transition-to-higher-education/course-selection-guidance/>



DP Mathematics Clarification



Mathematics: Analysis and Approaches	Mathematics: Applications and Interpretation
<ul style="list-style-type: none">• Emphasis on algebraic methods• Develop strong skills in mathematical thinking• Real and abstract mathematical problem solving• For students interested in mathematics, engineering, physical science, and some economics	<ul style="list-style-type: none">• Emphasis on modelling and statistics• Develop strong skills in applying mathematics to the real world• Real mathematical problem-solving using technology• For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design.
<i>Level indication</i> <i>HL - MYP Extension Maths</i> <i>SL - MYP Further Maths</i>	<i>Level indication</i> <i>HL - MYP Further Maths</i> <i>SL - MYP Standard Maths</i>



Curriculum Requirements

- Students choose **one** course from each subject group
 - *Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in the arts*
- 3 subjects will be undertaken at **Higher Level** and 3 at **Standard level**
 - HL = 240 hours over two years
 - SL = 150 hours over two years



Curriculum Requirements

- Course/level of Mathematics decided in Year 11 (A&A HL/SL or A&I SL)
- Students may be eligible to undertake Year 12 Language Acquisition in Year 11 (Anticipated). This is only at SL.
- *Ab initio* language only available at SL



Theory of Knowledge

- Compulsory, interdisciplinary requirement promoting student:
 - Critical reflection on diverse ways of knowing and areas of knowledge
 - Awareness of themselves as thinkers
 - Consideration of the central question: How do we know?
 - Awareness of the interpretative nature of knowledge
 - Preparation for tertiary education
- 100 hours over 2 years
- The TOK Exhibition – Exhibition on 3 Objects/images based on prescribed prompts from the IB
- Essay on a prescribed title (up to 1600 words)



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<https://www.ibo.org/globalassets/new-structure/recognition/pdfs/core-tok-2022-en.pdf>



Extended Essay

- Independently written research paper in one of the DP subjects in preparation for tertiary education
- Opportunity to explore an academic area of personal interest
- Students can demonstrate their enthusiasm, intellectual initiative and creative approach for chosen topic
- Develop transferable skills such as research, critical thinking and self-management.
- Introduced in Year 11 and completed in Year 12
- Upper limit of 4,000 words
- Recommended 40 hours private study
- Three compulsory formal reflections with supervisor



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What is CAS?

- An opportunity for personal and interpersonal development via “experiential learning”.
- A programme framework that allows students to choose their learning experiences
- It involves:
 - real, purposeful activities, with significant outcomes
 - personal challenge—tasks must extend the student and be achievable in scope
 - investigation, preparation, implementation, reflection and demonstration of experiences



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CAS Strands

CAS is organized around the three strands of creativity, activity and service defined as follows.

- Creativity—exploring and extending ideas leading to an original or interpretive product or performance.
- Activity—physical exertion contributing to a healthy lifestyle.
- Service—collaborative and reciprocal engagement with the community in response to an authentic need.



CAS develops students who:

- enjoy new learning experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- Recognise themselves as members of local and global communities with responsibilities towards each other and the environment.



Project examples

- Creativity
 - Plan, design and create a mural
- Service
 - Establish and conduct tutoring for identified people in need.
- Activity
 - Organise and participate in a sport team
- Service and Activity
 - Plan and maintain a community garden





Assessment in the IB Diploma

- Each subject is graded from 1 (minimum) to 7 (maximum).
- Internal assessment is subject to external moderation
- Examinations for students commencing the Diploma in 2023 will be in November 2024.
- French SL and Indonesian SL students (where appropriate) may take the exam as Anticipated Yr. 11 in the November 2023 session.
- Maximum of 3 Examination Sessions



Assessment

- Total subject points = 42 (6 subjects X maximum 7 grade)
- 3 additional points awarded for combination of EE and ToK
- Maximum possible points is 45 points
- Minimum score for award of Diploma is 24 points plus satisfactory completion of ToK, EE and CAS.

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				



Why choose the IB Diploma?

- The IB Diploma focusses on skills and inquiry, which prepare students for university and the workplace.
- Holistic learning through breadth and depth. More subjects from different skill domains aids in student development.
- The IB design their courses with the needs of university education in mind.
- Unique approach to critical thinking through Theory of Knowledge. Aims to ensure that students think about where knowledge comes from. Strong focus on developing **Thinkers** rather than "Doers".

<https://www.ibo.org/university-admission/discover-why-ib-students-succeed/>



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ATAR advantage

% 90's	2018	2019	2020	2021
Y12 cohort	38.8	39.3	39.3	36.2
IB Cohort	60	55.6	56.3	64.7

& 80's	2018	2019	2020	2021
Y12 cohort	23.9	17.8	25.9	22.4
IB Cohort	24.4	26	25	23.5

Mean ATAR	2018	2019	2020	2021
Y12 cohort	83.25	79.7	81.4	81.4
IB Cohort	90.6	90.0	88.2	91.3



South Australian Certificate of Education (SACE)

Ben Price

SACE Coordinator



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What is the SACE?

- The South Australian Certificate of Education (SACE) is a modern, internationally-recognised qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.
- The SACE provides the flexibility to choose subjects according to interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies.



Requirements of the SACE

- Students must gain at least **200** credits to qualify for a SACE Certificate.
- A successful semester of study earns **10** credits in a subject.
- All subjects will be graded from an ***A to E*** in Stage 1 and ***A+ to E-*** in Stage 2.
- Some subjects are compulsory.



Compulsory Subjects

At Stage 1:

Students must successfully complete compulsory subjects:

- **Personal Learning Plan** (10 credits)
- **Literacy** (at least 20 credits from a range of English subjects or courses)
- **Numeracy** (at least 10 credits from a range of mathematics subjects or courses)
- Religious Education is compulsory at Mercedes



Compulsory Subjects

At Stage 2:

- Students must successfully complete at least **70** credits at C- or better *for SACE completion*:
 - **Research Project** (10 credits)
 - Other Stage 2 subjects (at least 60 additional credits)
- Students must successfully complete at least **90** credits at C- or better *to qualify for an ATAR*:
- Four Stage 2 subjects (80 credits) + RP (10 credits)



The Research Project

- Compulsory Stage 2 subject
- Designed to give students time to do a rigorous and detailed study in an area of interest
- Worth **10** credits
- C- grade or better needed to pass
- Can be included in the ATAR calculation

- At Mercedes, the Research Project is undertaken in **Year 11 Semester 2**

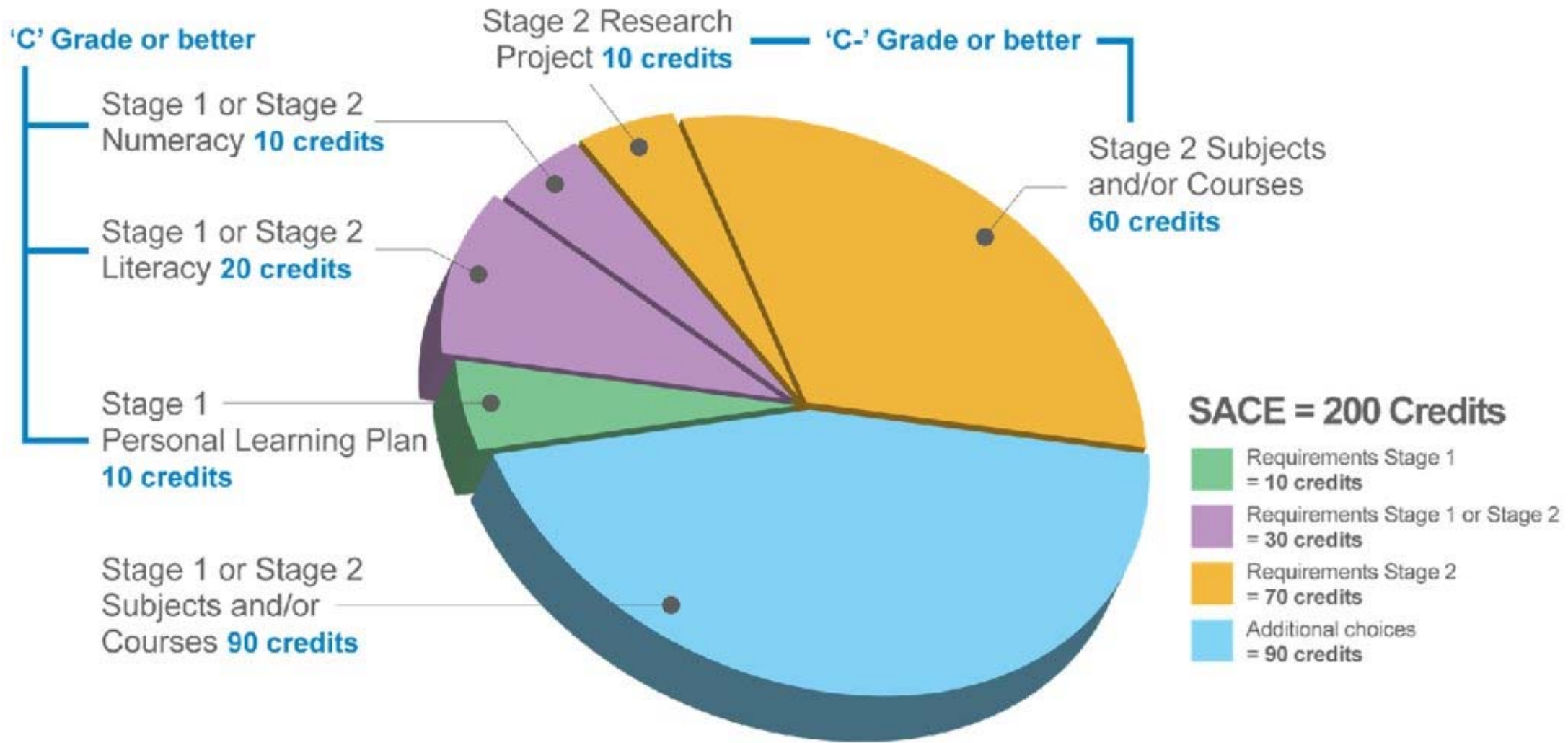


Additional Subjects

- In addition, students must choose and complete at least **90** credits of additional subjects
- This will bring total number of credits to at least **200**
- May be at Stage 1 or Stage 2 level
- **One** IB subject at Stage 2 can be used toward SACE credit
 - 1-7 scores are converted to Subject Achievement Score out of 20
 - e.g. 7 = 19.0; 6 = 18.2, etc.
 - A minimum grade of 4 must be achieved.



SACE Completion at Mercedes College



Assessment

- A to E grades in every SACE subject
- Performance Standards make it clear what students need to achieve for a particular grade in each subject
- Students need to achieve A, B or C grade in all compulsory subjects (A+ to C- at Stage 2)



Assessment

- At Stage 1 tasks are marked by teachers
- At Stage 2, 30% of every subject is marked by experts outside of the school
 - through exams, practical projects, presentations etc.
- The school assessed part of each Stage 2 subject is double-checked (moderated) by experts outside the school
- This ensures an 'A' grade in one school is same standard as an 'A' grade in another



SACE Expectations

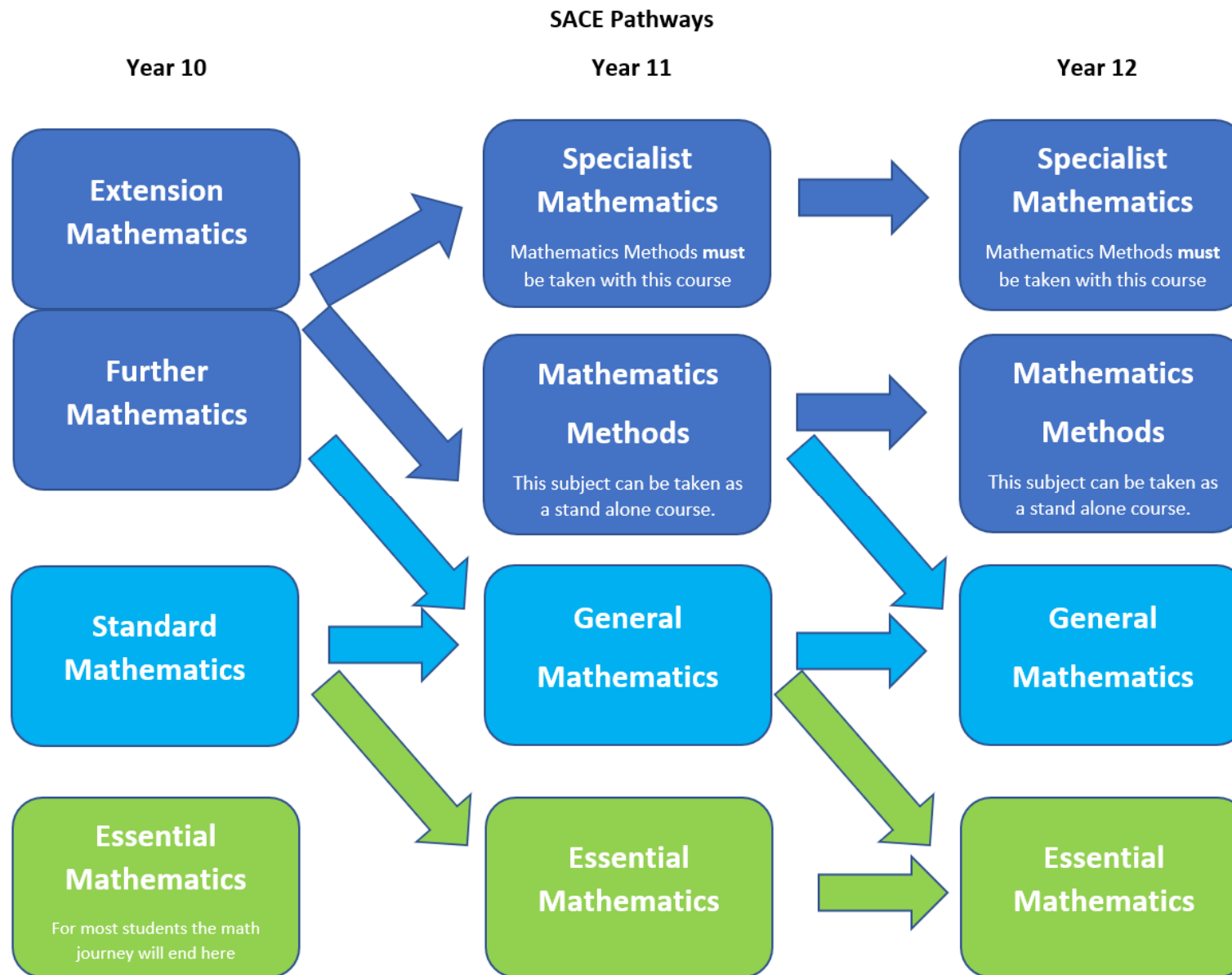
- Your approach to Year 11 will set you up for achievement in Year 12
 - Challenge yourself while in the school's supportive environment.
 - Expect Year 12 content to build on Year 11 content.
 - Play the long game – what will you need to be successful at university or in the workforce?
- Be realistic but ambitious in your subject choices for Year 11.



SACE Mathematics Pathways

Year 12 Subject	Possible Career Pathways
Specialist Mathematics and Mathematics Methods	Some Engineering courses require both courses, Mathematical research, some Science.
Mathematical Methods	Engineering at UniSA & Flinders as well as University courses requiring some Maths such as Computer Science, some Science Degrees, and can be used for entry to Medicine @ Adelaide University
General Mathematics	University courses requiring minimal Maths. Law, Commerce, Business.
Essential Mathematics	Or Other pathways; Apprenticeships, Hospitality





English v English Literary Studies

- English Literary Studies (ELS) is more focussed on preparing your academic writing for university
- English, in contrast, covers a broad range of genres so that you can try a bit of everything
- Both will provide “adjustment factors” or bonus points for your ATAR.
- Both count as compulsory English courses if you are looking to study in the Eastern states.

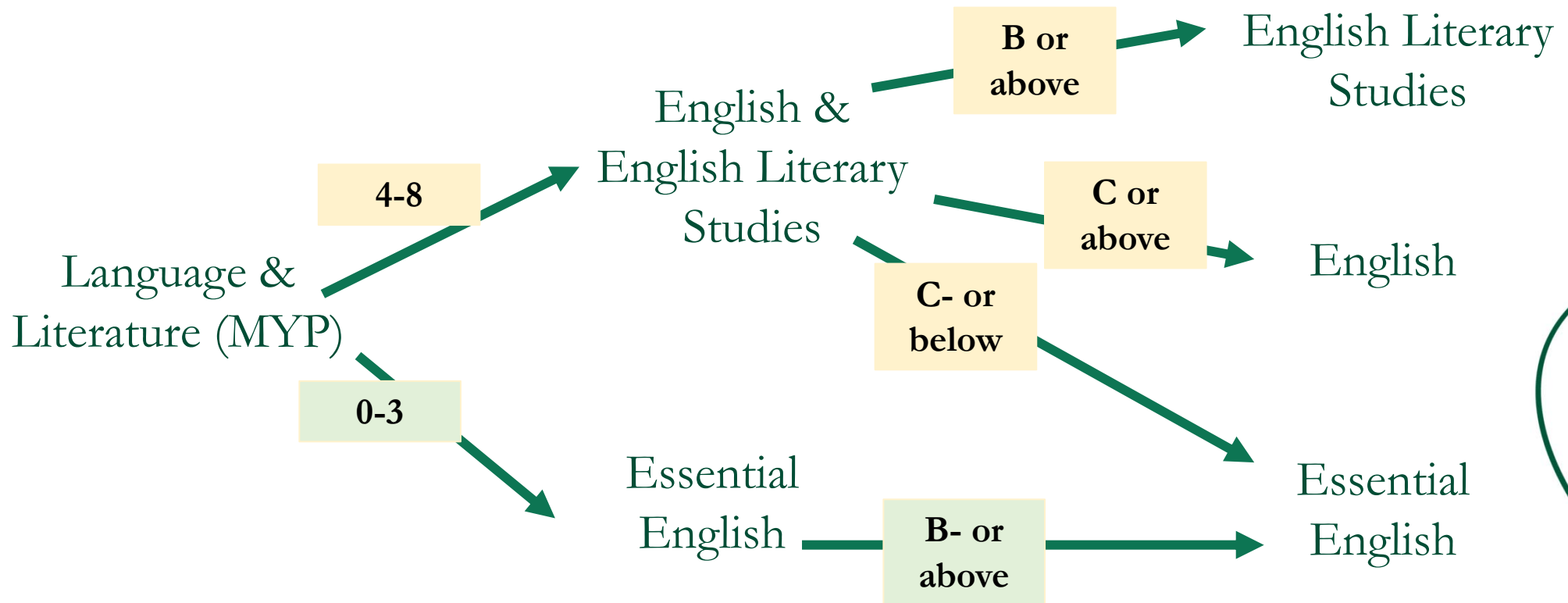


SACE English Pathways

Year 10

Year 11

Year 12



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VET Pathways

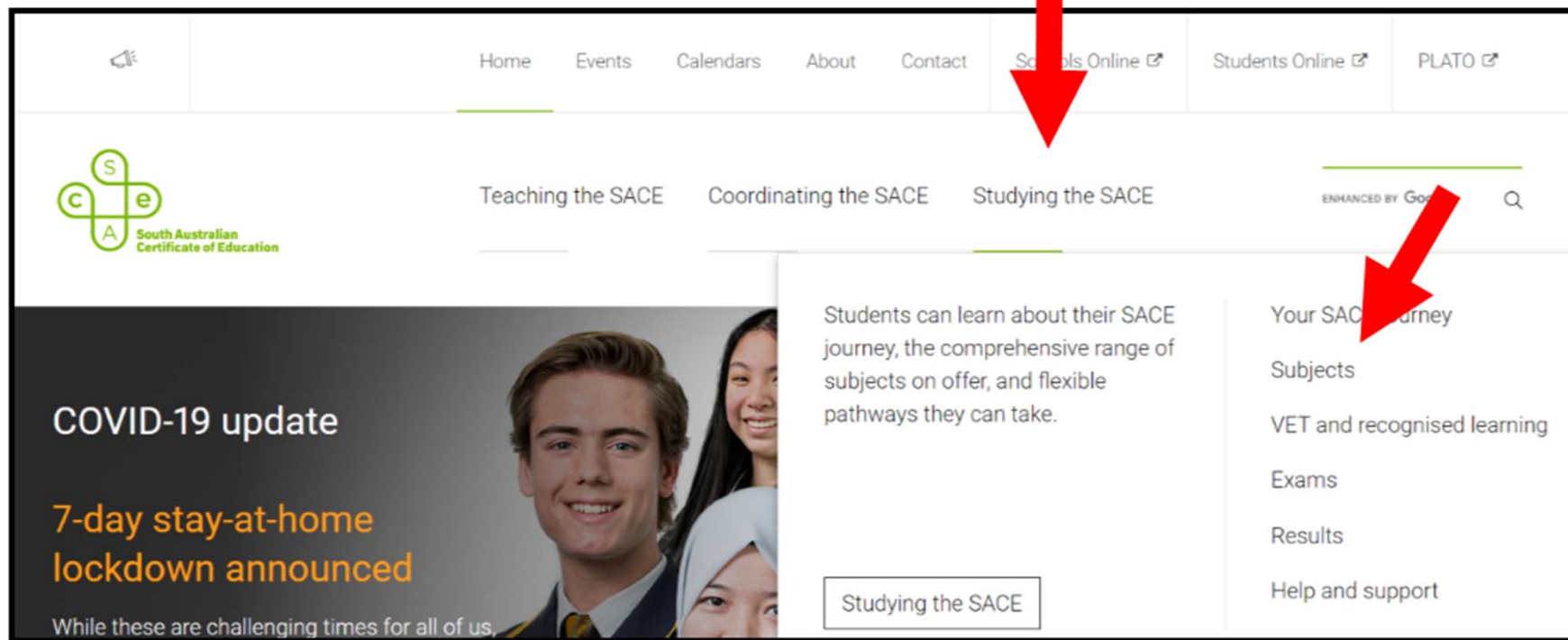
- Students can incorporate VET courses into their SACE studies.
- VET courses undertaken off site with Registered Training Organizations.
- Common interest areas:
 - Aged Care
 - Childcare
 - Animal Attending & Training
 - Automotive Tech & Automotive Electrical
 - Business options
 - Construction Pathways- Carpentry, Electrical, Plumbing
 - Engineering options
 - Fitness
 - Applied Fashion & Design
 - Health Services Assistance
 - Hair & Beauty
 - Hospitality - Front of House, Commercial Cookery
 - Music Industry – Production, Performance
 - Retail
 - Screen & Media



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Further Information

Go to the SACE website: sace.sa.edu.au



See curriculum information on College website:

<https://www.mercedes.catholic.edu.au/learning/senior-school/>

Subject nominations: Planning the next two years

Bill Deegan

Student Pathways Coordinator



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What is needed in Year 12?

- Consider tertiary or other pathways and their minimum entry requirements
 - **ATAR**
 - **required** Year 12 subjects
 - **assumed** knowledge
- What other experience in Year 12 will give you **flexibility**?
 - E.g. IB subjects can give you course credit
 - What if you want to change degrees?

<https://www.satac.edu.au/satac-publications>



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Year 12 Subject Considerations

- Precluded Combinations
 - Subjects too similar in content
e.g. SACE General Mathematics and Mathematical Methods. SACE Visual Art (Art) and Visual Art(Design)
- Counting Restrictions
 - Limit to number of subjects in one subject field.
e.g.
No more than 40 SACE credits of Music subjects

(there are 8 possible SACE Music subjects worth 10 credits)



ATAR

- Aggregate scores from final senior qualification is converted to a percentile ranking (maximum of 99.95)
- Universities will set a minimum ATAR for courses being offered. Details for SA Universities are provided in SATAC Guide
- <https://www.satac.edu.au/satac-publications>

Flinders University

SATAC code	Course/Program	Mode & Location	Duration/ attendance status	Prerequisite(s)	Assumed knowledge	Deferrable	Minimum Selection Rank 2022	Guaranteed entry	Page
214321	Psychology (Honours)	I, BP	4 yrs F; equiv P	No	No	Yes	90	+	189



ATAR conversion for IB

- Final IB scores are reports on a whole number scale between 24 and 45
- An **IB Admissions Score** (IBAS) provides more precise values that considers their average place in grade boundaries in each subject.
- The IBAS is then used to determine the equivalent ATAR (referred to as a combined rank) for Tertiary entry.
- Full conversions from IBAS to ATAR can be located in SATAC publications

IB Diploma score		Example Combined Rank
38 (high in each subject band)	→	96.45
38 (average to above average in each subject band)	→	96.25
38 (below average in each subject band)	→	96.00
38 (low in each subject band)	→	95.75



SATAC Guide

- The SATAC Guide provides information about applying for undergraduate and TAFE SA courses through SATAC
- Indicative ATAR provided but may change from year to year
- Full university course descriptions
- <https://www.satac.edu.au/satac-publications>



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<https://satac.edu.au/satac-publications>

Guidance for Year 11

- Review the BDO report and activities in PLP closely to help identify:
 - Interests and strengths
 - Learning styles
 - Skills and abilities
- Consider requirements of Year 12 and ensure Year 11 is working toward these
 - E.g. you must start IB subjects in Year 11
- Flexibility in Year 11 to try options



Vocational Education & Training (VET)

2 types of VET:

- **Flexible Industry Pathway (FIP)**
 - government identified areas of need (subsidized)
 - Carpentry, Plumbing, Electrical, Early Childhood Education and Care, Health Services, Certificate III in Individual Support (Aged Care OR Disability)
 - students may need to establish evidence of interest in the field prior to applying for the course. E.g.
 - complete 'White Card' workplace safety training to work on construction sites
 - Evidence of previous work experience
 - Completion of short courses or 'taster' courses in that field.



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Vocational Education & Training (VET)

- 'Stackable' VET
 - 'stack' qualifications from courses they choose
 - government does not consider them as areas of immediate need,
 - No subsidy therefore it is a user pays system.
 - Most courses are awarded SACE credits.
 - Courses on **SACE VET Recognition Register** may be eligible for SACE Stage 2 (Year 12) credits
- <https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>
- All students contemplating VET MUST see Mr Deegan to organize a meeting



SACE or IB Diploma?

- Although SACE is a 2 year programme, it is generally viewed as semester courses in Year 11 and full year courses in Year 12.
 - Year 11 ideal to understand how to maximise understanding of performance standards.
 - Flexible - Try a subject in Year 11 and choose to continue or try something else in Year 12
- IB Diploma involves 2 year programme for selected subjects.
 - Year 11 DP is taught at Year 12 standard from day one. Students may take a few weeks to acclimatise to the challenge. Don't be put off by grades of 3 or 4 in first semester! Grades will improve over two years of depth!
 - HL subjects can be demanding. 3 HL are required. SL can be similar or even less demanding than SACE Stage 2 subjects



SACE or IB Diploma?

- IB Core (CAS, ToK, Extended Essay) requires and develops time management and planning skills over the two years
- SACE Core (Research Project) provides opportunity for further breadth of learning and develops skills in research and time management.



SACE or IB Diploma?

- SACE students have 6 lessons per week for each subject in Year 11 and 12.
 - Research Project occurs in Semester 2 of Year 11 (Sem 2 SACE classes reduced to 5 lesson/week)
 - 5 subjects in Year 12 allows for at least 1 line (6 lessons) of study.
- IB Diploma have 5 lessons per week for each subject in Year 11. In Year 12
 - 6 lessons are allocated for each of the 3 HL subjects
 - 4 lessons for the 3 SL subjects.
 - Remaining lessons are distributed to ToK, RE, study (which is used for EE and CAS, etc.)



SACE or IB Diploma?

- Both SACE and IB Diploma develop skills which Universities assume students have:
 - Time management, research skills, essay writing, creativity, critical thinking
- The style of study and assessment in the IB Diploma is more similar to the tertiary models in that it promotes independent study
- Some Universities offer credit for 1st year courses depending on IB Diploma HL results



SACE or IB Diploma?

- Still not sure?
- Have a go at Year 11 IB Diploma...but only if you think your current (or desired) learning and assessment style and interests fully suit this option
- You can always transfer to SACE but you cannot go the other way
 - NB – SACE credit is conditional on achieving a 3 or better in a DP subject at Year 11



Religious Education

- Religious Studies is compulsory in both SACE and IB Diploma pathways
 - Year 11 IB and SACE students undertake Spiritualities, Religion and Meaning (SRM)
 - 10 SACE credits
 - Year 12 SACE students have choice of
 - SRM (10 or 20 SACE credits)
 - or Life and Faith (no SACE credits)
 - Year 12 IB students undertake Life and Faith
- Retreats
- Community Service/CAS contributes to Stage 1 SRM



What Now?

- Following this evening, the subject selection process is as follows:
- **Monday 15 August** - Students will receive an email with access to Edval Choice.
- **Monday 29 August** - Students nominate draft subject preferences for 2023 via Edval Choice.
- **Tuesday 30 August** - Subject Counselling Interviews with caregivers, students and key staff.
- **Friday 2 September** - Subject preferences to be finalised via Edval Choice.
 - *Note that preferences are not a guarantee. They will be used to construct a set of subject lines that best fit cohort nominations and College resources.*
- Students will receive ongoing counselling with the Student Pathways Coordinator for any changes within the final subject lines.



Key Contacts

Please do not hesitate to contact any of us with queries using SEQTA Engage:

- Student Pathways Coordinator Bill Deegan
- SACE Coordinator Ben Price
- IB Diploma Coordinator Marc Whitehead
- Head of Senior School Michael Francis
- Assistant Principal Teaching and Learning Adrian Chiarolli



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Learning Area Leaders



• Arts	Loretta Bowshall-Freeman
• English	Jamie Hayter
• Humanities	Brendan Toohey
• Mathematics	Pamela Alexopoulos/ Laura Bartholomew
• Science	Jennifer Chan
• Languages	Emily Putland
• Religious Education	Helen Ayliffe
• Physical Education	Jackie Kerr
• Research Project	Werner Geldenhuys
• TOK/CAS	Marc Whitehead



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Final Reflections

Michael Francis

Head of Senior School



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A pastoral perspective of the Mercedes College Senior School

1. Personal Pathways
2. Pressure Management
3. Partnerships
4. Preparation and Planning
5. Possibilities



We work together this evening with a focus on academic and curriculum goals, yet acknowledge that all students are supported in their learning with a clear pastoral structure at Mercedes College



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Thank you and good night

