



Mount Lilydale Mercy College

Lilydale

2022

Annual Report to the School Community



Registered School Number: 474

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Minimum Standards Attestation

I, Philip Morison, attest that Mount Lilydale Mercy College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Vision and Mission

We at Mount Lilydale Mercy College, inspired by the Mercy tradition of Catherine McAuley, commit ourselves to striving for excellence in education grounded in the Gospel teachings of Jesus Christ.

VALUES

- Justice
- Compassion
- Hospitality
- Service
- Courage
- Respect

MISSION STATEMENT

We seek to educate future generations in a way that inspires a love of learning, life and God. We commit to drawing inspiration from the following statements, as a source of witness to who we are and what we aspire to be.

Learning

Diversity — We endeavour to offer a dynamic, challenging and diverse range of learning opportunities.

Lifelong Learning — We encourage motivation, perseverance and creativity to promote lifelong learning.

Excellence — We value and engender personal responsibility and pride in pursuit of personal best.

Spirituality

Gospel Teachings — We seek a deeper spiritual understanding and commitment to the Gospel.

Dignity — We believe in the dignity of the human person, and we strive for the common good.

Service — We commit to serve and educate through living our Mercy values.

Community

Inclusiveness — We seek to invite, welcome and respond to the needs of each member of our community.

Connection — We enhance our partnerships with others by connecting through our rich Mercy tradition.

Celebration — We commit to celebrating the joys, successes and hopes of all at MLMC.

College Overview

Established in 1896, Mount Lilydale Mercy College (MLMC) is a Catholic Co-educational College with an enrolment of 1527 students from Years 7 to 12 (as at 28 February 2022), an increase of 16 students on 2021. This is in part due to an extra stream enrolled at Year 9 in 2022 and another extra stream at Year 7 in 2022. The College continues to experience enrolment pressure and waiting lists each year.

MLMC is situated in the outer-eastern suburbs, at the gateway to the Yarra Valley. The College is one of 13 Colleges in Victoria, South Australia and Western Australia owned by the Institute of the Sisters of Mercy Australia, Papua New Guinea and governed by Mercy Education Limited.

For over 126 years, MLMC has given continual witness to the Spirit of Mercy, courage, trust and confidence in God. As a Mercy school, we embrace the challenge of providing witness to these values in the modern world. The learning environment is animated by the spirit of freedom, love and mercy where each student experiences respect, self-worth and unconditional acceptance.

We commit ourselves to the provision of a supportive environment where each student is encouraged to develop a love of God, a love of life and a love of learning. We value the partnership formed between all members of our community. We focus on developing positive relationships through a strong transition program and care and concern for the individual.

College staff endeavour to lead students to form a personal relationship with Jesus Christ through a study of the Gospel and reflection upon His life, death and resurrection. Our Gospel values are important as they provide a basis for the celebration of life and the formation of loving relationships within the community. Our love of God and of people is demonstrated through our participation in prayer and liturgical celebrations and by reaching out to those in need. We affirm the rights of individuals as well as their responsibility to the College, wider community and the physical environment.

Learning within the Catholic tradition is the reason for the existence of the College. We offer a dynamic, challenging, rich and diverse range of learning experiences that cater to individual needs and stimulate each student. We value a culture of excellence where personal responsibility, independence, perseverance, initiative, creativity and pride in performance help students to reach their potential and prepare them for a challenging world. A formal pastoral care program and a wide range of co-curricular activities support the formal curriculum.



Principal's Report

It is once again with a great deal of pride that I have the pleasure of presenting to you the Mount Lilydale Mercy College Annual Report to the College Community for the 2022 academic year. A year of great challenges after two years of lockdowns and off campus learning due to COVID 19. 2022 was also a year of great challenges, as although there were no lockdowns or remote learning, huge staff and student absences made maintaining a learning environment on campus quite difficult. I hope that these reports continue to provide information and instil a sense of achievement in your community and your Mount Lilydale Mercy College.

2022 was a year of celebration again here at Mount Lilydale Mercy College whereby the College celebrated a delayed 125 years of Mercy service in Lilydale and in so doing celebrated many of the events that had been planned for the previous year.

Tradition dictates that the College theme is developed by the incoming student prefect body, based on a Mercy Value which will then be highlighted as an overall College focus for the year ahead. 2022 was no different, with our student leadership developing the theme:

“Be hospitable to one another without complaining.” (1 Peter 4:9)

With the theme of hospitality specifically chosen to follow a theme based on service for 2021, thus the two highlighting 125 years of hospitality and service by the Sisters of Mercy in Lilydale as we again tried to continue to celebrate our 125 years on “the Hill”.

This was a fantastic theme for us to discuss over the year: hospitality through service, love and humility.

We started our year once again in assembly to re-launch our 125-year celebrations, most of which were outstanding from 2021.

For our students we again first established a direct link to Catherine McAuley.

Catherine McAuley was born on 29 September 1778 at Stormanstown House in Dublin.

24 September 1827 she opened her first House of Mercy in Baggot Street Dublin.

8 September 1830, Catherine (and two companions) entered the convent of the Presentation Sisters.

12 December 1831 Catherine and her companions professed their vows and this day is celebrated as the Foundation Day for the Sisters of Mercy.

In the ten years following, before her death, 10 different Houses of Mercy were established by Catherine in the Ireland and the UK.

One such house was a foundation in Carlow, south of Dublin established 11 April 1837.

Carlow then sent a group to Wexford, who in turn sent a group to Carrick on Suir.

When gold was discovered in Gore, New Zealand, the priest from there asked the sisters from Carrick on Suir to establish a house and two sisters travelled to do so, but found it untenable so they left. On the way home, they stopped in Melbourne and were invited to establish a house in Mansfield and so in 1891 they did.

In 1896, the Mansfield house sent a foundation here to Lilydale and at the same time some sisters came from the home community of Carrick on Suir,

So, the Cronolgy:

1. Catherine McAuley
2. Carlow
3. Wexford
4. Carrick on Suir (our Mother House)
5. Gore New Zealand
6. Mansfield
7. Lilydale

Our History

So, a school opened in Lilydale in 1896 but not on our Hill.

On 10 January 1896, The Lilydale Express advertised that a primary school was to open and for those desirous of a high-class education, a high school would be opened in conjunction with it.

On the 18 January 1896, the school opened with the parochial school in the church (St Patrick's) and the high school at the convent, which was attached to the presbytery.

Arrangements were made for a limited number of borders.

In November 1896 a piece of land was secured for 160 pounds with the school to be placed on the summit of the ridge line of the hill.

To the north you could see the course of Olinda Creek with the farm lets surrounding it; and the Yarra river, the township of Yarra Glen in the forefront of the Christmas Hills.

That Hill was our Hill. Rourke's Hill and the College has been perched atop it since that very date.

The Foundation stone for the convent was laid by his Grace, the Archbishop of Melbourne on the 15 November 1896. That stone still sits in the foundation of Mount St Joseph's, although it was originally called St Joseph's Convent of Mercy.

2021 was a year to celebrate. A year to give thanks, but also a year to look forward, and ask to ask the question: How can we to build a house of Mercy on Rourke's Hill in 2021? Who and how must we serve?

2021 was to be a year of celebration, and it was, albeit a very modified one, so 2022 became our celebration year

Intended celebrations included:

- The official launch of a coffee table book "125 stories of 125 years"
- The opening of the newly grotto which became a peace garden and waterfall
- The Old Collegians Gala
- College Reunions
- A special Mercy Day

Unfortunately, 2022 was also the Year saw a different impact of COVID 19 which very high staff and student absenteeism rates and many community members testing positive to the virus. Our Strategic Plan (2020 to 2024) will now most likely be renamed to Strategic Plan 2024 plus 3 as so much of it has been delayed, but it is based on Seven Core Commitments:

Catholic Identity

We commit to being a transformative faith community who provide opportunities and experiences that allow students and staff to encounter the divine while developing a sense of their own worth.

Learning and Teaching

We commit to enabling each of our students to thrive and achieve their potential in a supportive environment where learning opportunities are relevant, evidence based and driven by best practice in learning and teaching.

Staff Professional Life

We commit to enriching a staff culture that stimulates vocational identity and efficacy, enhances teacher professionalism and wellbeing and facilitates shared leadership and decision-making.

Empowering Students for Life

We commit to extending opportunities for students to develop social and emotional insights and skills that equip them to navigate life's challenges and build their capacity for informed decision-making regarding their physical, mental, emotional and spiritual wellbeing.

Entrepreneurship and Innovation

We commit to developing partnerships and enterprises that broaden and enrich our students' learning opportunities and that build their options for post-school pathways.

Community

We commit to strengthening our relationships and partnerships with families, alumni, local parishes and communities, while also reaching out and contributing to the wellbeing of communities at national and global levels.

Stewardship

We commit to developing a sustainable community — economically, socially and environmentally

— and to ensuring that our management of resources is grounded in strong environmental care and sustainability practices.

Each Core commitment was prioritised with a Strategic Intent:

Catholic Identity

We commit to being a transformative faith community who provide opportunities and experiences that allow students and staff to encounter the divine while developing a sense of their own worth.

We will:

- Strive to strengthen our Catholic Identity and empower our students and staff to find meaning and value in life.
- Ensure that our learning and teaching approaches take account of students' diverse backgrounds and life experiences and assist them to make connections between faith and their life journey.

- Endeavour to support and develop all staff in their journey towards a deeper spiritual understanding and application of Gospel teachings to facilitate learning encounters that enrich and deepen their spiritual life and that of their students.
- Provide students with opportunities to understand and value the College's Mercy heritage and to live our Mercy values, particularly as these values pertain to the challenges of stewardship in a globalised world and investing in the common good.

Learning and Teaching

We commit to enabling all students to thrive and achieve their potential in a supportive environment where learning opportunities are relevant, evidence based and driven by best practice in learning and teaching.

We will:

- Through a focus on learning engagement and our learning culture, embed a culture of learning excellence that encourages the pursuit of our students' personal best and that strengthens their curiosity, creativity and critical thinking.
- In our design and delivery of learning programs, ensure the curriculum is rigorous and provides innovative, engaging and differentiated learning opportunities for students.
- In our approaches to assessment and feedback, develop both teacher and student proficiency in ways that promote self-reflection, deeper understanding and learner growth.
- In our instructional practice (pedagogy), further develop understandings of how students learn, incorporating approaches to teaching that are contemporary, have high impact, calibrate difficulty, promote deeper learning, are researched based and encourage students to strive for excellence.
- In our use of data analytics (evidence-based learning), build the capacity of all teachers to effectively use the data and evidence for improved student learning outcomes.

Staff Professional Life

We commit to enriching a staff culture that stimulates vocational identity and efficacy, enhances professionalism and wellbeing and facilitates shared leadership and decision-making.

We will:

- Cultivate staff self-concept, 'voice' and value as a means to enhance vocational identity and wellbeing.
- Foster a culture of collaboration, teamwork, research and professional excellence by utilising staff expertise, experience and evidence-based pedagogy.
- Improve teacher efficacy by developing an efficient and meaningful professional development strategy that specifically links the College's strategic goals, coaching model and annual professional growth and development process.
- Promote and advance the commitment of staff to lifelong learning through proactively supporting postgraduate or other study opportunities for faith formation, reflective practice and professional development.
- Ensure a culture where all staff engage in shared leadership and inclusive decision-making.

Empowering Students for Life

We commit to extending opportunities for students to develop social and emotional insights and skills that equip them to navigate life's challenges and build their capacity for informed decision-making regarding their physical, mental, emotional and spiritual wellbeing.

We will:

- Through our counselling services and other communications with students promote the understanding that 'help seeking' behaviours are protective and helpful when working through challenges and improving their mental health.
- Strengthen student voice in ways and areas that enable their unique perspectives on learning, teaching and schooling to be heard and to actively shape their education at MLMC.
- Promote and build student engagement in the broad life of the College in order to foster connection with the MLMC community and help develop skills and attributes that will sustain them in their lives.
- Ensure that current social and emotional issues that impact on students' lives are embedded in the pastoral care and wellbeing practices of the College.

Entrepreneurship and Innovation

We commit to developing partnerships and enterprises that broaden and enrich our students' learning opportunities and build their options for post-school pathways.

We will:

- Develop a deeper understanding of students' career aspirations in an ever-changing world.
- Build an open and inclusive approach to engaging with external stakeholders in outreach activities and shared enterprises that increase learning opportunities and networks for our students.
- Establish new, creative and ambitious approaches to securing alternative revenue sources for students and families experiencing hardship.
- Further develop and create a greater awareness of opportunities available to students through the alumni network.
- Ensure MLMC is recognised as a leader in the education sector in Victoria and the Catholic school of choice for families in our area.

Community

We commit to strengthening our relationships and partnerships with families, alumni, local parishes and communities, while also reaching out and contributing to the wellbeing of communities at national and global levels.

We will:

- Continue to engage our parent community through meaningful parental and family involvement in the life of the College.
- Explore ways to involve parents in the education of their children in order to develop a stronger appreciation of their expectations and hopes.
- Maintain an awareness of the economic and social needs of our families.

- Further embed a genuine commitment to reconciliation and to the Wurundjeri people as the traditional custodians of our College lands and embed genuine reconciliation.
- Create an engaged online community through quality communications and a sustained electronic presence.
- Strengthen the relationship with local parishes and Catholic primary schools.

Stewardship

We commit to developing a sustainable community - economically, socially and environmentally - and to ensuring that our management of resources is grounded in strong environmental care and sustainability practices.

We will:

- Foster an environmentally sustainable community through planning and resource management which minimises harm to the natural environment, reduces waste and energy usage and promotes effective environmental education and action.
- Ensure responsible stewardship and strong fiscal controls that enable affordable fees for all families who wish to enrol at MLMC, capital growth and funding flexibility for new and dynamic learning programs.
- Ensure all purchases are within ethical frameworks and practices.

From these, an Action Plan was developed:

Action Plan 2020 -2024

Catholic Identity

Core Commitment: We commit to be a transformative faith community who provide opportunities and experiences that allow students and staff to encounter the divine whilst developing a sense of their own worth.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. <i>Strive to strengthen our Catholic Identity and empower our students and staff to find meaning and value in life</i>	<ul style="list-style-type: none"> • Increase awareness of Catholic Saints and major feast days by placing on the Staff Prayer Roster. • Create a roster and increase activities in Ministry lounge that focus on Saints, major Feast Days and Catholic rituals. • Prepare Staff Faith Formation with a focus on aspects of Catholic Identity (Accreditation). • Continued formation for ACYF students and staff e.g. workshops, liturgies and reflection time. • Develop the RE curriculum to include additional information on Catholic teachings and traditions. 	<p>2020 - 2024</p> <p>2020 Roster will be produced</p> <p>2020 - 2021</p> <p>2020</p> <p>2020</p>	<ul style="list-style-type: none"> • Rosters in place at the start of each year. • Records kept of all activities delivered. • Student feedback from these activities. • Evaluate to see what other activities are possible. • Records kept of all Faith Formation sessions and staff attendance. • Schedule of events and attendance records kept. • Curriculum documentation that clearly shows added reference to Catholic Identity.
b. <i>Ensure that our learning and teaching approaches take account of students' diverse backgrounds and life experiences and assist them to make connections between faith and their life journey</i>	<ul style="list-style-type: none"> • Work with staff, especially in the RE Faculty to build strong student relationships in order to understand where they are at. • Develop the pedagogy of Encounter for the RE curriculum and share good practice in relation to this. 	<p>2020-2022</p> <p>2020-2021</p>	<ul style="list-style-type: none"> • Records from Faculty meetings, and staff and student feedback. • Curriculum documentation in place and Minutes from meetings showing shared practice.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
c. Endeavour to support and develop all staff in their journey towards a deeper spiritual understanding and application of Gospel teachings to facilitate learning encounters that enrich and deepen their spiritual life and that of their students	<ul style="list-style-type: none"> Provide differentiated Faith formation that addresses Gospel teachings and how these can be applied to everyday life. Sunday Gospel and notes placed in Catholic Identity Folder (on drive) each Monday prior to it being used in Homerooms on a Friday. 	2020-2024 2020	<ul style="list-style-type: none"> Records of sessions and staff attendance kept. Faith Formation workshops. Catholic Identity Folder updated weekly.
d. Provide students with opportunities to understand and value the College's Mercy heritage and to live our mercy values, particularly as these values pertain to the challenges of stewardship in a globalised world and investing in the Common Good.	<ul style="list-style-type: none"> Include the mercy values bronzes in the induction program for new students' alongside the story of Catherine McAuley. Provide PD for staff around the mercy value for the year and how that can be incorporated across the curriculum (Faith Formation workshop). Pastoral care program further developed incorporating the mercy value assigned to each year level. Year 12 Core RE program updated to focus more on mercy values as well as CST. Increase service opportunities such as Ministry Lounge service, coffee van participation and mercy aged care. 	2020-2021 2020-2024 2020-2021 2020-2021 2020-2022	<ul style="list-style-type: none"> Information booklets and worksheets developed. PD delivered and records kept. Evidence of discussions in Faculty meetings around these values. Documented pastoral care program (value emphasis). Documented curriculum. VCE 6.5/VCAL. Records kept of student participation.

Learning and Teaching

Core Commitment: We commit to enable all to thrive and achieve their potential in a supportive environment where learning opportunities are relevant, evidence-based and driven by best practice in learning and teaching.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. Through a focus on learning engagement and our learning culture, embed a culture of learning excellence that encourages the pursuit students' personal best and that strengthens their curiosity, creativity and critical thinking	<ul style="list-style-type: none"> Implementation of the Year 9 Compass Program. Further develop the provision of after school study. 	2020 Planning, training and trialing 2021 to 2024 2020	<ul style="list-style-type: none"> Curriculum documentation. Resource development. Program in action. CEMSIS engagement data improvement. Attendance records.
b. In our design and delivery of learning programs, ensure the curriculum is rigorous and provides innovative, engaging and differentiated learning opportunities for students	<ul style="list-style-type: none"> Develop an implementation plan for the Year 9 Compass Program. Implementation of the literacy and numeracy program at Year 7 and 8. Review Year 7, 8 & 10 curriculum offerings and structure. 	2020 2020 Yr 10 - 2020 Yr 7&8-2021	<ul style="list-style-type: none"> Developed implementation plan. Review reports. Improved NAPLAN data.
c. In our approaches to assessment and feedback, develop both teacher and student proficiency in ways that promote self-reflection, deeper understanding and learner growth	<ul style="list-style-type: none"> Learning Intentions and success criteria reinforced. Learning Walk - College Executive. Develop a whole school approach to formative / summative assessment and the use of reliable rubrics. 	2020 2020 2021 and 2022	<ul style="list-style-type: none"> Documented. Documented walks data. Updated assessment and reporting policy implementation guidelines to include specific reference to college approach to rubrics. Evidence of assessment types on rubrics recorded via SIMON. CEMSIS engagement data improvement. Improved NAPLAN and PAT-R data in the areas of reading, spelling and writing. Improved VCE results and median study score. Updated literacy policy and implementation guidelines. Use of data walls and data wise protocol. UBDs updates to include subject specific strategies.
d. In our Instructional practice (pedagogy), further develop understandings of how students learn, incorporating approaches to teaching that are contemporary, have high-impact, calibrate difficulty, promote deeper learning, are researched-based and encourage students to strive for excellence	<ul style="list-style-type: none"> Implementation of the key learnings from the Literacy Collective into a discipline based language and literacy focus. 	2020 to 2024	

PRIORITY	ACTION	YEAR (S)	EVIDENCE
e. <i>In our use of data analytics (evidence-based learning), build the capacity of all teachers to effectively use the data and evidence for improved student learning outcomes.</i>	<ul style="list-style-type: none"> Training in the use of PAT-R and Naplan data to identify literacy strategies appropriate to individual students and classes. 	2020 to 2024	<ul style="list-style-type: none"> Faculty meeting schedule. Year Level focused workshops. Use of data walls and data wise protocol.

Staff Professional Life

Core Commitment: We commit to enrich a staff-culture that stimulates vocational identity and efficacy; enhances teacher professionalism and wellbeing; and, facilitates shared leadership and decision-making.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. <i>Cultivate staff self-concept, 'voice' and value as a means to enhance vocational identity and wellbeing</i>	<ul style="list-style-type: none"> Internal and external promotion of professional collaboration, vocational self-concept, ideation and wellbeing. Staff Association - ways to celebrate staff achievements. Further develop Coaching program. Encourage staff to attend professional activities. 	2020 to 2024	<ul style="list-style-type: none"> See an increase in CEMIS indicators that that show: <ul style="list-style-type: none"> Extent to which staff support each other and have high expectations of themselves and each other Staff engagement survey and evaluations Wellbeing - physical and mental health of staff Staff absences, training mental health Teacher celebration of valued behaviours and achievements Increased Teacher-satisfaction.
b. <i>Foster a culture of collaboration, teamwork, research and professional excellence by utilising staff expertise, experience and evidence-based pedagogy</i>	<ul style="list-style-type: none"> Open dialogue, use of data & collaborative opportunities for staff to enhance professional knowledge, practice and College processes. Formal reporting back to staff on key college learning related projects and initiatives. Annual Review Meeting has to inform a Professional Development plan with coach as part of the coaching model. 	2020 to 2021	<ul style="list-style-type: none"> Review and evaluate staff-based data on engagement levels, professional practice and accountability.
c. <i>Improve teacher efficacy by developing an efficient and meaningful Professional Development Strategy that specifically links the College's Strategic Goals, Coaching Model and Annual Professional Growth and Development Process.</i>	<ul style="list-style-type: none"> Publish and implement a College-wide PD strategy (engaging internal and external facilitators) that links the strategic goals/priorities with teaching staff's Coaching program, data, and annual PG&D Process. Review and assess staff professional learning programs in curriculum, leadership, student wellbeing, faith development delivered by external experts in the respective fields, and from within the College. 	2020 to 2021	<ul style="list-style-type: none"> The data records of staff participation in professional development.
d. <i>Promote and advance the commitment of staff to lifelong learning through proactively supporting postgraduate or other study opportunities for faith formation, reflective practice and professional development</i>	<ul style="list-style-type: none"> Publish and promote more opportunities for staff to participate in professional development and postgraduate or training. Participation in learning walks. 	2020 to 2024	<ul style="list-style-type: none"> Increase in staff participation in professional development and undertaking postgraduate or other training opportunities to contribute to innovative pedagogy.
e. <i>Ensure a culture where all staff engage in shared leadership and inclusive decision making</i>	<ul style="list-style-type: none"> Staff engage at all stages of design, implementation, application and review of College policies and procedures. Minutes to meetings to be uploaded onto SIMON. 	2020 to 2024	<ul style="list-style-type: none"> Review and evaluate data on staff perceptions of inclusive decision-making.

Empowering Students for Life

Core Commitment: We commit to extend opportunities for students to develop social and emotional insights and skills that equip them to navigate life's challenges and builds capacity for informed decision-making regarding their physical, mental, emotional and spiritual wellbeing.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. <i>Through our counselling services and other communications with students, promote the understanding that 'help seeking' behaviors are protective and helpful when working through challenges and improving their mental health</i>	<ul style="list-style-type: none"> Design pastoral Care programs that meet the needs of students presented to the College Counsellors. Liaise with the College Student Representative Council to help promote Mental Health assistance. Introduce the teen Mental Health First Aid course. Upskill staff in youth mental health. 	2020 2020 2020 2020	<ul style="list-style-type: none"> PD Program. Student voice. Documented curriculum. PD program.
b. <i>Strengthen student voice in ways and areas that enable their unique perspectives on learning, teaching and schooling to be heard and to actively shape their education at MLMC</i>	<ul style="list-style-type: none"> Enhance leadership programs to create documented responsibilities for student leaders. Survey students about what they want/need in the PC program? Establish student presentations to Advisory Boards and at other committee levels. 	2020 2020 2020	<ul style="list-style-type: none"> Student workshops in place. Surveys completed.
c. <i>Promote and build student engagement in the broad life of the College in order to foster connection to the MLMC community and help develop skills and attributes that will sustain them in their lives</i>	<ul style="list-style-type: none"> Develop community based volunteer groups. Provide a buddy system that extends the Peer Support Leaders Program. Ensure that Resilience and Problem solving skills are developed through the PC Program. 	2021 2021 2020	<ul style="list-style-type: none"> 2020 Coffee Van. 2021 - Compass program to include. Community work. 2021 - Mercy Age Care. Expanded Peer Support Program.
d. <i>Ensure that current social and emotional issues that impact on students' lives are embedded in the pastoral care and wellbeing practices of the College.</i>	<ul style="list-style-type: none"> Continue to present pertinent Parent Seminar Programs that relate to student issues. Continue to target specific social issues to the relevant Year Level. 		<ul style="list-style-type: none"> Parent Seminar Programs.

Entrepreneurship and Innovation

Core Commitment: We commit to develop partnerships and enterprises that broaden and enrich our students' learning opportunities and build their options for post-school pathways.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. <i>Develop a deeper understanding of students' career aspirations in an ever-changing world</i>	<ul style="list-style-type: none"> Implement a tracking system to build a data base to document and record student destinations in the first 12 months out of school and university dropout rates. Careers to record data from year 12 interviews and Yr 10 Group interviews. Evaluate the whole College Careers Program. 	2020	<ul style="list-style-type: none"> The data base will be built over the four years.
b. <i>Build an open and inclusive approach to engaging with external stakeholders in outreach activities and shared enterprises that increase learning opportunities and networks for our students</i>	<ul style="list-style-type: none"> Old Collegians Network program to showcase different Careers paths. Partnerships with supporting programs to enhance. 	2021 to 2024 2021 to 2024	<ul style="list-style-type: none"> Develop a series of seminars.
c. <i>Establish new, creative and ambitious approaches to securing alternative revenue sources for students and families experiencing hardship</i>	<ul style="list-style-type: none"> Design and implement a giving, sponsorship and scholarship program. 	2020 to 2024	<ul style="list-style-type: none"> Giving and scholarship program in place.
d. <i>Further develop and create a greater awareness of opportunities available to students through the alumni network.</i>	<ul style="list-style-type: none"> Create a voluntary register of alumni who may offer employment opportunities to school leavers. 	2020	<ul style="list-style-type: none"> Register will be in place and continue to be built over the 4 years.
e. <i>Ensure MLMC is recognised as a leader in the education sector in Victoria and the Catholic school of choice for families in our area.</i>	<ul style="list-style-type: none"> Marketing plan developed and implemented. 	2020 to 2024	

Community

Core Commitment: We commit to strengthening our relationships and partnerships with families, alumni, local parishes and communities whilst reaching out and contributing to the wellbeing of communities at national and global levels.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. <i>Continue to engage parent community through meaningful parental and family involvement in the life of the College</i>	<ul style="list-style-type: none"> Building community by arranging scheduled events and volunteer opportunities. 	2020-2024	<ul style="list-style-type: none"> Review and assess the numbers of families and volunteers attending events e.g. Taste of MLMC, musicals, film nights, Aths day volunteers.
b. <i>Explore ways to involve parents in the education of their children in order to develop a stronger appreciation of their expectations and hopes</i>	<ul style="list-style-type: none"> Develop and document a planned series of forums with external educational facilitators presenting. 	2020 - 2021	<ul style="list-style-type: none"> Program of facilitators across all year levels e.g. Elevate Educate Year 11 - 12 Resilience Year 7 – 9.
c. <i>Maintain an awareness of the economic and social needs of our families</i>	<ul style="list-style-type: none"> Open dialogue between all relevant parties on the financial and pastoral needs of students and families within our community. Review support given to families by the relevant parties on a semester basis through the wellbeing meeting schedule. 	2020 - 2024	<ul style="list-style-type: none"> Documented process of support for the family.
d. <i>Further promote commitment to Reconciliation and to the Wurundjeri people as the traditional custodians of our College lands and embed genuine reconciliation</i>	<ul style="list-style-type: none"> Involve members of the Indigenous community to College events and involve our students with indigenous events outside the College. Review and assess reconciliation events such as The Long Walk, the Worowa Reconciliation day. 	2020 - 2024	<ul style="list-style-type: none"> Increased Indigenous awareness.
e. <i>Create an engaged online community through quality communications and a sustained electronic presence</i>	<ul style="list-style-type: none"> Use social media platforms to affirm events for public relation purposes. Gather data from social media platforms to understand analytics of people using our social media presence. 	2020 - 2024	<ul style="list-style-type: none"> Increase of subscriptions to social media platforms. Publicity and Promotions group meet each term to oversee.
f. <i>Strengthen the relationship with local parishes and Catholic primary schools</i>	<ul style="list-style-type: none"> Use of College Facilities to support local community. Support primary school Open/ Community Days with student / staff involvement. Invite Primary Principal's to College Events. 	2020	<ul style="list-style-type: none"> Numbers of local community accessing our soup van. Offer involvement in Community events by students and staff.

Stewardship

Core Commitment: We commit to develop a sustainable community – economically, socially and environmentally – and in developing our future together we aspire to maximize our growth and ensure that our management of resources is grounded in strong environmental care and sustainability practices.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
a. <i>Foster an environmentally sustainable community through planning and resource management which minimises harm to the natural environment, reduces waste and energy usage, and promotes effective environmental education and action</i>	<ul style="list-style-type: none"> Revisit the College Master Plan. Remove single use plastic from the College. Reduce paper usage and printing. Utilise student leadership to educate the student body about sustainable practices. 	2020 2020 to 2024 2020 to 2024 2020	<ul style="list-style-type: none"> Revised Master Plan in place. A plan will be in place. And evident in the College.

PRIORITY	ACTION	YEAR (S)	EVIDENCE
b. <i>Ensure responsible stewardship and strong fiscal controls that enable affordable fees for all families who wish to enrol at MLMC, capital growth and funding flexibility for new and dynamic learning programs</i>	<ul style="list-style-type: none"> Keep fee increases at under 1%. Increase the number of Health Care holders and scholarships. Stage 2, 3 and 4 of the Master Plan. Educational programs like Compass funded. Explore alternative payment plans for families. Community of need. 	2020 to 2022 2020 to 2024 2020 to 2024 2020 to 2021 2020 to 2021 2021 to 2024	
c. <i>Ensure all purchases are within ethical frameworks and practices</i>	<ul style="list-style-type: none"> Develop College policies to ensure slave free and ethical purchases. 	2020 to 2021	

School Advisory Council Report

As Chair of the Mount Lilydale Mercy College Advisory Council for 2022, I am pleased to present to the College community a summary report of the key activities undertaken, and the support and advice provided to the Principal by Council members in 2022. The Council met on seven occasions throughout the year (Feb, Mar, May, Jul, Sep, Oct, Nov).

MEMBERSHIP

In attendance at the meetings were:

- Philip Morison (College Principal)
- Louis Papadimitriou (Deputy Principal - Organisation)
- Jo Drummond (Chair and Parent)
- David Hausler (Deputy Chair, Chair of Business and Finance Advisory Group and Parent)
- Cameron Faulkner (Parent)
- Annie McCooey-Hennessy (Member of Old Collegians and Parent) (resigned end Term 4)
- Deanne Pavey (Parent) (resigned end Term 4)
- Susan Philips (Parent)
- Cassandra Read (Publicity and Promotions Committee and Parent)
- Philip Roper (Parent)

Dean de Munk (Business Manager) and Marilyn Ryan (Principal's PA and Minute Secretary) attended as observers.

Recognition of Service

We would like to acknowledge and sincerely thank Annie McCooey-Hennessy and Deanne Pavey for their highly valued contributions to the College Advisory Council over many years.

KEY TOPICS

Maria McGarvie (Board Director, Mercy Education Limited) — Governance and Mercy Ministry Companions

Maria McGarvie, representing Mercy Education Limited (MEL) Board, attended the Advisory Council as a special guest and presented on governance. As of 3 December 2021, a new organisation called Mercy Ministry Companions (MMC) has been installed. MEL is now an incorporated ministry of MMC. This is a change to corporate leadership and is a more modern approach to governance management, including the areas of risk, educational needs, appointment and reviews of Principals, and policy formation.

Maria will continue to attend Advisory Meetings when she can as a representative of MEL.

Anita Kay-Taylor (Deputy Principal - Learning and Teaching) - 2021 VCE Results / Outcomes

Anita presented a detailed analysis of the 2021 VCE data which saw an overall improvement in results compared to 2020 including an increase of median Study Score from 28 to 30. 48% of subjects achieved study scores at or above the state median and the highest ATAR achieved 97.90. 81% of VCE students applied for courses via VTAC and 94% of students received a first round University offer. Anita advised Council that the College continues to track student achievement aligned to learning advice, exam preparation and student motivation. The College is continually improving our processes for the best outcomes, and staff should be congratulated for their holistic approach to teaching in 2021.

Philip Morison (Principal) – Melbourne Archdiocese Catholic Schools (MACS) School Data Snapshot 2021

Philip led an informative discussion on the school data snapshot provided by MACS on 1) that our schools are distinctly Catholic; 2) that our schools demonstrate leading practices for teaching, learning and student well-being; 3) that our schools are strong academic performers; 4) that our schools are financially prudent; and 5) that our schools are inclusive, engage families and appeal to families. The question discussed by Council: 'what can we do to ensure we are moving in the right direction?'

Philip Morison (Principal) – Multi Enterprise Agreement

Philip provided regular updates to Council on the Victorian Catholic Education Multi Enterprise Agreement for teaching staff, including changes to the time structure of the school day to manage teaching load and management of time in lieu.

David Hausler (Member of Business and Finance Advisory Group) and Dean de Munk (Business Manager) - Finance Report, Budget/School Fee Increase for 2023

David presented an overview of the College finances for 2021. The recommendation for 2023 was for school fees to be increased by \$120, an increase of 1.7%, taking the total to \$7,080. The budget for 2023 was based on conservative estimate of enrolments (1485, similar to 2022). Funding assumptions (Commonwealth and State) were based on the capacity to contribute. Built into the 2023 budget are increased staff salaries, insurance costs and capital works (Stage 3) dependent on timings.

The fee increase was ratified by Council, along with the preliminary budget for 2023, which was formally presented and approved by Mercy Education Limited.

Note: Upon advice from the Business and Finance Advisory Group, Council also ratified paying out residual loans from 2010 and 2012 using cash reserves.

John Rodgers (Deputy Principal – Pastoral Care) – Child Safety Update

John provided an update to Council on the new Child Safety Standards, in place for the College by 1 July 2022. In the new standards, there is a greater focus on First Nations children. John also led a discussion with Council on Child Safety compliance and governance considerations to ensure a culture of safety is embedded within the College. Child Safety is now a standing agenda item for Council meetings.

Philip Morison (Principal) – Update on College Building Master Plan

Philip presented regular updates on Stage 3 construction (The Heath Building) under the College Master Building Plan. Building commenced in late 2022 and is expected to be completed by end June 2023. Next stages of the College Master Building Plan include a new full-service canteen, new VET/VCAL rooms, multi-level car park, new Calthorpe Building and Bradshaw & Performing Arts Building.

Philip Morison (Principal) and Louis Papadimitriou (Deputy Principal - Organisation) – Scholarship Programs and Community Forum Group

Philip prepared for Council a discussion paper on the current Scholarship programs at the College, some of which are funded by the College and some by external sources, as well as an overview of scholarships provided by other schools, including Academic, Music and General Excellence scholarships. Based on this review, a proposal for a new scholarship program at the College was presented and formally supported by Council: Academic Scholarship (Years 10-12 Barak Campus), General Academic Scholarship (Years 7-9 McAuley Campus) and General Excellence Scholarship.

The proposal for the development of a new forum involving staff, students and parents that would serve as a platform to consult on development of policies and program central to college life was presented to Council for review and input. This group will replace the former Policy and Curriculum Committee. Council agreed this was an excellent initiative with the potential to provide a new avenue for input from all representative stakeholders. Council recommended the group be known as the Community Forum Group.

Elizabeth Keogh (Deputy Principal – Mission) – Religious Education Curriculum and Enhancing Catholic Identity Survey (ECIS)

Elizabeth provided an informative presentation on the religious education pathways for students in Years 11-12 (School Based RE) based on pedagogy of encounter, where students are a witness to living faith with a focus on gospel teachings and their impact on the world today. Year 11 will now include indigenous culture and Year 12 will have practical elements: head, heart, and hand.

Elizabeth also presented a summary of the ECIS which provided a snapshot of the College's Catholic identity for students, staff, and parents.

ISSUES ADDRESSED

The Advisory Council provided support and advice to the Principal as per the following:

- Appointed Council Chair and Deputy Chair for 2022, and new Council member (Cameron Faulkner)
- Letters of welcome were sent to new families and College staff in 2022
- Letters of congratulations were sent to Academic Award winners for 2021

- Presented the 2021 Annual Report to Parents and College community
- Reviewed and accepted the Principal's monthly reports
- Reviewed and accepted reports from the Business and Finance Advisory Group, the Building and Planning Advisory Group, the Publicity and Promotions Committee, Old Collegians Association, Occupational Health & Safety Committee, and Community Forum Group
- Reviewed the 2021/2022 Budget and approved the fee increase for 2023
- Reviewed and discussed the 2021 VCE data, MACS School Snapshot data, and ECIS data
- Supported and attended a range of College activities, including College Debutante and Presentation Balls, Old Collegians' Business Breakfast, College Musical, College 125 Year Celebration, Night of Excellence and Year 12 Graduation Ceremony
- Participated in the Mercy College Leadership and Council Seminar hosted by Mercy Education Limited: 'Safeguarding Essentials'
- Reviewed the Mercy Education Limited Modern Slavery Statement (2021)
- Discussed, reviewed, and ratified College policies including International Tours Policy
- Participated in the selection committee for the Mark Prest Award 2022

In conclusion, the members of the Mount Lilydale Mercy College Advisory Council offered support and advice to the Principal, Mr Philip Morison, as required. Advice given reflected the Mercy ethos and Christian values, with consideration and support given to the needs of students, staff, and families.



Catholic Identity and Mission

Goals & Intended Outcomes

- We commit to be a transformative faith community who provide opportunities and experiences that allow students and staff to encounter the divine whilst developing a sense of their own worth.
- Strive to strengthen our Catholic Identity and empower our students and staff to find meaning and value in life
- Ensure that our learning and teaching approaches take account of students' diverse backgrounds and life experiences and assist them to make connections between faith and their life journey.
- Endeavour to support and develop all staff in their journey towards a deeper spiritual understanding and application of Gospel teachings to facilitate learning encounters that enrich and deepen their spiritual life and that of their students.
- Provide students with opportunities to understand and value the College's Mercy heritage and to live our mercy values, particularly as these values pertain to the challenges of stewardship in a globalised world and investing in the Common Good.

Achievements

97% of RE Classes had the opportunity for Reconciliation or the opportunity to speak with the College Chaplain, if not Catholic.

All staff had the opportunity for Reconciliation during the Faith Formation Day and also by private arrangement with the Chaplain

Staff participated in Prayer for Peace-week in the chapel - volunteers signed up for 15 min. Time slots so that prayer was taking place consistently throughout the week.

Students explicitly encouraged to dialogue and encounter their own personal stories, the Catholic Tradition, and make meaning of the wider world through updated pedagogy and resources -e.g. Year 7 students consider their own life story in relation to the bigger picture of scripture and the Mercy tradition. Year 8 produced a project on their personal sacraments of initiation journey or researched what these are. Year 9 Students make connections between faith, dealing with hurt, failure, and sin, and receiving forgiveness and spiritual healing. Year 10 students make connections between their virtue/character strengths and their faith life and reflect on their experience with Jesus Christ through a reflection of characters in the gospels relating to/experiencing Jesus. Senior students in the 10 Catholic Ministry classes make connections between their faith journey and the call to discipleship and service, connections between the Catholic ethical frameworks, differing opinions on ethical issues, and their own stances in relation to faith and spirituality. The curriculum was updated to give opportunity for students to have the opportunity to make connections between Catholic spirituality, views of justice, and their own faith journey through prayer experiences The Year 12 curriculum in Religious Education deepened connections between Catholic Social Teaching and the students' own faith journey.

A number of Staff Faith Formation sessions were delivered and a day of formation facilitated by a number of staff members gave staff the opportunity to explore the concepts of mercy and hospitality. In addition, a wide range of formation and prayer experiences were offered at differentiated levels for staff to choose. All of these were approved for accreditation purposes.

Friday morning Masses were celebrated with increased numbers of staff and students, and weekly prayer groups were facilitated by senior students. All students celebrated a number of Masses including class, year level and whole College.

A group of Religious Education teachers continued to work for the second year with a local Catholic secondary school and MACS and as a result of this collaboration, aspects of the Religious Education curriculum were updated and further developed, particularly with reference to pedagogy.

Senior students prepared and facilitated many liturgies including Mercy Day, National Reconciliation Week, Refugee Week and family Week.

VALUE ADDED

- More than \$21000 was raised for projects such as Caritas, Mercy Works, Catholic Care, Catholic Mission and Vinnies as well as sending over 50 shoe boxes filled with gifts to Samaritan's Purse.
- An emergency appeal and fundraiser for Ukraine raised much needed funds and on a local level our local Vinnies received numerous donations of non-perishable good and toiletries from our Community.
- Year 12 Ministry students re-established Conversation Café - a safe space for students of all ages to gather to discuss topical issues.
- The Vinnies Winter SleepOut took place again after two years of virtual events, raising funds for the homeless.
- A Mini Vinnies Group was established for junior students.
- During National Reconciliation Week we welcomed a number of First Nations Elders and guests to an assembly.
- Year 12 students had the opportunity for two reflection/retreat days enabling them to focus on their relationship with God, self and others. The first was at the College facilitated by their home-room teachers and the second was off site with Fr Rob Galea from FRG Ministries.
- Year 11 Students also spent a day with Fr Rob Galea exploring what it really means to be courageous.
- A collection of toys were donated by junior students to Vinnies and Mullum Mullum Indigenous Centre for Christmas.
- For the first time since 2019 we celebrated Mercy Day on site reflecting on the value of hospitality and the work of the Holy Spirit in the life of Catherine McAuley and enjoying a variety of activities and fundraising opportunities.
- The Seeds of Justice Group were active with awareness raising in relation to issues of injustice.
- Year 7 and 8 pastoral Care programs were enhanced with resources enabling deeper connections with the mercy values of respect and compassion.

Learning and Teaching

Goals & Intended Outcomes

- Further develop the provision of after school study.
- Year 12 Goal Setting Initiative
- Develop an implementation plan for the Year 9 Compass Program.
- Implementation of the literacy and numeracy program at Year 7 and 8.
- Extend support programs to years 9 to 12
- Review Year 7, 8 & 10 curriculum offerings and structure.
- Learning Intentions and success criteria reinforced.
- Curriculum Documentation
- Learning Walk - College Executive.
- Develop a whole school approach to formative / summative assessment and the use of reliable rubrics
- Development of the Reading4Me program
- Whole School approach to Feedback
- Embed Raising Expectations, Feedback, Goal setting, Structuring Lessons, Explicit Teaching, Improved Exam preparation through Program Logic process
- Use of training PAT-R and NAPLAN data to identify literacy strategies appropriate to individual students and classes.
- Use of VCE Data Services to analyse trends in subject and class data
- Use of Semester Report data to identify trends in internal assessment and reporting

Achievements

McAuley Campus student attendance at homework club reflects an average of 15 students attending yearlong with 88 students attending at least once in the year. The highest number of attendance for sessions was 25.

Barak Campus students attendance for after hours supervised study, show an average of 6 students across the years with the highest attendance being 10 students in sessions. These students were predominantly learning diverse students. It is worth noting that student accessing the Senior library resources had an average of 23 students between the hours of 3.00pm - 4.00pm and an average of 5 students between 4.00pm - 5.00pm.

A "Goals revisited" worksheet distributed for students to complete to guide Student progress Interviews (SPI) discussions. This process was very under-utilised, and will need development in 2023.

The Literacy and Intervention Team met once a term (as indicated in the College meeting schedule) and incidentally throughout the year to plan, reflect and adjust their practice, the programs used, namely Maqlit (Literacy) and QuickSmart (Numeracy). Based on feedback, reflection and advice from staff, middle leaders and consultants with MACs, the program was

adapted to 20 min intervention tuition sessions. Students were withdrawn from English and Maths classes. These changes were implemented but were impacted by several changes in staffing throughout the years.

The Year 9 -12 support program continued in 2022. Students in Years 11-12 received one to one support as well as small and large group support by a select group of teachers in English and Mathematics explicitly. Support in other subjects were less structured but did occur during school study allocated periods as well as after hours as indicated earlier.

Year 10 new curriculum and staged implementation was ratified by the College executive in Semester 1 and planning for stage 1 implementation in 2023 took place throughout semester 2. This is reflected in the Pattern of Provision and minutes of CIMT, Faculty and LL Meetings

All subjects have been required to update to the New UbD document. Each UbD identifies Learning Intentions (LI) and Success Criteria (SC) for the unit and for each week of the unit. DOL has held meetings with Faculty Learning Leaders (FLL) to ensure this is happening, and track progress towards this goal over the year.

Years 7-10 Scope and Sequence completed by all Faculties with all UbD linked. The document maps, to the Victorian Curriculum, topics, skills, General Capabilities. Additionally, a "Review of Scope and Sequence" has been completed which identifies curriculum gaps, overlaps and opportunities.

Learning Walk Survey Data is based on accumulated responses over the year. 34 Learning Walk conducted. The focus was on Learning Intentions (LI) and Success Criteria (SC) interpreted from student responses.

Student responses to LI questions indicated that most students were able to articulate the learning intention clearly, describing desired skills and knowledge. Only 18% of students incorporated an understanding of why these skills and knowledge were important.

60% of students were at least moderately confident of their success and were able to articulate how they would be able to determine their success, however 29% of students indicated they would be still relying on personalised teacher feedback to make that conclusion.

A bench marking and moderation protocol was drafted by the Learning Leaders (LL's) and is ready for implementation in 2023.

The HITS- Structuring Lessons and Feedback was the focus of 24 FLT impact cycles. In these cycles staff collaborative investigated strategies to improve structuring lessons and feedback within the faculty. Impacts cycles explored, formative and summative assessment rubrics, checklists, self-reflections and peer feedback.

The effectiveness of the Faculty Learning Team (FLT) program was rated by staff overall as "moderate" (2.84/5).

COVID continued to reduce the capacity for staff to implement this new program: 17 out of a possible 26 Impact cycles were completed by the end of term 3. Of these, only 14 measured the impact on student learning effectively. While only 4 FLT's recorded a positive improvement of student outcomes, others identified future improvements from their findings.

FLT's will present their findings to teaching staff in a symposium on Wed Dec 7th.

The range of texts available and availability have been increased over the course of the year

The Reading4Me survey data for Year 7-9 students has been collected, summarised and presented to staff at intervals throughout the year. The data reveals patterns of preparation, levels of interest and engagement as well as types of texts and genre preferences.

Albitros data services were implemented, but were disappointing. The package delivered was not the same as the one presented at the point of sale. The data did prove useful in identifying the increasing spread of student achievement post-covid, and has informed the LL's decision to focus on Quality Differentiation Teaching Practices (QDTP) in the classroom in 2023.

A Mindframe "I am unashamedly aspirational" underpinned the work of the FLT this year. 24 FLT plans and 17 reports have been written (more to follow) which describe the PD undertaking in FLT's. Additionally, 3 one-on-one coaching meetings have been conducted throughout the year with the DOL and each FLT leader to guide the progress of these impact cycles.

PD on feedback and Structuring lessons has been engaged with at the discretion of the FLL's in FLT's.

Based on data from this year's teacher assessments and the rate of non-completed tasks the focus for 2023 has been decided on by the LL's to be the HITS of "Differentiations" underpinned by the mindframe "learning is a progression in my classroom".

This staff training has been postponed to 2023 due to a number of other priorities.

Each Yr 12 teacher has produced a reflection based on the data from VASS and indicated strengths and weaknesses, and subsequent goals for the teaching of their subject. Each Yr2 teacher has met with the FLL to discuss these reflections and goals. The DP Learning and Teaching has also met with each FLL and subject teachers to have data informed conversations.

Yr 12 teachers have been given a print out of their subject data, which has removed the requirement for them to individually access VASS.

FLL were given data from Sem 1 reports. Minuted meeting records of discussion - data informed dialogues.

A 7-11 bench marking protocol was finalised, but the decision was made to launch this in 2023 because of the other priorities.

STUDENT LEARNING OUTCOMES

NAPLAN 2022

- As in 2021, the College is maintaining its current school vs state levels of achievement in both numeracy and literacy, where, on average, we are at or below state mean and median.
- The number of students in the bottom 10% remain significantly higher than the states 10% but students in the top 10% are significantly lower than the states top 10%
- In both literacy and numeracy, the data shows there are weaknesses in student interpretation of language. It suggests that perhaps students are better at ROTE learning knowledge than application of skills.
- Our growth in our lowest 10% remains very significant, which compliments our work with the lower tiered students through the intervention programs.

- Year7 -12 students have access to in-class and out of class academic support, with a focus on Literacy, Numeracy, Mathematics and English. In addition, Year 9–12 students have access to online support through Studiosity.
- Teachers are working in Faculty Learning Teams (FLT's) and Professional Learning Teams (PLT's) to improve student outcomes. The FLT focus is on skills and knowledge around HITs and PLT's are focused on coaching link to the strategic plan. Both teams achieve this through the use of the Impact Cycle.

2022 Unit 3-4 VCE Results show a number of areas of growth and decline as detailed below:

Growth

- Improvement in ATAR scores in scores above from 90, 80 and 75 as follows:
- scores above 90 - 7.2% to 7.5%
- scores above 80 - 20% to 26%
- scores above 75 - 32% to 34%
- College Dux achieved an ATAR 99.3, which is the highest ATAR achieved by a student since 2016.
- 40+ scores outperformed achieved vs predicted study score data. 40+ predicted was 1 but 29 was achieved.
- 18 subjects showed improvement in terms of achieved vs predicted study scores. This is an improvement from 2021 which had 15 subjects.

Increase in non-scored VCE students from 19 in 2021 to 39 in 2022.

Students on the top end (ATAR of 70 and above) performed very well and continue to track upwards for a second year. These improvements can be attributed to data informed teaching practices, course selection and intensive student management, which were introduced in 2021. Other contributing factors include the continuous focus on subject moderation and ranking practices, whole school targeted high impact teaching (HITS) strategies, adaptive teaching, increased engagement of students in the upper band, targeted exam preparation individual student resilience, motivation and aspiration.

Decline

- Drop in study score median from 30 to 29
- ATAR scores between 64-55 show a sharp decline in 2022, compared to 2021
- ATAR scores above 60 have decreased by 11.09%, compared to 2021
- ATAR Scores below 50 has increased by 7% moving from 11.8 % (2021) to 18.05% (2022).
- ATAR Scores above 50 have decreased by 6.25%, compared to 2021

Students in the upper middle band (ATAR's between 60-55) show the largest decline. This range would have had a significant impact on the drop back to a median study score of 29. This reflected in student performance by subject, which indicated a drop of 12% from 48% (2021) to 36% (2022) in studies achieving a median score at or above the state median.

Students in the middle to lower band (ATAR's between 50 and below) indicate a drop from down from 2021. However, when comparing data from previous years this is not necessarily a concerning decline as it is well above the trend from 2015 to 2020.

Teacher predictions of student minimum scores ranged from a 2-10 study score point difference in achieved vs predicted score data for a second year. This requires further exploration into assessment, bench marking and moderation practices. Other contributing factors may include student course selection, student motivation, well-being and pathway selections.

Pathways and Destinations

JANUARY OFFERS	NO. OF STUDENTS	%
1st Preference	82	65%
2nd Preference	18	14%
3rd Preference	9	7%
4th Preference	7	6%
5th Preference	3	2%
6th Preference	2	2%
7th Preference	2	2%
8th Preference	2	2%

- 96% of students received a first round offer in December
- 92% received an offer from their top 4 preferences
- UNIVERSITY DESTINATIONS: - 108 Offers - 86%
- TAFE DESTINATIONS - 3* Offers - 2.4% (excluding direct entry applicants)
- INDEPENDENT TERTIARY COLLEGES- 14 Offers - 11%

The college continued to take a holistic, flexible approach towards learning and teaching and recognise that each graduating cohort will reflect a different set of data from year to year. We celebrate the achievement of the top achievers and recognise the decline in the middle band of achievers of this cohort.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	573.9
Year 9 Numeracy	588.8
Year 9 Reading	593.5
Year 9 Spelling	576.6
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	93.1	-	96.3	3.2
YR 07 Numeracy	-	98.1	-	98.1	0.0
YR 07 Reading	-	98.8	-	98.6	-0.2
YR 07 Spelling	-	95.4	-	96.7	1.3
YR 07 Writing	-	95.0	-	97.1	2.1
YR 09 Grammar & Punctuation	-	93.5	-	90.7	-2.8
YR 09 Numeracy	-	95.9	-	97.6	1.7
YR 09 Reading	-	90.5	-	96.6	6.1
YR 09 Spelling	-	93.5	-	92.4	-1.1
YR 09 Writing	-	87.0	-	93.2	6.2

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Throughout the College Year a detailed, planned and sequenced Pastoral Care program is fully integrated, documented and reported upon. The program is carefully designed to address the specific needs of students and is thoroughly documented so that its effectiveness can be assessed and improvements made where necessary.

The Pastoral Care Program is developed to assist students build resilience and problem-solving skills. The program provides students with the necessary tools and resources to deal with challenges and difficulties that they may encounter in their personal and academic lives.

The College continued to build on previous year by offering both students and staff a Mental Health First Aid course:

The course on Teen Mental Health First Aid is designed to equip students with the knowledge and skills to recognize the signs of mental health problems in themselves and others, and to provide initial help and support until professional help can be accessed. It is designed to help students become more aware of mental health issues and to be better able to support their peers.

For staff in particular. This will ensure that they are better equipped to identify and support students who may be experiencing mental health problems, and to provide appropriate referrals to specialist services where necessary, adding to a supportive and caring environment for students.

Achievements

The College has taken proactive steps to enhance its Pastoral Care Program to cater to the changing needs of its student body. To ensure that the program is effective, the College has actively sought feedback from the Student Representative Council and College counsellors. Additionally, the College has introduced a Mental Health First Aid course for selected students, with plans to extend it to other Year levels. This course aims to increase awareness of mental health issues and equip students with strategies to manage these issues effectively.

To provide an additional level of care, the College has doubled the number of Year Level Leaders at each Year level to better cater for the social, emotional and academic needs of students. The position of Youth Worker to assist students experiencing challenging circumstances was continued. The Youth Worker's support ranges from helping students with school refusal to mentoring Out-of-Home Students. Additionally, the College introduced a Wellbeing dog into the Community to allow students an alternative avenue to self regulate and find calm.

The College also began to work on transitioning the Academic and Behaviour Tracking system to a new program that will better serve its community. Avenues of communication with home will be linked to these improvements to ensure parents were quickly informed.

Finally, the College has continued to strengthen its connection with the 'Resilience Project' and offered a Parent Seminar to enhance parents' understanding of the initiative. Overall, these measures demonstrate the College's commitment to providing a supportive and nurturing environment that caters to the diverse needs of its students.

VALUE ADDED

Returning to full time face to face teaching permitted a return to extra-curricular activities.

Programs offered included:

- Charity outreach works in the local community
- Peer support mentoring
- Debating Association
- Numerous House Cup Challenge competitions
- Swimming and Athletics clubs
- Tournament of the Minds
- Student Leadership opportunities
- Young Farmers Club
- Musical ensembles - both on-site and online

STUDENT SATISFACTION

Student satisfaction seemed to wain during 2022 after three very interrupted years. MACSIS data collected during 2022 compared with data from 2021 saw student satisfaction levels in the areas of rigorous expectations, school engagement, school climate, teacher-student relationships, school belonging, student safety and Catholic identity all decrease by an average of 5%, This would indicate that post covid our students are becoming increasingly unsettled in school. This continues to be in alignment with the average of other MACS schools.

This data is based on a considerable sample of 1168 student respondents in 202 and 1138 in 2021.

Anecdotal evidence collected in 2022 would suggest that both families and students continued to appreciate the efforts of a dedicated and committed staff. Conversational feedback expressed gratitude for the efforts of the College in maintaining an engaging and connected curriculum and well-being program.

STUDENT ATTENDANCE

The College has a system in place that monitors student attendance 7 times throughout the school day. Parents of students absent without reason are contacted by a member of the College Administration Team seeking clarification on the absence.

Student absence of three or more days is followed up by the students Homeroom teacher or Year Level Coordinator. Parents are asked to notify the Principal if their child will be absent from school on a family holiday during school time.

The College Youth Worker was also utilised to reach out to students who may be demonstrating signs of School refusal in an attempt to re-engage the student before school refusal habits become entrenched.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.0%
Y08	88.0%
Y09	86.6%
Y10	86.7%
Overall average attendance	88.1%

SENIOR SECONDARY OUTCOMES

VCE Median Score	29.0
VCE Completion Rate	99.0%
VCAL Completion Rate	94.0%

Child Safe Standards

Goals & Intended Outcomes

Throughout the College Year a detailed, planned and sequenced Pastoral Care program is fully integrated, documented and reported upon. The program is carefully designed to address the specific needs of students and is thoroughly documented so that its effectiveness can be assessed and improvements made where necessary.

The Pastoral Care Program is developed to assist students build resilience and problem-solving skills. The program provides students with the necessary tools and resources to deal with challenges and difficulties that they may encounter in their personal and academic lives.

The College continued to build on previous year by offering both students and staff a Mental Health First Aid course:

The course on Teen Mental Health First Aid is designed to equip students with the knowledge and skills to recognize the signs of mental health problems in themselves and others, and to provide initial help and support until professional help can be accessed. It is designed to help students become more aware of mental health issues and to be better able to support their peers.

For staff in particular. This will ensure that they are better equipped to identify and support students who may be experiencing mental health problems, and to provide appropriate referrals to specialist services where necessary, adding to a supportive and caring environment for students.

Achievements

The College has taken proactive steps to enhance its Pastoral Care Program to cater to the changing needs of its student body. To ensure that the program is effective, the College has actively sought feedback from the Student Representative Council and College counsellors. Additionally, the College has introduced a Mental Health First Aid course for selected students, with plans to extend it to other Year levels. This course aims to increase awareness of mental health issues and equip students with strategies to manage these issues effectively.

To provide an additional level of care, the College has doubled the number of Year Level Leaders at each Year level to better cater for the social, emotional and academic needs of students. The position of Youth Worker to assist students experiencing challenging circumstances was continued. The Youth Worker's support ranges from helping students with school refusal to mentoring Out-of-Home Students. Additionally, the College introduced a Wellbeing dog into the Community to allow students an alternative avenue to self regulate and find calm.

The College also began to work on transitioning the Academic and Behaviour Tracking system to a new program that will better serve its community. Avenues of communication with home will be linked to these improvements to ensure parents were quickly informed.

Finally, the College has continued to strengthen its connection with the 'Resilience Project' and offered a Parent Seminar to enhance parents' understanding of the initiative. Overall, these measures demonstrate the College's commitment to providing a supportive and nurturing environment that caters to the diverse needs of its students.

Leadership

Goals & Intended Outcomes

- Further develop our Coaching program.
- Open dialogue, use of data and collaborative opportunities for staff to enhance professional knowledge, practice and College processes.
- Review and assess staff professional learning programs in curriculum, leadership, student well-being, faith development delivered by external experts in the respective fields, and from within the College.

Achievements

Further develop our Coaching program.

During 2021 we conducted a review of our Professional Learning Program. A proposal was developed that aligned our Learning and Teaching program to that of our Professional Development goals. This resulted in a shift in our Coaching program to that of Jim Knight's 'Impact Cycle'. All staff were trained in this enquiry approach and Professional Learning Teams established and implemented in 2022.

Open dialogue, use of data and collaborative opportunities for staff to enhance professional knowledge, practice and College processes.

Learning Leaders assisted staff in examining grades allocated to students and cross-marking was allocated across the particular year levels with an analysis of consistency between year levels. A recommendation of cross marking 7 to 10 was developed and implemented

Review and assess staff professional learning programs in curriculum, leadership, student well-being, faith development delivered by external experts in the respective fields, and from within the College.

A web page was developed by our Staff Development and Innovation Leader that consolidated all the professional learning opportunities for staff to view and applied for removing the numerous emails sent out. We also investigated a number of PD providers and instigated the use of the Hatchery, a digital platform that provides numerous opportunities for staff to access various online learning modules.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Description of Professional Learning undertaken in 2021

In 2022 staff accessed a variety of professional learning (PL) opportunities. Many of these centred on student well-being and providing strategies for students to re-engage with their learning in a meaningful way. Staff also accessed PL that explored various differentiation strategies.

Number of teachers who participated in PL in 2022

127

Average expenditure per teacher for PL

\$903

TEACHER SATISFACTION

The School Climate index for 2022 survey showed a figure of 50% which was slightly lower than the 2021 data which was 52%. The MACSSIS data indicates that Mount Lilydale Mercy College staff are highly motivated and have a positive experience of working with the students. We had a 1% increase in staff satisfaction on their role in collaboration with the school improvement strategy. This could be attributed to the changing focus of our coaching program.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS

Doctorate	2.5%
Masters	34.4%
Graduate	38.5%
Graduate Certificate	9.8%
Bachelor Degree	90.2%
Advanced Diploma	9.0%
No Qualifications Listed	2.5%

STAFF COMPOSITION

Principal Class (Headcount)	7.0
Teaching Staff (Headcount)	124.0
Teaching Staff (FTE)	114.3
Non-Teaching Staff (Headcount)	81.0
Non-Teaching Staff (FTE)	71.3
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

- Continue to engage parent community through meaningful parental and family involvement in the life of the College
- Explore ways to involve parents in the education of their children in order to develop a stronger appreciation of their expectations and hopes
- Maintain an awareness of the economic and social needs of our families
- Further, develop and create a greater awareness of opportunities available to students through the alumni network
- Create an engaged online community through quality communications and a sustained electronic presence
- Strengthen the relationship with local parishes and Catholic primary schools

Achievements

Like 2020 and 2021, 2022 was a year like no other and the impacts of COVID 19 significantly impacted the College's ability to build community, but in many ways the College excelled in building community and extending the avenues of communication

Understanding that staff and student absenteeism with COVID 19 and the flu were an unforeseen feature of the year, communication was prioritised with families through:

- The Principal wrote at least one letter a week to families updating g them on processes at the College and often the number of letter in particular weeks numbered three
- Video messages continued to be a feature of our communication with the principal, Deputy Principals. Well-being staff and Student Leaders often communication through video type links.
- Social Media communication was highlighted.
- Parents were surveyed about processes to conduct Student Progress Interviews.
- A range of online processes were developed to share and distribute information including Google Classrooms pages, Google meets and Parent Handbooks for Remote Learning.
- Parents and Friends meeting were conducted via Zoom links as were Old Collegian meetings.

VALUE ADDED

Many activities during 2022 were either postponed or presented via alternative mediums. Fortunately, some Community and College events did proceed, including:

- Opening Staff Mass
- Parent Welcome Liturgy
- Opening College Mass
- Year 7 Camps
- Year 9 Camps
- Year 11 and 12 Retreat and Mass
- Vinnies Winter Appeal for goods and Winter sleepout
- Night of Excellence and Academic Award Ceremonies
- Mercy Day Liturgy
- Homeroom Masses through the RE program
- Ministry Lounge activities
- Family Care Week
- Year 12 Graduation
- Staff functions and activities

A number of events were also adapted to an Virtual format, including:

- Friday morning Masses
- Prayer Group and Conversation Café
- National Reconciliation Week

PARENT SATISFACTION

Parent satisfaction seemed to wain during 2022 after three very interrupted years. MACSIS data collected during 2022 compared with precovid data saw family satisfaction levels in the areas of school fit, school climate, students safety and Catholic identity all slightly decrease, while the family engagement and communication showed improvement. It is still at a level of the average of all MACS schools.

This data is based on a very small sample of 40 survey respondents in 2021 but only 12 in 2022.

Anecdotal evidence collected would suggest that both families and students continued to appreciate the efforts of a dedicated and committed staff. Conversational feedback expressed gratitude for the efforts of the College in maintaining an engaging and connected curriculum and well-being program.