

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



**MOUNT LILYDALE
MERCY COLLEGE**

MOUNT LILYDALE MERCY COLLEGE, LILYDALE



SCHOOL REGISTRATION NUMBER: 0474

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Minimum Standards Attestation

I, Philip A 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

1 July 2020

Our College Vision

"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."



Our College Mission

ENTHUSED BY THE TEACHING OF JESUS CHRIST, THE MOUNT LILYDALE MERCY COLLEGE CATHOLIC CO-EDUCATIONAL COMMUNITY AIMS TO FOSTER JUSTICE, COMPASSION, HOPE AND HOSPITALITY IN THE MERCY TRADITION.

WE COMMIT OURSELVES TO THE PROVISION OF A SUPPORTIVE ENVIRONMENT WHERE EACH STUDENT IS ENCOURAGED TO DEVELOP A LOVE OF GOD, OF LIFE, OF OTHERS AND OF LEARNING.

INSPIRED BY CATHERINE McAULEY, WE VALUE:

SPIRITUALITY

- that has as its basis a love of God, knowledge and experience of the gospel values;
- that recognises the centrality of the Paschal Mystery – the life, death and resurrection of Jesus, on our lives today;
- that is demonstrated through our celebration of life, together with the teachings of the Catholic Church, the formation of loving relationships within the community, and participation in liturgical celebrations;
- which respects the dignity of the human person through a strong sense of social justice;
- which embraces a holistic learning environment;
- which reflects the Works of Mercy, Spiritual and Corporal.

COMMUNITY

- which nurtures self esteem by promoting respect for each person's uniqueness, dignity and worth;
- that strives to be supportive for those who suffer and endure hardship;
- which is compassionate, honest, accepting, tolerant, just, caring and willing to listen;
- that provides spiritual, emotional, social and intellectual assistance to each of its members;
- that inspires and nurtures a stimulating and safe environment which accepts difference;
- which encourages a loyalty to a rich school heritage;
- that affirms the rights of individuals as well as their responsibility to the school, wider community and the physical environment;
- which recognises that 'the quality of Mercy' is unconditional.

LEARNING

- which recognises that the school's Catholicity permeates all learning experiences;
- which offers a dynamic, challenging, rich and diverse range of learning experiences;
- that stimulates each student to strive for personal excellence;
- that caters to individual needs;
- which encourages a high level of motivation, independence, perseverance, initiative and creativity;
- that values a culture of excellence where personal responsibility and pride in performance will help students to reach their potential;
- which prepares students for a changing and challenging world;
- that embraces a formal pastoral care program and a wide range of co-curricular activities.

'The tender Mercy of our God has given us one another' (Mercy Constitution)

College Overview

Established in 1896, Mount Lilydale Mercy College is a Catholic Co-educational College with an enrolment of 1464 students from Years 7 to 12 as at 28 February 2019, a decrease of 20 students on 2018. It is situated in the outer eastern suburbs at the gateway to the Yarra Valley. The College is one of 12 schools in Victoria, South Australia and Western Australia owned by the Sisters of Mercy and governed by Mercy Education Limited.

For over 123 years Mount Lilydale Mercy College 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.

LEVEL	February 2013	February 2014	February 2015	February 2016	February 2017	February 2018	February 2019
7	257	259	261	265	263	265	264
8	257	261	266	256	264	264	262
9	255	258	258	263	256	257	267
10	245	246	248	255	251	244	240
11	242	226	240	224	228	243	226
12	221	215	194	213	202	211	205
TOTAL	1477	1465	1467	1476	1464	1484	1464

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 2019 academic year. I hope that these reports continue to provide information and instil a sense of achievement in your community and your Mount Lilydale Mercy College.

As is our tradition, the theme for the 2019 year had a clear focus within one of the six Mercy values we celebrate. The year saw the focus on **Compassion**.

Our focusing theme was:

Compassion Through Us

It was developed for us by our Student Prefect Team at their induction program and is centered around the Mercy Value of Compassion. The Bible reference is from Ephesian 4:32 New International Version (NIV): *"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you."*

Our Theme

When I heard this theme after the prefect workshop that initiated it, I was thrilled for Compassion is central to everything we do at Mount Lilydale Mercy College and I was pleased that the Prefect Body understood this.

In coming to understand Compassion and in discussing it, we researched it to find its meaning:

We googled it: pity, sympathy, feeling, empathy, understanding, care, tolerance, benevolence, sadness for suffering, a strong desire to alleviate the suffering.

We came to be belief that for us, such definitions fell short of our belief that Compassion required more than a feeling or sympathy. We articulated:

Compassion is being with someone at their time of need and so much so that you shoulder their pain. Compassion is being with, in and for that other person. Compassion is providing the shoulders to bear the load. Compassion is doing the heavy lifting. Compassion is in the doing, not in the talking.

We discussed Compassion through five pillars offered to us by Pope Francis:

- Compassion through prayer
- Compassion through forgiveness
- Compassion through solidarity
- Compassion through charity and service, and finally
- Compassion through Mercy.

Our Prefects gave us a wonderful theme for the 2019 year and one that provided opportunity for deep reflection. Hopefully we all developed our Compassion in our approach to our neighbour.

In writing to each of our Year 12 class at the end of the year I wrote: "Have faith, be courageous and be compassionate". Hopefully they have been empowered to do so.



This year, 2019 was the fourth and final year of our action plan process. It was a year of consolidation in this plan. It was also a year of planning for the future.

Annual Action Plans 2016 - 2019

SPHERE: EDUCATION IN FAITH		
ACTIONS	YEAR(S)	EVIDENCE
1. To increase student involvement in social justice activities, CSYMA, Liturgical celebrations.	2016- 2019	Student numbers and involvement will increase.
2. To collaboratively develop the Religious Education curriculum based on Archdiocesan guidelines which is engaging, challenging and enriching.	2016-2018	Progression at each year level should be reported upon each year. The process will be as important as the documented curriculum.
3. To provide opportunities for staff to deepen their faith through faith formation workshops.	2016-2019	Records will be maintained of opportunities listed and staff attendance numbers.
4. To provide opportunities for whole staff reflection on significant Liturgical calendar events.	2016-2019	Opportunities listed with attendance numbers kept.
5. To work in collaboration with the Counselling & Wellbeing team to audit the documented Pastoral Care curriculum to ensure that it is consistent with Catholic teaching.	2016-2017	Evidence of the process of consultation, (e.g. minutes of meetings). The developed curriculum will be available to all.
6. To increase attendance at community faith gatherings.	2016-2019	Numbers will increase. A spreadsheet will need to be kept.

SPHERE: LEARNING AND TEACHING		
ACTIONS	YEAR(S)	EVIDENCE
1. To use the coaching model to share best practice, especially in the areas of differentiation, flipped classroom, the e5 model and ICT.	2016-2019	Professional conversations, class visitations and changes to teaching practice. Data on resources developed and documented.
2. To refine the implementation of tiered learning across Years 7 and 8.	2016	Documentation of courses and class groupings.
3. To rewrite the curriculum to comply with the Victorian curriculum.	2016	Curriculum documentation.
4. To implement the learning areas and class roll modules of SIMON.	2016	Operating system.
5. To fully integrate SIMON and the Parent Access Module into the dynamic of the College.	2016-2017	Operating system being used by all staff.
6. To develop and implement a process which enables teachers to interpret and best use data.	2017	Analysis of data within faculties and by individuals. Records of such and goal setting.
7. Implement the roll out of ICON.	2017-2018	Audit and staff presentation.
8. Implement whole school literacy and numeracy policies across all curriculum areas this will include an audit of English and Mathematics.	2017	

SPHERE: STUDENT WELLBEING		
ACTIONS	YEAR(S)	EVIDENCE
1. Build awareness, understanding and a strong culture of restorative practices.	2016-2019	Individual and full staff professional development (PD).
2. Review the pastoral care structure in line with best practice.	2016	School Improvement Team (SIT).
3. Implement policies, procedures and practice which reflect a 'prevention to intervention' approach to student wellbeing matters, including student absences.	2016-2019	
4. Develop a structured parent education/information program to provide expert advice on the issues facing families and young people.	2016-2019	Conduct at least two parent information evenings per year on relevant areas.
5. Implement a detailed, planned and sequenced Pastoral Care program that is fully integrated, documented and reported upon.	2016	
6. Work with staff to improve classroom management and minimise disruptive behaviours.	2016-2019	
7. Implement behavioural tracking on SIMON.	2017	

<u>SPHERE: LEADERSHIP AND MANAGEMENT</u>		
ACTIONS	YEAR (S)	EVIDENCE
1. Plan and deliver ongoing professional learning for leaders at all levels that builds their capacity to lead change.	2016-19	Participation of all leaders in planned and documented professional learning involving internal and external PD programs.
2. Implement effective peer observation and feedback processes which become embedded in the professional culture of the College.	2016	The peer coaching program is fully implemented by the end of the four years.
3. Empower middle level leaders by establishing goal setting and review processes that skill them to initiate and manage change	2016-17	Focussed workshops conducted with middle level leaders. A review of Positions of Leadership (POLs) to be conducted.
4. Develop a clear statement about leadership that is commonly shared.	2017	The development of a statement.
5. Develop the Annual Review meeting process so that it is personalised, rigorous and relevant for each staff member.	2017-2018	A revised, richer process for Annual Review meetings.
6. Gather and reflect on data about staff development and the coaching program.	2018-2019	Evaluation of peer coaching program.

<u>SPHERE: SCHOOL COMMUNITY</u>		
ACTIONS	YEAR (S)	EVIDENCE
1. Seek ways to increase promotion of school events and the school in general.	2016	Minutes of Publicity and Promotions Committee. Increased budget.
2. Increase involvement in the local non-school community.	2016 - 2019	The Publicity and Promotions Committee is to keep a record in their minutes of all involvement in the local non-school community.
3. To provide further learning opportunities for the wider community (e.g. student led ICT classes).	2017 - 2019	A record of opportunities will be kept.

Throughout 2019 the focus was the consolidation of the existing strategic plan while investigating the future direction of the College. With the permission of Catholic Education Melbourne and Mercy Education Limited, a consultant in Ms Patricia Bergin was engaged to be a critical friend of the College to walk with the College in investigating future possibilities. The Project was named Project 20/24.

The final report to Catholic Education Melbourne and the College Advisory Council is detailed below:

**Mount Lilydale Mercy College
Project 20/24 Strategic Planning
Report to Catholic Education Melbourne (CEM)**

1.0 Terms of Reference:

The Principal, Philip Morison, in consultation with the CEM Consultant developed the following Terms of Reference for the 2019 School Review.

Key Question:

Our Mission Statement: How is it real for us today and does it impact our strategic direction? Does it provide a consistent understanding of learning and wellbeing in a Catholic context and a strong guide for teacher practice?

Aim or Purpose of the investigation:

The aim of the investigation is to revisit our present Mission Statement and decide if it is still real for us in 2019. To rewrite it if necessary and then to devise a new strategic direction because of the new or revisited Mission.

The Project is called Project20/24. This will involve seeking to understand the culture of learning at Mount Lilydale Mercy College through the use and analysis of a range of data that will enable staff at the College to 'Know our students as learners, know ourselves as educators'. The Mission Statement will then articulate the values and beliefs that underpin all endeavours at Mount Lilydale Mercy College and set clear expectations for staff and students.

Rationale for the selection of the focus:

Our Mission statement is over 25 years old and very few members of the community were present when it was written. It has always just been. We will unpack the present Mission statement, decide if it is meaningful for us today, whether it responds to the challenges of the contemporary learning context and the students who attend the College, and rewrite it if necessary.

Analysis of a range of data undertaken by the Leadership Team in 2018 in preparation for the review indicated that many students at Mount Lilydale Mercy College were not achieving the growth in their learning that should be expected over Years 7 to 9, based on their achievement level at Year 7. At VCE level learning outcomes were not improving despite a number of initiatives that had been undertaken to focus on building students' literacy and numeracy skills and their approach to learning over recent years. A question emerging for the Leadership Team was whether staff at the College made assumptions about the students attending the College rather than working from an evidence and data informed position.

It is our intention that this review will provide clarity with regard to the strengths and challenges of our College's learning environment.

The new statement will then lead to a new strategic plan and an implementation process.

Scope: Project 20/24

To assess the culture of learning at Mount Lilydale Mercy College in order to identify the opportunities and challenges that present themselves to Mount Lilydale Mercy College as a Catholic college in the outer Eastern region of Melbourne and to address these within a new Mission Statement and New Strategic Plan.

Critical friend: Patricia Bergin.**Timeframe:**

The work commenced term 4 2018. Most of the process will be completed via workshops and writing teams throughout 2019 and hopefully a new Mission and Strategy will be launched for 2020 or early 2020. This will depend on approval from MEL and the timings of MEL Board Meetings.

2.0 Methodology:

The strategic planning process incorporated two main phases. The first related to the review of the College's Mission and Vision Statement. The statement had been in existence for over 20 years and was in need to review, refine and ensure its relevance for the next decade.

2.1 Reviewing the Mission and Vision StatementDecember 2018

Knowing Our Students and Knowing Ourselves as Teachers - A workshop led by Julie Stewart CEM. The Faculty Leaders were asked to reflect on the following questions:

- What impact are we truly having on our students?
- To what extent are they truly learning?
- Where are we positioned in regard to how we think about student learning? Are we suitably challenging students in their learning?
- What do we want the narrative around student learning to sound and look like?
- What is our role in ensuring that this is achieved and that there is evidence to support this?

The Faculty Leaders continued to work on this project during semester 1 of 2019. The data driven approach to their responses to the questions informed the approach adopted in second semester when the other focus teams were formed to develop their strategic statements. See table 1.

February 2019

Staff meeting dedicated to breaking open and reacquaint staff with the vision statement. Three key questions were posed:

- How are we grounded in the Gospel teachings?
- How are we 'inspired by the Mercy tradition of Catherine?
- How do we commit ourselves to striving for excellence in education?

A similar process was undertaken with the College Council. Responses were collated and were a source of data when developing the strategic statements.

April 2019

A whole staff day was dedicated to exploring in more detail both the mission and vision components of the statement. The process incorporated the following elements:

- An analysis of the ECSI data
- Reflection on the 6 mercy values
- A presentation of the Insight SRC data with a particular focus on the community section of the data

May 2019

A staff meeting was dedicated to discussing the learning component of the mission and vision statement. Questions posed for discussion were:

- How do the three pillars of our vision for learning impact our Mission statement?
- How do our values impact the Learning pillar of our Mission?
- If you could change the wording how would you change it?

The data was collated, and the Steering Group considered all the data that had been gathered across the course of the two terms. The data formed the basis for the drafting of a new statement.

June 2019

On the last day of Term 2 a whole staff day was dedicated to a detailed consideration of the new statement. Questions posed were:

- What does this mean for us?
- How can we be seen to be living this?
- What impact does this have on our teaching?

Using the new statement as the platform for future thinking the staff broke into groups under the following headings and identified future actions. The data was collated and forwarded to the respective Focus Team Leaders.

- Catholic Identity
- Leading Learning: Use data for student success
- Empowering students for Life
- Staff Professional Life (Leadership)
- Community
- Stewardship
- Entrepreneurship and Innovation

Second Semester

The Steering Group met across the course of Terms 3 and 4. The role of the Steering Group was to guide the work of the Focus Teams and to finalise the wording and format of the new Mission and Vision Statements. The interrelatedness of the two concurrent processes was important to monitor in order to ensure there was an alignment between the statements and the emerging strategic intents of each Focus Team.

The Steering Group received detailed reports from the Focus Teams. The final strategic intents informed the basis for the strategic plan which incorporated overarching statements and a series of strategic intents for each focus area.

The College worked with Fraynetwork to develop the designing of the Mission and Vision Statements. The Steering Group provided ongoing feedback and direction on the development of these core documents.

Note:

- The final strategic plan is attached as appendix 1
- The College Council endorsed the plan at the February 2020 meeting
- The strategic plan was forwarded to MEL for comment. The recommended changes were incorporated into the final document
- The College Executive in consultation with the Steering Group and the Focus Teams developed the Project 20/24 Action Plan
- The College Executive developed a 2020 Action Plan
- The final Mission and Vision Statements and two versions of infographics are attached with this document

3.0 Key Learnings:

- The initial work undertaken on the Mission and Vision Statement was an important basis on which to build the development of the strategic plan in second semester. Engaging the staff in a reflective practice around the existing statements allowed for a dialogue focused on the College's Catholic identity and the Mercy tradition. This was the platform or lens through which staff began to formulate their views on future thinking.
- The Steering Group was made up of a range of staff members – members of the College Executive and teaching staff. The breadth of membership was important in the discussion about the process and the editing of the final documentation. The College Principal attended some meetings at the invitation of the Chair
- Ongoing engagement with staff and reporting on progress was essential and managed well by a well-respected senior staff member who introduced and steered the process during the first semester.
- The ongoing collating, analysis and synthesising of the data was important as the process unfolded. Continuing to draw connections and build on previous steps undertaken ensured that staff and members of the Steering Group felt confident in the process and were therefore willing to contribute time and effort in grappling with the issues as they emerged.
- Having a clear sense of the desired outcome allowed for a dynamic process to unfold whilst the 'end result' was always in sight. This ensured that there was common purpose yet an openness to allowing the process to evolve within a strong framework.

4.0 Recommendations:

- Audit the annual action plan at the end of each year and ensure that when identifying actions for the ensuing year that there is a revisiting and focus on the Mission and Vision statements and strategic intents before moving into identifying actions. This will ensure that the overarching and aspirational statements are the basis for further reflection and development.
- Continue to engage with staff about the implementation of the strategic plan so they are focused and clear about the shared direction.
- Explore ways to embed the key words of the Mission and vision statement into the daily narrative.
- Continue to communicate with families and students about the strategic directions.
- The current Mission and Vision statements should inform the work of the college for the life of this and the next strategic plan. 2028 may see the need for a revisit of these core documents.

Table 1 – Sources of Data for Focus Teams

Catholic Identity	Liz Keogh* Paul Morgan Paul Curtis Bridgette McGinn Fr. Dean Bradbury	<ul style="list-style-type: none"> • Audit Strategic Plan • ECSI data • 2020 Plenary Council • Insight SRC • Accreditation Status • CEM data • Conversions Translation Data • Youth Festival Dec 2019 • Pope of Francis messages
Staff Professional Life	Kamahl Russell* Peter Molinari Urszula Faulkner Michelle Hansen	<ul style="list-style-type: none"> • Audit Strategic Plan • Insight SRC data • Educator Impact data • PLP Data • PD Data • Staff Association Data • Attendance Data • Staff Qualifications
Empowering Students for Life	John Rodgers* Marie Prusac Tina Tasiopoulos Greg Hysted Matthew Vallis	<ul style="list-style-type: none"> • Audit Strategic Plan • SIF data • Student Profile • Attendance records • Counselling data • Transition data • Detention and Suspension Data • NCCD Data • Part Time work • Year 12 Destination Data • Careers Data
Community (Family)	Janet Barr* Emily Cerra Lucia Tabacchiera Terry Hill Neal Haining	<ul style="list-style-type: none"> • Audit Strategic Plan • 125-year celebration • Student Profile • Annie Collins (C) • Uniform Shop Data • Louise Jones (C) • Student Support Fund • Old Collegians • Catholic Schools Choice Study 2012
Leading Learning	Tanya Hutton * CIMT	<ul style="list-style-type: none"> • Draft Strategic Intents and Overarching Goals
Stewardship	Philip Morison* Andrew Feher Dean De Munk Cathy Pote	<ul style="list-style-type: none"> • Master Plan • Grounds Plan • 5 year Business Plan • Maintenance Cycle • Cleaning • Canteen • Sustainability and Fair trade • Audit Relevant Policies
Entrepreneurship and Innovation	Pauline O'Brien* Marilyn Ryan Dean De Munk Michael Dale	<ul style="list-style-type: none"> • Audit current involvement with external agencies • Consider opportunities • Research examples of best practice

Appendix 2

Mount Lilydale Mercy College Strategic Plan 2020–2024

He answered, “You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbour as yourself.” Luke 10:27

Preamble

This MLMC Strategic Plan 2020–2024 is grounded in our Vision and Mission and in our College values of justice, compassion, hospitality, service, courage and respect in the Mercy tradition.

We are committed to finding and nurturing the gifts and talent in every student – to empower them to be their best and give their best. We endeavour to inspire all students to wholeheartedly engage with the world and make it a better place.

In formulating this Strategic Plan, we have engaged in a comprehensive and inclusive consultation process. We have evaluated the achievements of our previous four-year plan, identified emerging challenges, and discussed new issues likely to be faced by our students in the future. We have sought to build on our strong foundations, to consolidate initiatives that are central to our improvement agenda, and to introduce new priorities and initiatives that will enable our students and the College to be well positioned for the future.

In keeping with our strong foundations, we will continue the provision of a supportive environment where each student is encouraged to develop a love of God, of life, of others and of learning. We will also continue to take a holistic perspective and focus on guiding students’ physical, mental, emotional and spiritual wellbeing.

As a community we continue to be committed to a culture of child safety and a zero tolerance of child abuse. Our Child Safety Policy has a specific focus on safeguarding the young people of Mount Lilydale Mercy College against sexual, physical, psychological, spiritual and emotional abuse or neglect.

Core Commitments 2020–2024

Our strategic priorities are organised around seven core commitments that build on and drive our improvement agenda at MLMC.

Catholic Identity. 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.

Learning and Teaching. We commit to enable each and all 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 enrich a staff-culture that stimulates vocational identity & efficacy; enhances teacher professionalism & wellbeing; and, facilitates shared leadership and decision-making.

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

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

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

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

Strategic Priorities 2020–2024

1. Catholic Identity

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.

We will:

- a. Strive to strengthen our Catholic Identity and empower our students and staff to find meaning and value in life
- b. 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
- 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
- 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.

2. Learning and Teaching

We commit to enable 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:

- 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.
- b. In our design and delivery of learning programs, ensure the curriculum is rigorous and provides innovative, engaging and differentiated learning opportunities for students
- 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
- 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
- e. 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.

3. Staff Professional Life

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

We will:

- a. Cultivate staff self-concept, 'voice' and value as a means to enhance vocational identity and wellbeing
- b. Foster a culture of collaboration, teamwork, research and professional excellence by utilising staff expertise, experience and evidence-based pedagogy
- c. 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.
- d. 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
- e. Ensure a culture where all staff engage in shared leadership and inclusive decision making.

4. Empowering students for life

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 their capacity for informed decision-making regarding their physical, mental, emotional and spiritual well being.

We will:

- a. 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
- b. 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
- c. 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
- d. Ensure that current social and emotional issues that impact on students' lives are embedded in the pastoral care and wellbeing practices of the College.
- e. Ensure that student equity is promoted and diversity is respected such that all students feel culturally safe and supported

5. Entrepreneurship and innovation

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

We will:

- a. Develop a deeper understanding of students' career aspirations in an ever-changing world
- b. 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
- c. Establish new, creative and ambitious approaches to securing alternative revenue sources for students and families experiencing hardship
- d. Further develop and create a greater awareness of opportunities available to students through the alumni network.
- e. Ensure MLMC is recognised as a leader in the education sector in Victoria and the Catholic school of choice for families in our area.

6. Community

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.

We will:

- a. Continue to engage parent community through meaningful parental and family involvement in the life of the College
- b. Explore ways to involve parents in the education and protection of their children in order to develop a stronger appreciation of their expectations and hopes
- c. Maintain an awareness of the economic, social needs and cultural of our families
- d. Further embed a genuine commitment to Reconciliation and to the Wurundjeri people as the traditional custodians of our College lands and embed genuine reconciliation
- e. Create an engaged online community through quality communications and a sustained electronic presence
- f. Strengthen the relationship with local parishes and Catholic primary schools

7. Stewardship

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.

We will:

- a. 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
- b. 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
- c. Ensure all purchases are within ethical frameworks and practices

The Action Plan for each of these Core Intents is currently being developed and will be published in the near future.

The College Master Plan

The planning and development of the College Master Plan continued with the finalisation of Stage 1, the Mercy Learning Centre (MLC). The MLC was completed and students started using the 2200 square metre facility from the start of Semester 2 2019. The building was officially opened in August 2019.

Stage 2 of the Master Plan is the refurbishment of the former Barak library, the Sr Rosaria Sinnott building, into a senior visual arts space. Again, under the guidance of Cirillo Architects and Pure Projects, 2019 saw the design and contract signing with builders, Interface. This project is expected to be finished by the end of Semester 1 2020 and occupied from the start of Term 3.

This in turn, will allow the planning for Stage 3, the demolition and reconstruction of the Heath and Ford Buildings which hopefully will proceed during 2021 to 2022.

Learning and Teaching

During 2019 the College continued to focus on student learning and improving student outcomes by concentrating on the implementation of the principles of 21st century learning.

A key focus remains the outcomes for our students at every year level and particularly at Year 12 so that our students leave our College with options for their future. This is best reflected in our data:

ATAR score: 90+	6 students
ATAR score: 80-89	23 students
ATAR score: 70-79	32 students
ATAR score: 60-69	40 students
ATAR score: 50-59	32 students

These figures compare favourably when benchmarked against Outer Eastern data.

Student Wellbeing

Acknowledging that education and schooling are relational pursuits, we at Mount Lilydale Mercy College understand that it is important that students and families feel connected to their school. Students will learn best when they understand that they belong and have a sense that they determine their future. In turn students must come to understand that they have been entrusted with talents and that they have a responsibility to develop those talents for the betterment of others.

Our students tell us that they are happy at school, feel supported by the College and the staff and that they are confident that they are being prepared for the future. They report that they are happy and care about their relationships.

As students leave our College we conduct exit surveys, the anecdotal data from which supports the belief that all within our community are respected.

Community

As a community we continue to thrive. This is supported by the work of all the organisations that support our College.

We acknowledge and thank:

- The Parents and Friends Association
- The Organisational Skills Parent Group
- The Debutante Ball Committee
- The Old Collegians' Association
- The Mount Lilydale Soccer Club
- The Building and Planning Advisory Group
- The Business and Finance Advisory Group
- The Policy and Curriculum Advisory Group
- The Publicity and Promotions Committee
- The Advisory Council.

We also acknowledge the Basketball Club that bases itself at our College as well as the Yarra Valley Umpire Association that uses our facilities as their training centre.



College Board Report

As Chair of the Mount Lilydale Mercy College Advisory Council for 2019, 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 the Council members in 2019. The Council met on seven occasions throughout the year.

MEMBERSHIP

In attendance at the meetings were:

- Philip Morison (College Principal)
- Louis Papadimitriou (Deputy Principal - Organisation)
- Jo Drummond (Chair and Parent)
- Prue Vanstan (Deputy Chair and Parent)
- Annie McCooey-Hennessy (Member of Old Collegians and Parent)
- Cassandra Read (Parent)
- David Hausler (Member of Business and Finance Advisory Group and Parent)
- Deanne Pavey (Member of Policy and Curriculum Advisory Group, Member of Building and Planning Advisory Group and Parent)
- Philip Roper (Parent)
- Stephen McDonald (Parent)
- Susan Philips (Member of Policy and Curriculum Advisory Group and Parent)

Dean De Munk (Business Manager) and Kathy Broadbent (Principal's PA and Minute Secretary) attended as observers.

KEY TOPICS

Des Powell (Mercy Education Limited Board Member) – Welcome and Introduction

Council were pleased to meet and share in discussions with Des Powell, the MEL Board Member assigned to MLMC. Des explained to Council members the importance of connecting with the College in order to have an effective community. Des also thanked Council for the support provided to the Principal and the broader College community.

Philip Morison (Principal), Elizabeth Keogh (Deputy Principal - Mission) and Tanya Hutton (Deputy Principal – Learning and Teaching) – Project 20/24 Strategic Workshop and Outcomes

Project 20/24 is the process for reviewing and updating the College Vision and Mission Statements and setting the College's Strategic Direction. Philip led Council in a workshop to review the Vision Statement. The College Vision statement has 3 pillars:

- The Mercy Charism
- The Gospel Teachings of Jesus Christ
- Striving for Excellence in Education (the learning)

Council members reflected on and discussed the following questions as part of the workshop:

1. How is MLMC grounded in the Gospel Teachings of Jesus Christ? What evidence can you provide?
2. How are we inspired by the Mercy Tradition and the example of Catherine McAuley?
3. How would you demonstrate that we have "committed ourselves to striving for excellence in education"?

What do you think we should / need to be doing in the future to address each of these areas?

Feedback provided by Council was incorporated into the development of the new College Vision Statement. Philip subsequently informed Council members that the final Vision and Mission Statements and strategic plan will be presented to Mercy Education Limited in 2020.

Tanya Hutton (Deputy Principal – Learning and Teaching) – 2018 VCE Results/Outcomes

Tanya presented a detailed analysis of the 2018 VCE data with 100% of students achieving a satisfactory VCE completion and 167 students awarded an ATAR. Tanya advised the College is focusing on 'Knowing our students and knowing ourselves as educators'. The intent of this focus is to improve the impact that teachers as educators are having on student learning outcomes with the continued refinement of Learning Intentions and Success Criteria. The College coaching program focuses on setting of measurable goals that centre on changes to individual teacher pedagogical practice and include learning walks. In addition, effective use of data enables teachers to select approaches to learning and teaching that will have a high impact on student learning outcomes. The College is developing a whole school approach using a shared language of learning, effective use of data to inform teaching, and visible thinking and learning strategies.

Tanya Hutton (Deputy Principal – Learning and Teaching) – Online learning tools for students: Studiosity and Edrolo

Tanya provided an update to Council on Studiosity and Edrolo, two online services the College has implemented for students. Studiosity is a Government and University funded initiative where students have access to online study help from a live expert. It was introduced to students in 2019 and is available to Year 11 and 12 students. Tanya outlined the results for the year that indicate the program is widely used by Year 12 students in the areas of Maths, Science and Business, and for writing feedback including spelling, grammar, punctuation and sentence structure. Edrolo is another online resource designed to provide students with engaging, informative and comprehensive presentations to help their understanding of key subjects in Year 11 and 12. There are currently 472 students actively using Edrolo and 43 teaching staff. The focus for 2020 is to ensure the students and teachers are using the topic tests and practice exams section of this resource.

Tanya Hutton (Deputy Principal – Learning and Teaching) – Year 9: Compass 2021

Tanya led an informative session on Compass 2021, a new curriculum structure for Year 9 that is being reviewed for the College. Throughout 2018-2019, a core team has been reviewing the Year 9 curriculum structure to determine if it is meeting the needs of students. The proposal for Compass, which includes the Rite Journey, has been designed to encourage initiative, perseverance and self-reflection. It has been approved by College Executive members and the Policy & Curriculum Advisory Group and staff are now developing an Implementation Plan.

Elizabeth Keogh (Deputy Principal – Mission) – RE Programs at Years 10-12

Elizabeth provided an informative presentation on the religious education pathways for students in Years 10-12, including the VCE 6.5, the background to its development at the College and the value for senior students. It was agreed that the College will review the curriculum for VCE 6.5 whereby students may be permitted to do a College based program rather than a VCE subject to meet their needs for religious education learning.

Philip Morison (Principal) – Enrolment Data / School Data Snapshot 2018

Philip informed Council that he had met with Catholic Education Melbourne (CEM) who provided a detailed report on enrolments at the College. Council reviewed the document "What does the ICSEA value mean" and discussed the School Snapshot data provided to the College by CEM. The College is currently funded on SES data, however from 2022 funding will be based on the PIT (Personal Income Tax process). The data provided a clear comparison of the College with other Catholic schools with a similar ICSEA and will be useful to define where the College should be looking for future growth and/or consolidation.

A further presentation was provided to Council on enrolment data that the College has been collating over the last 10 years. The College continues to explore options for protecting enrolments and the future of the College.

Philip Morison (Principal) – Equity in Mercy Education and Scholarships

Philip led an informative discussion with Council on the number of programs in place at the College to assist disadvantaged students/families. It was agreed that the College will continue to keep communication open with feeder primary schools in order to facilitate conversations with families in need and the options available to them in accessing the College for their children. Council also discussed the affordability of the College and the possibility of offering academic scholarships. The College offers a number of scholarships to assist families, but currently there are no scholarships provided on the basis of academic results except those issued at Night of Excellence. It was agreed that the College will formalise a proposal around scholarships to be discussed at Council in 2020.

Philip Morison (Principal) – Master Planning and Grounds Plan

Philip led an informative discussion on the College Master Plan which involves 10 stages at an approximate cost of \$30million. However, the College has already outgrown the original Master Plan, written 5 years ago, with the changing needs of the student population and existing building and facilities. Council members agreed that a revision of the current Master Plan should be conducted, including a grounds plan.

John Rodgers (Deputy Principal – Pastoral Care) – College Uniform

John led an informative demonstration of proposed changes to the girl's summer uniform with the addition of shorts and shirts, including providing samples of options that are currently being trialled. All Council members were in acceptance of the introduction of shirts and shorts into the girl's summer uniform options.

David Hausler (Member of Business and Finance Advisory Group) and Dean de Munk (Business Manager) – Finance Report and Budget/School Fee Increase for 2020

David presented an overview of the College finances for 2018. The College is in a good position for the future, finishing with \$7million for EBITDA. Government grants will eventually move to the PIT model which takes into account the socio-economic situation of families enrolled at the College by comparison with the SES which is based on salaries in the College postcode area. The College rating number is likely to rise under the PIT model which may impact Federal funding received in the future. The recommendation for 2020 is for school fees to be increased by \$60, taking the total to \$6,860. This was ratified by Council members, along with the preliminary budget for 2020 which was formally presented to Mercy Education Limited in November.

Pauline O'Brien (Director of Development, Marketing & Communications) – Branding Roll-out and Market Review

Pauline presented to Council members the results of the branding project undertaken with creative agency, Paoli Smith. The key tagline has been created: **"Be your best. Give your best."**

"Mount Lilydale Mercy College is committed to bringing out the best in your child.

As a leading Catholic College in Melbourne's outer east, we're devoted to finding and nurturing the talent in every student.

Our progressive, faith-based education across VCE, VCAL and VET is designed to inspire students to wholeheartedly engage with the world — to go out and make it a better place."

This represents the core belief of the College and was created to resonate with both internal and external audiences. The campaign using this tagline and the associated imagery, including alumni poster series and advertising images, will run for 3-5 years.

Pauline also led an informative presentation on a market review project being conducted by the College, based on projections and data provided by CEM. The review is examining the strategic direction of the College over the next 4 years and where marketing dollars should be spent. Key directions and marketing strategies will be created based on this review.

Louis Papadimitriou (Deputy Principal - Organisation) and John Rodgers (Deputy Principal – Pastoral Care) – Mercy Ethos Pilgrimage

Louis and John led an inspiring presentation on their recent mercy pilgrimage to the Sisters of Mercy in Baggot Street, Dublin, along with other leaders from Mercy ministries in Australia. Both Louis and John felt very honoured and privileged to attend and expressed that the trip was life changing. A pilgrimage for younger students at MLMC to Dublin, the Young Mercy Leaders' Pilgrimage, is being investigated.

ISSUES ADDRESSED

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

- Appointed Council Chair and Deputy Chair for 2019
- Letters of welcome were sent to new families and College staff in 2019
- Letters of congratulations were sent to Academic Award winners for 2018
- Presented the 2018 Annual Report to Parents
- Reviewed and accepted reports from the Business and Finance Advisory Group, the Building and Planning Group, the Publicity and Promotions Committee, the Policy and Curriculum Group, Old Collegians, and OH&S Committee
- Reviewed the 2018/2019 Budget and approved the fee increase for 2020
- Reviewed and accepted the Principal's monthly reports
- Reviewed the 2018 VCE data
- Reviewed and participated in the development of Project 20/24: College Vision and Mission Statements and Strategic Direction plan
- Toured new Mercy Learning Centre and refurbished Calthorpe Building
- Discussed, reviewed and ratified College policies including the Uniform Policy, the Working Alone Policy, Smoke-Free Environment Policy, Asthma Management Policy, Conflict of Interest Policy, Crisis and Trauma Policy, Affirmative Action Policy, Mobile Phone Policy, First Aid Policy, Anti-Bullying Policy, Mental Health Wellbeing Policy, Professional Practice Policy, Examination Policy
- Participated in the acknowledgement and celebration of all staff of the College on World Teacher's Day
- Attended the 2019 College Advisory Council Seminar
- Participated in the selection committee for the Mark Prest Award 2019
- Participated in the short listing, selection and appointment of the new Deputy Principal
- Supported and attended a range of College activities including College Masses, College Musical, Athletics Carnival, Debutante Balls, Mercy Day, Music Performance Nights, Night of Excellence, Anzac Day and Remembrance Day ceremonies

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 Traditions, with consideration and support given to the needs of students, staff and families.

Dr Jo Drummond
Chair
Mount Lilydale Mercy College Advisory Council

Education in Faith

Goals & Intended Outcomes

- To strengthen and enrich the Catholic Identity of the Mount Lilydale Mercy College community.

Achievements

This year the community has raised over \$21,000 for various charities including Caritas - Project Compassion, Catholic Care, Mercy Works, Leukaemia Foundation, St. Vincent de Paul, Catholic Mission and the Far North Queensland Appeal. Students in Years 7-11 were involved in Operation Christmas Child, packing shoe boxes with donated goods for children who otherwise would not receive a gift. Equally important to the fundraising, is the sense of awareness we raise in our students regarding issues of injustice and the causes behind some of the poverty in the world. The Youth Ministry students have worked hard this year to produce promotional material and presentations to help students understand the importance of Catholic Social Teaching and our responsibility to stewardship. National Reconciliation Week was celebrated with various activities in the Ministry Lounge and a liturgy in the Chapel. Students and staff were invited to write a promise or a prayer for reconciliation on an Indigenous symbol and these were displayed around the College grounds. A group of students also attended the Long Walk at Aquinas College and a group of senior students participated in the walk to the stadium in the city.

The Year 12 Core Religious Education program has been further developed to help students understand the importance of Catholic Social Teaching and how they can take action, both now and in the future to make this a reality in the world. There has also been a focus on developing a pedagogy of encounter in delivering the Religious Education program throughout the College.

Faith Formation for staff has been conducted through workshops on topics such as compassion, Christian meditation, Understanding the Mass, Enhancing Catholic School Identity and creative prayer, to name but a few. Staff also enjoyed an annual Retreat Day based around the teachings of Pope Francis on the theme of compassion.

VALUE ADDED

In preparation for the Plenary Council, students and staff had the opportunity to share their views online about the future of the Church in Australia. We also took 50 students to Avila College to a one-day conference organised by Catholic Vocations in partnership with the Archdiocese of Youth. The theme of the day was, "What is the Spirit asking of you". It was a wonderful opportunity for our young people to reflect on their faith journey, enjoying lively music and inspirational speakers such as Matt Fradd. We also attended the Rise Youth Festival at Broadmeadows and a group of students and staff participated in the Australian Catholic Youth Festival in Perth and a visit to New Norcia.

The Ministry Lounge has provided a wide variety of activities and opportunities for students on a daily basis, led by the Youth Ministry Officers and a team of dedicated students. These activities have helped young people get involved in service as well as exploring their faith journeys.

A voluntary Mass every Friday morning welcomes staff, students and community members and every two weeks senior Youth Ministry students facilitate a prayer group.

Many staff members, along with a large group of Year 12 students participated in the Vinnies Winter Sleep-Out at the College. Those who couldn't stay over contributed by making soup, sponsoring students and donating directly to the appeal. Almost \$2000 was raised. Other year

levels collected non- perishable goods and toiletries that were donated to the Vinnies Conference at St. Patrick's Lilydale.

A two-day Year 12 Retreat occurred in Term 1. The focus of the Retreat reflected the theme: "Trust Yourself to God and Dare to Dream". In Term 2, Year 11 students had a one-day Retreat experience with a team of presenters and musicians focussing on the theme of Compassion Through Us. Years 8, 9 and 10 students all had a reflection day with motivational speakers such as Sam Clear, Real Talk and Choiceez.

Annual events and liturgies, including Community Mass, Year 7 Parent Welcome Liturgy and The Family Service of Carols continued to be well attended. A group of Year 10 and 11 students attended the Catholic Education Week Mass at St. Patrick's Cathedral and participated in the Speakers' Colloquium at the Catholic Leadership Centre. All Year 7 students had a visit to St. Patrick's Cathedral and the Academy of Mary Immaculate, one of our sister schools in the city.

All students had the opportunity for class Masses, year level Masses and whole College Masses and liturgies.



Learning & Teaching

Goals & Intended Outcomes

- To continue the use of the coaching model to share best practice, especially in the areas of differentiation, flipped classroom, the e5 model and ICT.
- Conclude the writing of curriculum to comply with the Victorian Curriculum.
- To implement the learning areas and class rolls modules of SIMON.
- To develop and implement a process which enables teachers to interpret and best use data.
- Implement whole school literacy and numeracy policies across all curriculum areas this will include an audit of English and Mathematics.

Achievements

In 2019, our MLMC Vision for Learning, centred around the three key pillars, namely, culture of learning, instructional (teaching) practice and programs, has been embraced and has resulted in a number of achievements. These improvements and initiatives are early indicators that MLMC remains future focused in both teaching practice and student achievement.

CULTURE OF LEARNING

- The Educator Impact coaching program commenced in 2019 with the introduction of a teacher self-assessment tool and student survey instrument via Educator Impact.
- ICT workshops related to the use of SIMON were conducted. Focus areas of task set up, rubrics and commendations.

INSTRUCTIONAL TEACHING PRACTICE

Teachers and Faculty Learning Leaders worked collaboratively to finalise all curriculum course outlines using the 'Understanding By Design' (UBD's) framework.

- Teachers concluded the cycle of written Victorian Curriculum documentation for Years 7 to 10.
- Teachers and Faculty Learning Leaders actively engaged in transitioning documentation related to curriculum to a shared drive and documentation related to students Educations Care Plans to SIMON to streamline access to core information and data.
- Teachers and Learning Leaders engaged in using the data driven protocol to analyse, reflect and develop future goals.

PROGRAMS

- Exploration, development and implementation of a mathematics intervention program.
- Continued participation in the literacy collective with the intention of implementing a Literacy intervention program in 2020.
- Studiosity was launched to Year 10 - 12 students to offer students online tutor access.
- Library review was presented to staff.
- Data analysis was presented to staff.

STUDENT LEARNING OUTCOMES

2019 VCE results indicated an improvement in number of areas including:

Data Descriptor	2018	2019
Median ATAR score	58.45	65.2
College ATAR scores >70	28.7%	40%
Median VCE Study Score	28	29
Percentage of VET units completed	90%	92%

These results indicate that a range of programs and practices implemented in 2018 such as the Education Care Plans and Academic Plan as well as instructive teaching practices are meeting the needs of students in their senior years. The implementation of strategies to enrich the culture of learning by focusing on student engagement, wellbeing and study and revision skills cannot be discounted.

NAPLAN data trends over the past 3 years (2017- 2019) reveals a number of challenges. The Year 7-8 Literacy and Numeracy intervention programs launched in 2019/2020 aims to address some of these challenges during the most critical phase of learning for the most at risk students. This initiative is supported by a continued focus on whole school literacy and high impact strategies for all students in Years 7-12 in 2020 and beyond.



Student Wellbeing

Goals & Intended Outcomes

- Build increased awareness, understanding and a strong culture of restorative practices into dealing with conflict.
- Implement policies, procedures and practice which reflect a 'prevention to intervention' approach to student wellbeing matters, including student absences.
- Develop a structured parent education/information program to provide expert advice on the issues facing families and young people.
- Educate staff about the implementation of behavioural tracking on SIMON and how to use it.
- Work with staff to improve classroom management and minimise disruptive behaviours.
- Implement a detailed, planned and sequenced Pastoral Care program that is fully integrated, documented and reported on.

Achievements

Child safety practices remained a focus in 2019, ensuring members of our community were aware of children's rights. Student leaders became a voice, informing students of the process put in place to support them.

Combined with this was the reinforcement of restorative practices as a key aspect of behaviour management, with staff involved in role modelling conflict resolution strategies.

The good work of previous in the area of increasing student resilience continued with programs becoming entrenched in the Year 7 and 8 Pastoral Care program.

2019 saw a stronger emphasis on student leadership increasing connectedness to the College through the Captains welcoming our newest students to the College with 'get to know you' lunches. The student leadership team was also involved in creating increased number of lunchtime House activities, to help build connectedness through fun games. The Year 10 Peer Support program also continued to develop with Year 10 students taking on more responsibilities to help Year 7 students transition into the College.

The 2018 review of the College Student – Positive Behaviour Policy was extended to include feedback and input from the College Student Representative Council. Ideas surrounding the rights and responsibilities of different members of our community were given a student voice. The policy was also reviewed by staff, in particular the College Wellbeing team.

Once again there was a concerted effort to enhance connectedness to the College through co – curricular activities. The dedicated staff of the College continued to offer a rich array of activities ranging from sport, arts, sciences and social justice activities. The International Study Tour to Japan was also a highlight.

Once again, the College's Home Liaison Officer was an active member of our community reaching out to families in need, assisting with meals where necessary and engaging with and supporting students demonstrating signs of school refusal. The service extended beyond home visits, assisting vulnerable families when needing to deal with other external agencies. As was the case in 2018, the College Home Liaison Officer assisted with contacting our newest members to the community, offering home visits to help with transition issues and strengthen a bond between home and school.

The method of tracking student behaviour and academic progress continued to be developed, assisting staff to better understand the needs of students. The College commendation system was developed to include a connection to the College house competition, allowing our normal affirmation program to gain house points and create a greater connection to House.

VALUE ADDED

Other programs that continued in 2019 that add to our already rich curriculum were:

- Our biannual tour to our Japanese sister school
- Student leadership opportunities at class, year level, campus and College levels
- The annual College play and musical
- Seeds of Justice Conference
- Young Farmers' Club
- Tournament of the Minds
- Leadership training days
- Public speaking programs
- Central Australia/Top end tours
- Eastern Independent Schools of Melbourne (EISM) interschool competition
- Debating Association of Victoria competitions
- Mercy Schools' Frayne Speech Festival
- Peer support mentoring.

STUDENT SATISFACTION

The feedback from the CEMSIS data surrounding student satisfaction indicated that while some areas of student engagement need further attention, there were some pleasing results in areas that were recently focused on within the College.

Recent work on Child Safety, was reflected by the students ranking feeling safe at the College higher than CEM average secondary school comparisons. Students at the College know that they are taken seriously when reporting any conflict.

Combined with this, results in Student Leadership were better than the state average. The data shows that students know they have a voice and a role to play in decision making at the College.

STUDENT ATTENDANCE

Non-attendance at any school is always a concern and can be difficult to manage. Our management strategy is three-fold.

Step 1. All parents who have a student marked absent from homeroom without notification receive an SMS. This normally nets a good response of parents.

Step 2. We have appointed an Attendance Officer within our administration team and all students who have non-attendance without notification will be personally followed up by phone. From that phone call, patterns of absence or any attendance concerns can be established and referred to the appropriate Year Level Leader.

Step 3. Year Level Leader, Wellbeing Team and our Home Liaison Officer work closely with the family and with our Deputy Principal – Pastoral Care to re-engage the student or assist in working through any issues.

Child Safe Standards

Goals and Intended Outcomes

As a Catholic school and a Ministry of Mercy Education Ltd, Mount Lilydale Mercy College has a mission-driven, moral and legal responsibility to provide a safe and secure environment for students and to protect them from all forms of abuse and neglect. Our College works in partnership with the community to ensure that we reduce or remove risks to the personal safety and wellbeing of our students. Our aim is to provide a safe place for students to fully and actively participate in the life of the College.

Achievements

A number of policies have been revised to ensure we are up to date in regard to ensuring the safety of our students:

- Child protection reporting obligations – revised to reflect changes in 2019 Legislation
- Child Safety Policy
- Student - Positive Behaviour Policy
- Revised College policies, where relevant make reference to Child Safety expectations

Members of the College Wellbeing team, mandated to use, and instructed how to use the 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' documentation.

Child Safety discussion to become a fixed agenda item on all College Wellbeing meetings.

Staff continue to be required to complete online modules on an annual basis: i.e. Mandatory Reporting.

MLMC staff were required to sign off that they had read and understood our Child Safety Policy.

All policies are located on the College Intranet and all Child Safe Policies are on the College website.

All non-teaching staff and volunteers have current Working with Children Checks and National Police Checks.

All visiting workshop presenters have current Working with Children Checks.

As part of our recruitment of staff we include child safe practices and highlight the College's commitment and expectations around child safety.

The College staff induction process includes a presentation on the Child Safety Policy and Implementation guidelines.

The College's Student Representative Council give a student voice to Child Safety practices through assemblies and classroom presentations.

A newly developed communication/information section of the College Student Planner was created to better inform students of their rights and how to seek help.

A centralised data base was improved to allow the College Executive team access to information regarding students deemed at risk.

Leadership & Management

Goals & Intended Outcomes

- Plan and deliver ongoing professional learning for leaders at all levels that builds their capacity to lead change.
- Implement effective peer observation and feedback processes which become embedded in the professional culture of the College.
- Empower Middle Level Leaders by establishing goal setting and review processes that skill them to initiate and manage change.
- Encourage staff to reflect on their leadership role as part of the annual review meetings.

Achievements

VICTORIAN REGISTRATION AND QUALIFICATION AUTHORITY (VRQA)

In May 2019 we were reviewed by the Victorian Registration and Qualification Authority (VRQA), such reviews are conducted in all schools on a four-year cycle. The VRQA assesses our compliance with state and federal legislation, our governance structures, our financial state, OH&S issues, our in-house policies and our educational programs. Mount Lilydale Mercy College was judged to be fully compliant with all necessary VRQA standards and the VRQA provided us with a statement of ongoing registration to operate as a school in Victoria.

MOUNT LILYDALE MERCY COLLEGE COACHING MODEL

Our coaching model continued to grow. This year we engaged a company called Educator Impact who assisted us in our teaching practice by offering staff a 360-degree feedback and evidence-based goal setting professional development program. Educator Impact has offered staff another resource to gain valuable insights into their practice from self-reflection, student feedback and peer observation.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Professional learning at the College is provided by internal and external consultants. The College continued professional learning in the areas of Faith Development, AusVELs, Victorian Curriculum, faculty based learning programs and VCE and VCAL updates.

In 2019 the aims of our professional development plan are:

- Educate staff in new educational pedagogies that are research based.
- Incorporate peer observation as part of our practice.
- Effective use of data as part of our Data Driven Dialogue.
- Increase collaboration with outside agencies via College project teams.
- Improve collaboration amongst staff and across learning areas.
- Promote an environment of learning, teamwork and communication that is data driven.

NUMBER OF TEACHER WHO PARTICIPATED IN PL in 2019

123

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$724

TEACHER SATISFACTION

In 2019 staff were invited to participate in CEMSIS using a new online platform operated by ORIMA Research Pty Ltd. to collate and provide summary reports of the staff, student and family results.

In 2019 the overall school climate satisfaction index according to our Cemsis data was 68%.



College Community

Goals & Intended Outcomes

- To be a welcoming and inclusive community which builds respectful relationships between staff, families and the wider community.
- That parents and carers engagement in the learning processes will be strengthened.
- That the reputation and profile of the College in the wider community is enhanced.

Achievements

The good reputation of Mount Lilydale Mercy College in the wider community has been maintained and continues to be enhanced. This is evidenced by:

- Great attendance and visitors to the College for Taste of Mount Lilydale
- Increased activity and interest in social media
- Participation in local activities including: The Lilydale Show and other local Shows, Wandin Field Days, local markets, and ANZAC and Remembrance Day public events.

Staff perceived the manner in which parents were encouraged to be involved in the life of Mount Lilydale Mercy College to be a clear strength of the school. Among the opportunities for parents to be involved staff nominated:

- Organisation Skills program for students in Years 7 – 10
- Parents and Friends' Association (P&F)
- Staff feedback to parents through email
- Contact with parents via late work SMS, email or telephone conversations
- Workshops during the year where parents are encouraged to attend with their children
- Participation in College Committees such as: P&F Committee, Building and Planning, Advisory Council, Finance Committee, Policy and Curriculum Committee, and for some the Old Collegians Association.

The rollout of SIMON across the College and in particular the Parent Access Module (PAM) where live reporting was further enhanced, provides additional opportunity to engage parents in the learning processes.



VALUE ADDED

During 2019, Mount Lilydale Mercy College undertook a large range of activities to bring about overall school improvement. Some of what the College has offered in 2019 is listed below. Many of these activities have been reported in greater detail in the fortnightly College newsletter or Coolock magazine that is distributed to all families:

- Liturgies, Retreats and Reflection days
- Personal Development programs
- College Community Mass for commencement of school year
- Year 12 Graduation
- Year Level Socials and Debutante Balls
- Special Persons day
- Social Justice activities
- Seeds of Justice Conference
- Yellow Ribbon program
- Development of McAuley farm and vineyard, establishing links with local community
- Sporting activities including EISM sport, Swimming Carnival and Athletics day
- Debating and public speaking opportunities
- Tours, camps, excursions
- Work experience and job placements
- Pastoral Care presentations
- Student exchange programs
- Student leadership forums - Student Representative Council (SRC), Class Captains, Peer Support Leaders, Prefects
- College Musical and Play
- Future Stars day
- A Taste of Mount Lilydale
- Student Art Exhibition
- Tournament of Minds
- Frayne Speech Festival
- Hosting exchange students
- Mercy Day
- Organisational Skills Program
- Parent Information Evenings and guest parent presenters.

PARENT SATISFACTION

Results from the CEMSIS data (Catholic Education Melbourne School Improvement Surveys) continue to indicate a high degree of parent satisfaction with the College and its programs. Large numbers of parents who attend Information Nights, Student Progress Interviews and co-curricular activities in support of their children express similar satisfaction.

Actual scores show that parent partnerships, approachability, parent input, reporting and school improvement have been maintained or improved slightly during the review period. In relation to learning opportunity, the survey responses suggested that parents considered the educational programs and standards at the College address the needs of their children. Extra-curricular activities were seen by parents as a strength of the College.

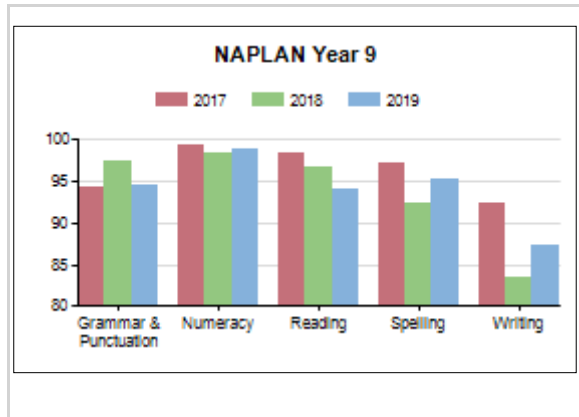
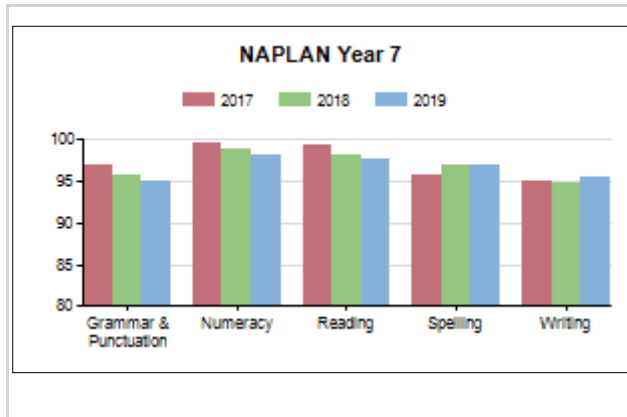
In focus group discussions, parents declared that students with learning difficulties were particularly well catered for at Mount Lilydale Mercy College. So, too, were families from different and/or marginalised cultures. All praised the welcoming, accepting community at the College. Communication between home and College was also commended in general terms. The increased use of technology in the communication with parents, especially via the College Portal, has, according to parents, enhanced the sense of partnership in the education of their children.

School Performance Data Summary

E1046
Mount Lilydale Mercy College, Lilydale

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	96.9	95.6	-1.3	95.0	-0.6
YR 07 Numeracy	99.6	98.8	-0.8	98.0	-0.8
YR 07 Reading	99.2	98.0	-1.2	97.6	-0.4
YR 07 Spelling	95.7	96.8	1.1	96.9	0.1
YR 07 Writing	94.9	94.8	-0.1	95.4	0.6
YR 09 Grammar & Punctuation	94.3	97.5	3.2	94.4	-3.1
YR 09 Numeracy	99.2	98.3	-0.9	98.8	0.5
YR 09 Reading	98.4	96.6	-1.8	94.0	-2.6
YR 09 Spelling	97.2	92.3	-4.9	95.2	2.9
YR 09 Writing	92.3	83.4	-8.9	87.2	3.8



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	78.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	93.2
Y08	90.7
Y09	91.0
Y10	89.7
Overall average attendance	91.1

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.1%
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ALLSTAFF RETENTION RATE

Staff Retention Rate	87.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	26.1%
Graduate	43.2%
Graduate Certificate	9.9%
Bachelor Degree	94.6%
Advanced Diploma	14.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	127
Teaching Staff (FTE)	111.2
Non-Teaching Staff (Headcount)	72
Non-Teaching Staff (FTE)	61.2
Indigenous Teaching Staff (Headcount)	1

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	587.0
Year 9 Reading	583.9
Year 9 Spelling	572.8
Year 9 Writing	560.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	45.5%
TAFE / VET	15.6%
Apprenticeship / Traineeship	15.6%
Deferred	7.7%
Employment	15.6%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%