



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **Mercy College**

760 Sydney Road, COBURG 3058

Principal: Lila McLnerney

Web: [www.mercycoburg.catholic.edu.au](http://www.mercycoburg.catholic.edu.au)

Registration: 1661, E Number: E1256

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## Principal's Attestation

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I, Lila McInerney, attest that Mercy College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 16 May 2025

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## About this report

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Mercy College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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### **Our Vision**

At Mercy College we endeavour to empower students to engage in authentic learning within a global context. We focus on the literacies required for collaborative learning in a knowledge based society.

With an emphasis on developing a socially just and environmentally aware consciousness, we provide a basis for the individual to contribute with purpose to their world community as a confident, articulate and self-aware young woman. Inspired by Catherine McAuley and the tradition of Mercy, we aim to do this within a faith based, nurturing and educationally challenging environment.

### **Our Mission**

Mercy College is a Catholic secondary college for young women, committed to handing on the teachings of Christ and His Church, and to living out those teachings. At Mercy College, personal growth is fostered and diversity celebrated. We strive for excellence as a learning community which is student centred, curriculum focused, community oriented and culturally enriched. We are committed to maintaining a child safe environment. In the Mercy spirit, love, compassion and service underpin all we are and do.

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## College Overview

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Established in 1965, Mercy College is a Catholic secondary school dedicated to the holistic education of young women. We offer an inclusive, values-based education that nurtures students academically, socially, and spiritually. Guided by the core Mercy values of Compassion, Excellence, Hospitality, and Justice, we aim to build a strong and respectful community. These values shape who we are and how we interact with one another and the wider world.

At Mercy College, we believe every student has unique gifts and the capacity to make a meaningful contribution to society. Our learning environment is designed to support each student in discovering her purpose, deepening her faith, and achieving her personal and academic goals. Inspired by the vision of Catherine McAuley and the Mercy Sisters—who have served the Coburg community since 1886—we continue a proud tradition of Catholic education that transforms lives and opens doors to future possibilities.

As a school within Melbourne Archdiocese Catholic Schools (MACS), Mercy College aligns its teaching and learning practices with the MACS Vision for Instruction. This vision promotes learning that is deep, rigorous, and purposeful. At Mercy College, we cultivate deep learning by encouraging curiosity, critical thinking, creativity, and reflection. Students are empowered to think independently and engage meaningfully with the world around them.

We hold high expectations for every student. We believe that with the right support and challenge all learners can succeed. Our teachers work collaboratively to set clear goals, provide timely feedback, and guide students through challenges, helping them to grow in confidence and capability. Families are important partners in this journey, and we value their ongoing support and involvement in each student's learning and development.

Our teaching is grounded in evidence-based and data-informed practice. Our staff engage in ongoing professional learning, reflective practice, and collaboration to ensure that instruction is both effective and responsive to the needs of our students. We continuously refine our strategies to improve outcomes and ensure that all learners are engaged, supported, and extended.

We also embrace a culture of continuous improvement across all areas of school life. Whether in our academic programs, co-curricular offerings, or wellbeing initiatives, we seek to innovate and enhance the learning experience. Our goal is to prepare students not only for academic success, but also for life beyond school in a rapidly changing world.

Located in the heart of Melbourne's northern suburbs, Mercy College proudly reflects the cultural diversity of its community. This diversity enriches our learning environment, deepens our sense of connection, and supports personal growth for all members of our community. In

this dynamic setting, we prepare our students to become compassionate, just, and faith-filled women ready to serve and lead in the world.

We hope that every student leaves Mercy College with a strong sense of identity, a deep faith, and a lifelong commitment to learning and service.



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## Principal's Report

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In 2024, our College theme was Find Light through Mercy. This theme encouraged us to seek moments of hope, growth, and clarity in all aspects of school life—academic, personal, and spiritual. It captured our identity as a Catholic school in the Mercy tradition and challenged us to live out our core values of Compassion, Excellence, Hospitality, and Justice.

Early in the year, I spoke with a new Year 7 student about our theme. When I asked her where she found light, she responded, “Every day, the sun comes up, and when we go into a dark room, we turn on the lights.” Her words were simple, yet powerful—a reminder that light is always accessible if we know where and how to look for it.

A key highlight of the year was the opening of our refurbished VCE West Building, which provided our senior students with a modern and innovative learning space. At Mercy College, we view our learning environments as more than physical structures; they are places where ideas are formed, collaboration is fostered, and students are challenged to be their best. These spaces support the development of agency, independence, and confidence.

Our curriculum continued to evolve through a comprehensive review process and the launch of a shared instructional model, supported by MACS Vision for Instruction. This reinforced our commitment to delivering a carefully planned and engaging learning program. Central to this has been the promotion of student agency. Across all year levels, students have increasingly been involved in shaping their own learning through goal setting, reflecting on success criteria, and participating in lesson planning. These strategies have empowered students to take greater ownership of their education and experience deeper engagement in the classroom.

In addition to strong academic progress, the College celebrated a number of whole-school events that brought our community together. Our liturgical celebrations, learning showcases, and cultural events were more than just gatherings—they were opportunities for our students to lead, perform, connect, and reflect on what it means to be part of Mercy. These shared experiences strengthened our community and offered meaningful opportunities for learning beyond the classroom.

All of this work is grounded in our School Improvement Plan and Annual Action Plan, which continue to guide us in enhancing learning outcomes, supporting student wellbeing, and building staff capacity. As a community, we remain focused on providing every student with the tools, support, and inspiration they need to thrive.

I am deeply grateful to our students, staff, and families for their unwavering commitment and partnership. Together, we have found light in one another and in the journey we continue to share. I look forward to building on this momentum in the years ahead.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- Students and staff will have more opportunities for expressions of faith and formation.
- Students and staff will value strongly being part of a Catholic community in the Mercy tradition.
- The Gospel is seen lived out in our relationships, our service to others in our work for justice and in our pursuit of excellence in all that we do.
- Staff will use MACSSIS and ECSI data to discern and plan for meaningful and recontextualised ways for the College community to engage in Catholic identity and mission.

### Achievements

#### **2024 College Theme - Find Light Through Mercy**

The purpose and vision of our student wellbeing and faith teams are clearly aligned to our MACS 2030 strategic plan entitled: Forming Lives to Enrich the World. We aim to ensure that every student is inspired and enabled to flourish and enrich the world. We focus on the formation of the whole person, forming lives of faith, hope and love in the light of Jesus Christ.

It is through this vision that our 2024 College Theme emerged: Find Light Through Mercy. In Mark's Gospel, we see a patient Jesus who calls upon his disciples to trust in Him and follow His way. Despite His followers not always understanding Jesus' mission, He is patient with them and always willing to walk alongside them as He calls them to not only follow Him but to go one step further and be 'fishers of men' (Mark 1:17). Mark's depiction of Jesus is inclusive, caring, community-focused, and prayerful. Jesus demonstrated compassion as He went to those who needed him the most; the tax collectors and sinners. He showed hospitality by breaking bread so that all can eat, and teaching His disciples to do the same.

Jesus exemplified justice by always doing the right thing by His followers even when they frustrated Him by not understanding. He manifested excellence by being the perfect role model for His disciples. Through the analysis of key passages in Mark's Gospel, the 2024 Student Executive Team have learned that "the cost of discipleship is too much to bear for some" (Fr Brendan Byrne) and is undoubtedly challenging for all, but those who trust in Jesus can always find light in the darkness. In the same way, we are called to find light through our Mercy values and follow them in 2024.

As part of our exploration of the College theme during Orientation Day, students created their own 'values lanterns' - red paper lanterns to emulate Chinese lanterns which shine their light so others can find their way. They were asked to consider which of our College values they

would like to focus on this year, and incorporate this into the design and decoration of their lantern.

### **Term One - Lent**

Our community commemorated the season of Lent through the support of Caritas' Project Compassion. The fundraising began on Shrove Tuesday with a Pancake Day Fundraiser and then each Wellbeing Class collected money in their Project Compassion boxes for the rest of the term. Throughout the term, we had significant liturgical celebrations; our Commencement Eucharist celebrated by Bishop Terence Curtin, Ash Wednesday Liturgies in year levels, and our Holy Thursday Liturgy. This special liturgy involved school leaders enacting segments of the Easter story from the washing of the feet to the death of Jesus.

### **Term Two - Reconciliation**

The focus for Term Two was continuing our reconciliation journey by raising awareness, raising funds for Opening the Doors Foundation, and working with Aboriginal Catholic Ministries as we developed our FIRE Carrier Covenant. During Reconciliation Week, the Social Justice team hosted a range of awareness-raising events including Reconciliation Liturgies in Wellbeing Classes.

### **Term Three - Mercy Day**

Term Three is always special as the whole school community prepares for Mercy Day which we celebrate together on the last day of term. Each Wellbeing Class designed and prepared to run their own stall and the Student Executive Team organised large activities for all students to enjoy on the day including: an inflatable bungee ride and a photobooth! Our student leaders were integral to the planning and smooth running of the day, including our Mercy Day Mass celebrated by Fr Colin Xavier. Some key highlights of the day were the disco in the PAS and the 'Jar of Dares' teacher event! We were pleased to raise a significant amount of money to support the organisation: McAuley Community Services.

### **Term Four - Advent**

In the lead up to Advent, students participated in a range of fundraising activities to support St Vincent De Paul through their Vinnies Christmas Appeal including a BBQ Fundraiser, Dress for a Cause Day, and collecting goods for our Christmas Hampers. The year culminated in our Advent celebrations on the last day of school which included our Advent Mass and picnic at Coburg Lake.

### **Retreats and Reflection Days**

Annual retreats and reflection days are an integral part of our students' faith journeys at the College.

- Year 7: Focused on building community, with activities such as an Amazing Race and a collaborative artwork inspired by the 'Circles of Mercy'.
- Year 8: Facilitated by Annie Lawrence, this day encouraged students to appreciate their inherent beauty and embrace the power of kind words.

- Year 9: The Catholic Church Excursion connected students to Melbourne's Catholic history, visiting landmarks like St Patrick's Cathedral and the Mary Mackillop Heritage Centre.
- Year 10: A retreat day on 'Self-Image', led by the Melbourne Youth Mission Team, using contemporary drama and reflection activities.
- Year 12: The three-day Year 12 retreat at Lord Somers focused on the theme 'Leaving Your Legacy,' with special sessions led by Gen Bryant and her team.

### **Staff Spirituality Day**

The 2024 Staff Spirituality Day supported Mercy College Staff with a greater understanding of why Catholic schools must respond to the Laudato Si Goals as sustainability and ecological awareness and action are integral to the Catholic identity of our College. Sister Adele Howard RSM presented to staff at the Mercy Hub, exploring the spirituality of hope leading to action in the face of the cry of the earth and cry of the poor.

### **Catholic Education Week**

Catholic Education Week is an opportunity for all Catholic schools in the Archdiocese of Melbourne to celebrate their Catholic identity, the pivotal role they play within their local community and the strength of the sector.

The theme for Catholic Education Week 2024 was 'In the light of Christ'. Drawn from the Melbourne Archdiocese Catholic Schools (MACS) strategic plan, MACS 2030: Forming Lives to Enrich the World.

Activities included a Lenten commitment at Recess, a Project Compassion fundraiser, and a whole-school chalk mural in Jubilee Garden. Students also attended the Mass of St Patrick for Schools at St Patrick's Cathedral.

### **Value Added**

- Students led a range of meaningful social justice initiatives founded in the principles of Catholic Social Teaching, our Mercy values, and our Catholic understanding of mission.
- The whole school community gathered regularly to celebrate Masses and Liturgies, further embedding the importance of gathering to celebrate the Eucharist and acknowledge key events on our calendar.
- Units 3 and 4 Religion & Society as a Year 12 subject choice was embedded as a solid option for our students' VCE studies with 19 students choosing this pathway for 2025.
- The Staff Spirituality Day remains an integral part of our staff formation program for future years.
- Reconciliation remains at the core of our Catholic Identity with the blessing of our FIRE Carrier Covenant by Aboriginal Catholic Ministry and commissioning of the 2025 Mission, Social Justice and Sustainability Captains as FIRE Carrier Ambassadors.

- Sustainability remains at the core of our Catholic Identity with the introduction of a Sustainability Captain as part of the 2025 Student Executive Team and Years 7 to 11 Sustainability which will be elected next year. In 2025, Houses will collect recycled containers for the 'Container Deposit Scheme' with all 10c collections raising funds for each House's chosen charity.
- All elements of the College's Catholic Identity and Mission were driven through the lens of the Year of Mark.
- Fostered greater student agency as Years 7 to 12 Mission and Social Justice Leaders drove key initiatives.

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## Learning and Teaching

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### Goals & Intended Outcomes

- To improve pedagogical practices
  - That student engagement and outcomes are improved with a focus on numeracy.
  - That staff consistently implement the College's pedagogical practices.

### Achievements

In 2024, Mercy College began addressing the key priorities outlined in our strategic plan for 2024-2027. A comprehensive review of the curriculum was conducted to ensure that it remains relevant, engaging, and equips students with the knowledge and skills they need to thrive in a dynamic, global environment. Notably, significant changes were implemented to support the introduction of the VCE Vocational Major (VCE-VM) in Years 11 and 12. The VCE-VM is a vocational and applied learning program designed to be completed over a minimum of two years. This program provides students with the skills necessary to transition into apprenticeships, traineeships, further education and training, non-ATAR university pathways, or directly into the workforce.

Key initiatives that contributed to improving teaching and learning in 2024 included an update of the curriculum documentation to align with the Victorian Curriculum (2025). This ensured that the curriculum met the most current educational standards. To enhance academic support, the Tutor Learning Program was implemented, providing targeted literacy and numeracy support for students across Years 7 to 12. In addition, the Numeracy Intervention Program continued in Years 7 and 8, addressing foundational numeracy skills to ensure students develop strong mathematical abilities from an early age.

Mercy College also focused on differentiating instruction to meet the individual needs of all students. By using data from PAT-R and PAT-M assessments, along with NAPLAN Student Item Reports, personalized learning plans were developed for students, ensuring each receives the necessary support to reach their full potential. To further enhance student learning, a teacher professional growth model was introduced. This model aims to build staff capacity in utilizing High Impact Teaching Strategies (HITS) and leveraging data to improve student outcomes. The Professional Growth Program also facilitated classroom observations, helping teachers refine their practices and ensure the delivery of high-quality instruction.

In 2024, Mercy College introduced a shared instructional model, supported by the MACS Vision for Instruction. This approach ensures consistency across classrooms and aligns teaching practices with the broader goals of Melbourne Archdiocese Catholic Schools (MACS). Additionally, the College participated in the NCEC Mastery in Mathematics Pilot, in

collaboration with MACS, to improve mathematics outcomes for students. Year 7 and 8 Mathematics teachers also trialed MACS' Ochre Education resources, which were developed to enhance students' mathematical proficiency.

Looking ahead to 2025, Mercy College will continue refining these initiatives. The shared instructional model will remain a core focus, with teachers across the College aligning their pedagogical practices to this unified framework. A particular emphasis will be placed on explicit instruction in Measurement, especially in Year 7 and 8 Mathematics and STEM subjects, ensuring students develop both understanding and fluency in these essential areas. Furthermore, MACS' Ochre Education resources will continue to be used in Year 7 and 8 Mathematics, offering a structured, evidence-based approach to teaching math.

In addition, targeted activities will be introduced to help students develop inferencing skills in Years 7 and 8, equipping them with the tools to think critically and analyze complex texts. To improve writing skills, explicit instruction in writing for specific audiences will be a focus, allowing students to produce more effective and purposeful written communication. In response to the needs of senior students, a timetable restructure will be introduced to allow VET students to attend external VET programs on Wednesdays with minimal disruption to their regular classes. Furthermore, VCE-VM students will be supported in engaging with Structured Workplace Learning (SWL), providing hands-on, real-world experience.

Finally, the Pivot Student Survey will be implemented to gather valuable feedback on teaching practices. This survey will provide insights directly from students, enabling teachers to refine their instructional approaches based on this feedback, ultimately improving student engagement and outcomes.

## Student Learning Outcomes

- The school remained committed to enhancing its capacity in the effective use of data to monitor student progress and academic achievement.
- Teaching staff engaged in the systematic analysis of a range of student outcome data, including NAPLAN, VCE results, Learner Expectation Reports, Semester Summary Reports, and ACER PAT.
- Data sources were utilized to monitor student growth, identifying students achieving within or beyond expected performance ranges.
- The integration of NAPLAN and ACER PAT data provided a longitudinal perspective, tracking student progress across multiple year levels and comparing semester-based academic performance.
- A comprehensive approach ensured a robust framework for evaluating student outcomes and informing pedagogical planning.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	540	66%
	Year 9	541	52%
Numeracy	Year 7	517	56%
	Year 9	538	55%
Reading	Year 7	546	74%
	Year 9	555	64%
Spelling	Year 7	541	76%
	Year 9	555	71%
Writing	Year 7	558	75%
	Year 9	585	73%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	29
VCE Completion Rate	89%
VCE VM Completion Rate	75%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.



Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

- Students and staff will aim to gain and maintain 90% attendance (7-10) and 80% (VCE/VCE-VM) by following attendance monitoring procedures.
- All staff will embed a consistent whole-school Wellbeing Program led by the Wellbeing Team.
- Staff will effectively use Wellbeing data (MACSSIS and SIMON) to track student engagement.
- Staff will amplify student agency through effective instructional practice within the classroom, a range of co-curricular programs and initiatives, and student leadership across all year levels.

### Achievements

#### Student Agency

The College Co-Captains are integral members of the School Advisory Council and participate in meetings throughout the year. The Student Executive Team includes a Student Agency Captain, who works closely with the Student Agency Representative from each year level. This team meets regularly to address student concerns and ensure that student voices are actively represented across the College. The College also consults students frequently through surveys and forums, giving them opportunities to share their thoughts on issues that directly impact their learning and overall experience.

Fostering student agency was a central focus for our School Improvement Plan (2024-2027). The objectives for this priority included having teachers implement strategies that foster student self-efficacy and agency, which would, in turn, amplify learner engagement. A Curriculum Review was conducted with student agency at its core, and the strategies we have focused on include defining learning goals and success criteria, providing students with choices and a voice in their learning, supporting inquiry and problem-solving, encouraging collaboration and feedback, and fostering reflection and metacognition. To better understand how students perceive their agency, all students completed the 'Student Voice Audit Tool,' which gathered data on areas such as school systems, student-led activities, classroom practices, and learning opportunities.

#### CLEAR Wellbeing Program

In 2024, the College launched the C.L.E.A.R Wellbeing Program, which focuses on Community, Learning, Emotional Intelligence, Agency, and Relationships. The program aims to foster a CLEAR sense of wellbeing, provide a CLEAR understanding of how to support student wellbeing, and build the ability to use these skills now and in the future. This program

is facilitated through our daily Wellbeing Period and engages students in weekly activities designed to help them meet various 'I Can' statements. On Fridays, students participate in either a Fantastic Friday challenge or House Assemblies, further promoting their sense of belonging and connection.

### **Year 7 Social Club**

The Year 7 Social Club was introduced to support the transition into Year 7. Students could engage in activities such as Just Dance, Uno competitions, karaoke, and mindfulness walks, facilitated by the Year 7 Learning and Wellbeing Leader.

### **Student Wellbeing Resource Centre**

The Student Wellbeing Resource Centre was opened to provide a quiet space for student reflection and emotional regulation. It also offers opportunities to develop social skills and build connections. This space is available for use by individual students, teachers with their classes, and during break times when the Wellbeing Team runs a variety of activities aimed at supporting students' emotional and social development.

### **Trans-seasonal Uniform**

The student agency team advocated for a seasonless or trans-seasonal uniform to be implemented in 2024. Students have the option of choosing between four wardrobe options rather than seasonal (Summer/Winter) uniforms. The Student Dress Code and Uniform Requirements was updated to reflect these changes and was reviewed at the end of the year to include some changes including the addition of the College scarf to all wardrobe options and some minor alterations to grooming requirements to reflect the needs of the community.

### **Activities Week**

Activities Week continues to be a highly anticipated part of the College calendar. Year 7 students participated in an Activity Day and camp at PGL Campaspe Downs, Year 8 students attended an Activity Day and camp at Don Bosco, Safety Beach, Year 9 students enjoyed a City Experience, and Year 10 students participated in Work Experience. Year 11 students took part in a University Experience Day and a camp at Creswick, while Year 12 students engaged in a Retreat at Lord Somers Camp and Year 12 Formal.

### **Individual Support Meetings**

Years 8 to 12 Individual Support Meetings provide an opportunity for our families to develop a positive relationship with their child's Wellbeing Teacher and discuss learning strategies for the year ahead. Goals for the semester are established during Wellbeing Period and then shared and discussed with the student and their family.

### **Year 7 Welcome BBQ**

Year 7 students and their families gathered in the Jubilee Garden for a welcome BBQ and information session. Together with the Learning and Wellbeing Leader and Wellbeing Teachers, our families discussed Year 7 at Mercy College and how well their daughter has settled into the new school year.

### **International Women's Day Assembly**

The College gathered as a learning community to reflect on the 2024 International Women's Day theme 'Inspire Inclusion'. During the assembly, we recognised our year level student leaders by presenting them to our College community and presented them to their leadership badges. We also heard from our guest speaker Tania Romano (Stassis, 2002, College Vice-Captain) who completed a Bachelor of Science (Hons) followed by a PhD in Physiology from The University of Melbourne. She is currently Head of Medical and Education for SkinCeuticals at L'Oreal.

### **National eSmart Week**

During eSmart Week, students were reminded about staying safe online and using technology in a responsible manner through exploring a variety of resources from the Alannah and Madeline Foundation.

### **Harmony Week**

Students embraced the theme "Everyone Belongs", highlighting the value of multiculturalism in our community by creating a collaborative Harmony Tree which showcased our individual cultures, traditions and unique qualities of our heritage.

### **ANZAC DAY Service**

During Wellbeing Period, we gathered to remember and commemorate the lives of those who served, fought and died in war. Steve Gilmour, a Veteran and a member of the Coburg RSL spoke about the ANZAC story and his experience.

### **Year 7 100 Days of Learning**

Each year, Year 7 students celebrate an important milestone - 100 Days of Learning at Mercy College. They are involved in activities around the significance of 100, looking at what they have learnt so far and sharing morning tea together as a Year 7 team. The celebration included a parent evening where students and staff shared the achievements of our Year 7 cohort.

### **Remembrance Day**

During Wellbeing Period, we gathered to observe a minute's silence, in memory of all those who served and died in wars, conflicts and peacekeeping operations.

### **EIGHT Program**

Year 8s participated in the EIGHT program run by TRIPOD enterprise where in groups, they used their entrepreneurial skills to plan, create and market a smoothie product. They presented their final product and samples of their smoothies to their peers and teachers.

### **End of Year 12 Activities**

For Year 12 students, the End of Year Activities included a Student Executive Family Dinner, a Final Assembly, a Celebration Breakfast, and a Graduation Mass and Awards Ceremony.

## Value Added

- Students participated in a range of extracurricular opportunities such as House activities, CGSAV sports, the Mercy/Parade Drama Production, performing arts and music ensembles.
- Students benefited from the implementation of the whole-school CLEAR Wellbeing Program as an innovative and consistent approach to student wellbeing across the school.
- Student voice and agency remains a key priority for the future. The student voice representatives were able to effect change in meaningful ways, e.g. adopting a trans-seasonal uniform in 2024 and driving the implementation of the CLEAR Wellbeing Program.
- Activities Week remains an integral feature of the College calendar, with each year level participating in various activities aimed at assisting the students' social, emotional and spiritual development.
- The Wellbeing Team continues to update attendance monitoring procedures to better meet the needs of the College community. Students and families are regularly educated on the message: 'Every Day Counts'.

## Student Satisfaction

Each year, Mercy College diligently surveys its students across ten distinct criteria, aiming to comprehensively understand their perceptions and experiences within the institution. These criteria encompass a broad spectrum, ranging from the College's rigorous academic expectations to the nurturing of its Catholic identity. Through this multifaceted approach, the college seeks to gauge student satisfaction and identify areas for improvement. In the latest survey conducted in 2024, several positive trends emerged. The results indicated a notable uptick in satisfaction regarding Rigorous Expectations, Teacher-Student Relationships and Student Agency. These areas of strength reflected the college's commitment to academic excellence and fostering a supportive learning environment. Furthermore, Mercy College surpassed the MACS average in crucial aspects such as Catholic Identity and School Engagement. This achievement underscores the college's dedication to its core values and its effectiveness in engaging students in the educational process. Notably, the survey revealed that the Year 7 cohort exhibited the highest level of satisfaction within the College community. This finding highlights the importance of providing a positive and inclusive experience for incoming students, setting the stage for their ongoing success and growth.

## Student Attendance

Parents/families are encouraged to log student non-attendance and any late to school passes or leave passes via the Parent Access Module. Alternatively, families may contact College Reception directly or provide a written note to their child's Wellbeing teacher or

Learning and Wellbeing Leader. All absences without reason are followed up in a timely manner by College Reception. A text message is sent to families with unexplained absences each morning (10.30am) and families who do not respond or update their child's absenteeism status are contacted for an explanation. Any attendance anomaly is referred to the respective Learning and Wellbeing Leader who triages concerns and manages how attendance is followed up by the child's Wellbeing teacher. Attendance trends and concerns are monitored throughout each term. At Week 5 of each school term, the Wellbeing teacher downloads the Attendance Percentages Report from SIMON to obtain class attendance percentage data per student in their Wellbeing class. The Wellbeing teacher is to advise the Learning and Wellbeing Leader of any student below 85% (VCE) or 90% (7 to 10) for a subject or Homeroom. At Week 6, the Learning and Wellbeing Leader is to use a SIMON letter template to officially communicate an attendance concern to families. Attendance Support Plans are created and Program Support Group meetings are held with all students who have attendance concerns.

<b>Years 9 - 12 Student Retention Rate</b>	
Years 9 to 12 Student Retention Rate	88.41

<b>Average Student Attendance Rate by Year Level</b>	
Y07	88.4
Y08	87.1
Y09	84.6
Y10	85.3
Overall average attendance	86.3

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## Leadership

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### Goals & Intended Outcomes

- Further develop leadership capability across the College
  - That there is greater staff collaboration across all areas of the College.
  - That all leaders proactively engage staff to achieve improved student and school outcomes.
  - That structures and processes are supporting school improvement

### Achievements

In 2024, the College began the implementation of its current School Improvement Plan. During this period, significant efforts were made to enhance leadership and academic growth across the institution. The College facilitated twenty-seven internal Mercy Learning Times (MLTs) for teaching and administration staff, aimed at supporting the achievement of the strategic goals and intended outcomes.

A key component of this development was the use of data to monitor various areas of student and academic progress, including evaluating the rigour of assessments and tracking cohort growth patterns. The College also continued to utilise its data bank, which incorporated various sources of data such as PAT testing for Years 7-10, MACSSIS data, student feedback surveys, and student agency surveys. Additionally, the College expanded its use of Intellischool Data Analysis software to further support data-driven decision-making.

The Teacher Professional Growth Program was also a pivotal focus, with data supporting staff goal setting. Middle leaders were actively involved in teacher observations, providing both written and verbal feedback. Students were invited to offer feedback to staff through a survey, ensuring that input from all stakeholders informed the professional development process.

Staff collaboration across all areas of the College increased significantly, with agendas and minutes from all meetings being documented, saved, and uploaded to Knowledge Banks for easy access and reference. All leaders made a proactive effort to engage staff by presenting a clear plan and offering opportunities for discussion at the beginning of the year. Rapid Action Plans were developed by middle leaders each term and were stored in the Knowledge Banks for continuous reflection and improvement.

Middle leaders also participated in surveys, and the results were analysed to assess the impact of previous leadership development opportunities. Feedback from middle leaders was then incorporated into the Middle Leaders Forums, aimed at improving leadership practices. Additionally, cyclical meetings were held between middle leaders and teachers to develop

SMART Goals and an observation/feedback process, which was subsequently presented to the Senior Leadership Team during cyclical meetings for review and refinement.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<p>Staff continued to engage in a broad range of professional learning activities and conferences throughout 2024. This professional development was primarily conducted during Mercy Learning Time and was aligned with the College's Annual Action Plan (AAP) for school improvement. Key areas of focus included VCE Data Analysis, Curriculum Review, NCCD Moderation and Adjustments, Teacher Professional Growth, Student Engagement and Wellbeing, Vision for Instruction, Catholic Identity, Gifted Learning, and NAPLAN Data Analysis. These sessions were designed to enhance the skills and expertise of our teaching staff and ensure that they remained at the forefront of educational practices.</p> <p>Additionally, staff participated in professional learning opportunities that aligned with the College's priorities, as well as externally provided programs. These included the implementation of new VCE study designs, participation in other professional networks, and specialized training on teaching and supporting students with additional needs. A highlight of the professional development offerings was a session on Vision for Instruction by Dr. Simon Breakspear. Staff also benefited from training on numeracy across the curriculum, attended MACS network meetings, and participated in the NCEC Mastery in Mathematics Pilot. Programs such as Teach Well - TIMS and Gifted Learning also provided staff with valuable insights into best practices.</p> <p>All staff completed the Mandatory Reporting modules, and received training in First Aid, CPR and Anaphylaxis.</p>	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	\$439.41

### Teacher Satisfaction

In 2024, Mercy College was recognised by staff as a school where student safety is a significant strength. Teachers overwhelmingly agreed that students feel both physically and psychologically safe, highlighting the College's success in fostering a secure and supportive



learning environment. This safe atmosphere forms an essential foundation for student wellbeing and achievement.

Another area of strong affirmation was the faith leadership of the Principal and the visible expression of Catholic identity throughout school life. This reflects a clear and valued alignment between school leadership and the College’s mission and values.

While many indicators received strong endorsement, others reflected a broader range of perspectives, highlighting valuable opportunities for continued growth. Notably, staff confidence in their collective capacity to improve instruction rose markedly—from 63% in 2023 to 83% in 2024—demonstrating a growing sense of professional efficacy and collaboration.

Professional learning was generally seen as available, falling within the moderate range. This indicates a solid foundation is in place, with potential to further enhance coherence, relevance, and impact of professional development opportunities.

Perceptions of school leadership's overall effectiveness also sat in the mid-range, with 57% of staff expressing confidence. This presents a constructive opportunity for ongoing development, to be addressed through open dialogue and collaboration with staff. Similarly, 59% of teachers reported feeling safe to take professional risks and embrace innovation, suggesting an encouraging culture that, with further support, can continue to grow in confidence and creativity.

Teacher Qualifications	
Doctorate	1
Masters	9
Graduate	9
Graduate Certificate	10
Bachelor Degree	26
Advanced Diploma	5
No Qualifications Listed	15

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	43.27
Non-Teaching Staff (Headcount)	35
Non-Teaching Staff (FTE)	26.43
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

- Build and maintain collaborative relationships to enhance College life.
- Deliver, in partnership with parents/guardians and students, a strong and supportive learning environment.
- Build stronger connections with future students and feeder Primary Schools

### Achievements

#### Home/School Partnership

The partnership between home and school is essential to the academic and wellbeing growth of every student. In 2024, Mercy College continued to foster meaningful teacher–parent/guardian–student relationships through a variety of initiatives, including Individual Student Support Meetings, Parent–Teacher–Student Conferences, and the Subject Selection Expo. These events reaffirmed the importance of working collaboratively with families to support each student’s learning journey.

#### Communication with Families

Maintaining clear and consistent communication with families remains a key priority. The College made effective use of platforms such as SIMON/PAM, a fortnightly eNewsletter, and SMS messaging to ensure that parents, guardians, and students were well informed about events and important updates. We continue to recognise that open and honest dialogue between staff and families is critical in preparing our students for individual success.

#### Mother’s Day Afternoon Tea and Father’s Day Breakfast

Mercy College proudly hosted two cherished community events – the Mother’s Day Afternoon Tea and the Father’s Day Breakfast – celebrating the vital role parents and caregivers play in the lives of our students. The Mother’s Day Afternoon Tea brought together mothers, grandmothers, and special guests for a relaxed and joyful gathering, complete with student performances and heartfelt messages of appreciation. Later in the year, the Father’s Day Breakfast welcomed fathers and father figures to a morning of connection and celebration, with a delicious breakfast served by staff and student leaders. Both events highlighted the College’s commitment to strengthening the home-school partnership and creating opportunities for families to engage meaningfully with the Mercy community.

#### Discover Mercy Open Days and Small Group Tours

Throughout 2024, Mercy College hosted eight Discover Mercy Open Days, all of which were well attended by prospective families. Weekly small group tours also remained popular, with many families returning for a second visit to further explore the College and observe our learning environment in action. These events offered an invaluable opportunity for families to

experience the welcoming atmosphere of Mercy and gain deeper insight into our culture and values. Feedback was overwhelmingly positive, with many visitors expressing their enthusiasm about becoming part of the Mercy community.

### **Afterschool Programs**

We welcomed students from our feeder Catholic and local primary schools to participate in a variety of engaging afterschool programs. These included Kitchen Kapers, Arts in Motion Dance, Fun with Science, and Abstract Explosion Art. These programs provided hands-on, creative experiences that allowed future students to connect with staff and experience Mercy's vibrant learning environment.

### **Year 4 Explore Day**

The Year 4 Explore Day gave students from our feeder Catholic primary schools an exciting opportunity to engage in high school life. They participated in a range of classes, including Food Technology, Art, Drama, Music, Science, and Physical Education. This experience gave students a genuine insight into the breadth of learning opportunities available at Mercy College and fostered a sense of curiosity and excitement about their future educational journey.

### **Year 7 2025 Transition Activities**

Our transition program for incoming Year 7 students in 2025 began in Term Three with personalised visits to each student at their primary school. In Term Four, we hosted an afternoon tea for solo students and their families, followed by an Information Night for all Year 7 families. Orientation Day was a highlight, with new students reporting that they had already made new friends and felt welcomed into the Mercy community. These activities provided a strong foundation for a smooth transition into secondary school.

### **Alumni Reunion**

The Mercy College Alumnae connected once again in 2024 for the annual reunion in October. The event celebrated the milestone years of 1974, 1984, 1994, 2004, and 2014. Current students led tours of the school, while alumni shared stories of their time at Mercy, revisiting the people and places that shaped their experiences. The reunion provided an opportunity for past students to reconnect, reflect on their shared experiences, and strengthen the bonds that tie them to the College. As we celebrate 60 years of Mercy College in 2025, we look forward to celebrating with our alumni and continuing to build a vibrant, supportive network for future generations of Mercy students.

### **Community Partnerships**

the College continued to deepen its partnerships with a wide range of community organisations and educational institutions. Our ongoing collaboration with local parishes, parish primary schools, Parade College, Merri-bek Council, and youth support organisations like Oxygen Youth Space has strengthened community connections. We also expanded our partnerships with tertiary institutions, including the Australian Catholic University (Learning through Collaboration Step Up partnership), La Trobe University (Vice Chancellor's

Scholarship and Aspire Program), the University of Melbourne, Victoria University, RMIT, Melbourne Polytechnic, Kangan TAFE, and William Angliss. These partnerships enrich student learning, provide real-world pathways, and support students in preparing for life beyond school.

## **Parent Satisfaction**

Parent satisfaction at Mercy College in 2024 reflected the strength of the home-school partnership and the welcoming, inclusive culture nurtured across the community. All parents shared that they felt welcomed when entering the school and 83% said they had positively discussed their child's school with other parents—exceeding the MACS average. Additionally, 67% of parents reported a strong sense of belonging to the school community, again above the average, underscoring the College's commitment to fostering connection and engagement with families. Communication from the school received encouraging feedback, with a clear improvement from the previous year in the number of parents who felt well-informed about their child's overall school experience, including wellbeing and social development. This growth from 2023 highlights the impact of the College's focus on holistic student development.

Parents also recognised the school's efforts in evaluating student learning and progress, with 83% expressing confidence in the balance of the school's assessment systems, surpassing the MACS average. The use of the Parent Access Module (PAM) remains strong, with parents reporting regular use and 83% finding it useful for tracking their child's progress. Furthermore, the majority of parents agreed that the school considers their family's cultural background, reflecting Mercy College's dedication to inclusive and respectful engagement with its diverse community. Together, these insights highlight a school community where families feel respected, informed, and actively involved in their children's education.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.mercycoburg.catholic.edu.au](http://www.mercycoburg.catholic.edu.au)