Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community

Mercy College

760 Sydney Road, COBURG 3058
Principal: Lila McInerney
Web: www.mercycoburg.catholic.edu.au
Registration: 1661, E Number: E1256

Principal's Attestation

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 2025 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 27 Mar 2026

About this report

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.

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

College Overview

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 their purpose, deepening their faith, and achieving their 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 and Vision for Engagement. These frameworks promote learning and teaching that is deep, purposeful, evidence-based, data-informed and intellectually rigorous. At Mercy College, we cultivate flourishing learners by encouraging curiosity, critical thinking, creativity, collaboration, and reflection. Through explicit teaching and meaningful learning experiences, students are empowered to think independently, engage confidently with the world around them, and strive for excellence in all areas of learning.

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 staff engage in ongoing professional learning, reflective practice, and collaboration to ensure that instruction is both effective and responsive to the individual 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 identity 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.

Principal's Report

In 2025, our College theme, 60 Years of Hope through Mercy, provided an opportunity for our community to reflect on the rich history and values that have shaped Mercy College over the past six decades. As we celebrated this significant milestone, we honoured the vision of the Sisters of Mercy and all those who contributed to building a community grounded in faith, compassion and learning. The anniversary year invited us not only to celebrate our history, but also to look forward with hope and confidence to the future of Mercy College.

Throughout the year, students, staff and families came together to celebrate our shared story and strengthen community connections. Anniversary events, liturgical celebrations and whole-school activities provided meaningful opportunities to acknowledge the enduring impact of Catholic education in the Mercy tradition and the strong sense of belonging that continues to define our College. These celebrations reflected the pride our community holds in the College's heritage while reinforcing the values that continue to guide us today.

A significant focus in 2025 was the continued strengthening of learning and teaching across the College. This year marked the formal launch of Mercy College's Instructional Model, developed through extensive staff collaboration and aligned with the MACS Vision for Instruction. The College also embraced the launch of the MACS Vision for Engagement, strengthening our commitment to student voice, purposeful relationships and authentic learner participation. Together, these frameworks provided a shared understanding of effective teaching and engagement practices and supported consistency in classroom and learning experiences for all students. Through professional learning, instructional coaching and collaborative planning, staff continued to refine practices that promoted clarity, engagement and high expectations for every learner.

Student agency remained an important priority across the College. In classrooms, students were encouraged to take greater ownership of their learning through reflection, feedback processes, learning intentions and success criteria. Opportunities for inquiry, collaboration and student voice strengthened engagement and supported students to become more confident, independent and motivated learners. These approaches encouraged students to actively participate in their learning journey and develop the skills needed for future success.

Wellbeing continued to be at the heart of College life. Throughout the year, initiatives that fostered belonging, respectful relationships and positive connections between students and staff were strengthened. Programs focusing on emotional wellbeing, resilience and school engagement supported students in navigating the challenges of adolescence while building confidence and self-awareness. Camps, retreats, House activities and wellbeing programs also provided valuable opportunities for students to connect with peers, strengthen relationships and experience a strong sense of community beyond the classroom.

Our Mercy identity remained central to all aspects of College life. Liturgical celebrations, reflection days and social justice initiatives gave students opportunities to live out the values of Compassion, Excellence, Hospitality and Justice in practical and meaningful ways. Through fundraising initiatives, outreach programs and everyday acts of kindness, students demonstrated a strong commitment to serving others and contributing positively to the wider community.

All of this work was guided by our School Improvement Plan and Annual Action Plan, ensuring a strong focus on learning growth, wellbeing and continuous improvement. We thank our students, staff and families for their partnership, commitment and support throughout the year.

Lila McInerney
College Principal

Catholic Identity and Mission

Goals & Intended Outcomes

- To provide increased opportunities for students and staff to engage in authentic expressions of faith, prayer and formation
- To deepen a shared sense of belonging to a Catholic community grounded in the Mercy tradition
- To ensure the Gospel is lived authentically through relationships, service, justice and the pursuit of excellence
- To use evidence (MACSSIS data and SIF rubric) to discern, plan and recontextualise meaningful approaches to Catholic identity and mission

These goals reflect our commitment to forming young people whose faith is lived, reflective and responsive to the contemporary world.

Achievements

2025 College Theme – 60 Years of Hope Through Mercy
In 2025, Mercy College celebrated a significant milestone: 60 Years of Hope Through Mercy. This Jubilee year provided a powerful opportunity for the community to honour its legacy while renewing its commitment to the Gospel and the Mercy charism.

Staff and students engaged in College Theme learning that explored hope as a central Christian virtue. Drawing on the Jubilee Year proclaimed by Pope Francis and the call to be Pilgrims of Hope, the theme invited reflection on hope not as passive optimism, but as a confident trust in God's presence, even amidst uncertainty. Luke's Gospel provided rich grounding for this exploration, highlighting hope through salvation history, radical hospitality and God's preferential care for the marginalised.

A significant spiritual milestone for the College was the creation and blessing of a labyrinth on campus, based on the Chartres Cathedral design. The labyrinth now serves as a sacred space for prayer, contemplation and reflection, inviting members of the community to pause, slow down and encounter God in the midst of daily life. It stands as a lasting symbol of the College's spiritual journey over the past 60 years, and the hope entrusted to future generations

Liturgical Life and Faith Celebrations
Term One – Lent and Easter
The year commenced with the 60th Anniversary Mass at St Paul's Parish, Coburg,

celebrated by Bishop Rene Ramirez. This Eucharistic celebration brought the community together in thanksgiving for six decades of Mercy's education and mission.

During Lent, students actively supported Caritas Australia's Project Compassion, beginning with a Shrove Tuesday Pancake fundraiser and ongoing class-based contributions. Ash Wednesday liturgies and the College Anniversary Eucharist invited reflection, renewal and recommitment to Gospel living.

The Easter Liturgy was a highlight of the liturgical year, powerfully proclaiming the message of resurrection and hope. Through student leadership, creative symbolism, music and reflection, the community was reminded that we are an Easter people - called to live lives of forgiveness, transformation and hope in the light of Christ

Term Two – Reconciliation and Community
Term two deepened the College's commitment to reconciliation through the official commissioning of Mercy College as a FIRE Carrier School (Friends Igniting Reconciliation through Education). This milestone affirmed an ongoing commitment to truth-telling, justice and walking alongside First Nations peoples.

Through partnerships with Aboriginal Catholic Ministries, fundraising for the Opening the Doors Foundation, and student-led prayers and artwork during National Reconciliation Week -reconciliation was embedded as a lived dimension of Catholic identity.

The Mother's Day Mass provided a deeply moving expression of gratitude for mothers and significant women. Celebrated with families present, the liturgy honoured women past and present, highlighting the strength, love and faith that shape the Mercy community across generations.

Term Three – Mercy Day
Mercy Day was a highlight of the College's Jubilee celebrations. A whole-school Eucharist and festival embodied the spirit of Catherine McAuley: joyful, inclusive and oriented toward service. Student-run stalls, performances and activities raised funds for McAuley Community Services for Women, reinforcing the call to live mercy through action.

Term Four – Advent
The Advent season invited reflection, generosity and hope. Students supported the St Vincent de Paul Christmas Appeal through fundraising initiatives and the preparation of Christmas hampers for local families in need.

The year concluded with the Advent Mass and Picnic at Coburg Lake, where the community gathered in prayer and gratitude for a year of growth, faith and shared mission.

Faith Formation and Spirituality Programs
Annual retreats and reflection days continued to play a vital role in nurturing student

spirituality across Years 7 to 12. These experiences provided intentional opportunities for faith formation, personal reflection and community building.

- 7 Reflection Day (Term One): Focused on welcoming and belonging, including a Mercy Amazing Race, leadership Q&A, collaborative artwork and a picnic at Coburg Lake.
- Year 8 Reflection Day (Term Four): Facilitated by Annie Lawrence, fostering positive self-image and affirming each student's inherent dignity in the eyes of God.
- Year 9 Catholic Church Immersion (Term Three): Students explored the heritage of the Catholic Church in Melbourne through visits to St Patrick's Cathedral, the Mary Glowrey Museum and the Mary MacKillop Heritage Centre.
- Year 10 Reflection Day (Term Four): Facilitated by the Youth Mission Team, encouraging reflection on identity, values and faith through interactive workshops and discussion.
- Year 11 Reflection Day (Term Two): Led by the Passionist Youth Retreat Team, focusing on trust, empathy, leadership and Catholic identity as students prepared for their final year.
- Year 12 Retreat (Term One): Held at Pallotti College and centred on the theme Leaving Your Legacy, inviting students to reflect on their Mercy journey, relationships and future hopes.

Value Added

- Regular celebration of Masses and liturgies strengthened the rhythm of prayer and worship within the College
- Student leadership in mission and social justice initiatives continued to foster agency, responsibility and service
- The commissioning of Mercy College as a FIRE Carrier School strengthened reconciliation as a core expression of Catholic identity
- The commissioning of Mission, Social Justice and Sustainability Captains affirmed leadership formation aligned to Catholic Social Teaching
- The introduction of a Sustainability Captain and expanded sustainability initiatives reinforced care for creation as integral to Gospel living
- Re-design of 2026 Senior Religious Education offerings with Unit 1 Religion and Society across Year 11 and Year 12s choosing either Units 3 and 4 Religion and Society or a school-based Spirituality Program
- All elements of the College's Catholic Identity and Mission were driven through the lens of the Year of Luke
- The creation and blessing of a Labyrinth on campus as a symbol of Mercy College's 60th Anniversary, based on the jubilee theme of Pilgrims of Hope
- Embedded a Mother's Day Mass and supper as an integral celebration on the College calendar to promote positive partnerships with families and providing the community with an opportunity for faith formation
- Fr Brendan Reed and Fr Tien Tran were formally appointed as College Chaplains

Learning and Teaching

Goals & Intended Outcomes

- To improve student achievement in mathematics, particularly in measurement in Years 7 and 8.
    - When we observe lessons in Mathematics and STEM, we will see that all teachers are explicitly teaching students how to solve problems involving Measurement
    - When we review Year 7 and 8 responses to measurement problems in Mathematics and STEM, we will notice that students can respond more fluently and show a deeper understanding of Measurement concepts
- To improve student achievement in reading, particularly in inferencing skills in Years 7 and 8.
    - When we review teacher unit and lesson plans in English, we will see that they include inferencing activities
    - When we review Year 7 and 8 responses to inferencing activities in English, we will notice that students can respond to these activities in a more cohesive manner
- To improve student achievement in writing, particularly in writing for a particular audience in Years 7 and 8.
    - When we observe lessons in English, we will see that teachers are explicitly teaching students how to write a piece to a particular audience
    - When we review Year 7 and 8 writing samples in English, we will notice that students can respond to an audience in a more cohesive manner

Achievements

Throughout 2025, Mercy College continued to enact its School Improvement Plan through refined curriculum structures, targeted professional learning for staff, and strengthened use of data to inform instructional practice.

Key achievements included:

Curriculum Revisions and Teaching Practices
Years 7 to 10 curriculum documentation was updated and aligned with the Victorian Curriculum 2.0, with a particular focus on Mathematics, English, and the Humanities. In 2025, the College launched the Mercy College Instructional Model across all learning areas, with an emphasis on Daily Review, explicit teaching practices (“I do, we do, you do”), and structured reflection. Whole-school learning and teaching practices were further embedded to improve clarity of instruction and enhance student engagement.

Identifying Student Growth
The use of formative assessment tools, including NAPLAN item analysis, PAT scaled scores, and classroom-based assessments, was expanded to monitor student learning growth over time. Regular “data conversations” between teachers and learning leaders enabled the timely identification of students requiring intervention or extension. A refined Student Growth Dashboard through Intellischools was also implemented, allowing teachers to monitor individual progress and adjust instruction to better meet student needs.

Supporting Teachers
Throughout the year, sustained professional learning was delivered in areas including Rosenshine’s Principles, differentiated instruction, and assessment for learning. Coaching and mentoring structures within the Learning and Teaching team were strengthened to support new staff and teachers working towards specific pedagogical goals. Collaborative planning practices were also further embedded to ensure consistency in curriculum delivery, assessment practices, and instructional approaches across year levels.

Strategies for Students at Risk
Early identification processes were enhanced through the use of attendance data, wellbeing indicators, NCCD evidence, and literacy and numeracy diagnostic tools. Targeted intervention programs were expanded to include small-group literacy support, numeracy catch-up programs, EAL support, and tailored learning pathways for VCE-VM students. Partnerships with families and external agencies were also strengthened to support students’ social, emotional, and academic wellbeing.

Learning for High-Ability Students
Access to enrichment opportunities for high-ability students increased through mathematics extension groups, advanced writing workshops, STEM programs, and accelerated VCE subjects. Personalised learning plans were implemented to provide clear goals, stretch opportunities, and ongoing monitoring of growth. Opportunities for participation in competitions, academic challenges, and external enrichment programs were also expanded to further support student engagement and achievement.

Student Learning Outcomes

In 2025, the school remained committed to enhancing its overall capacity in the effective use of data to monitor student progress and academic achievement. This strategic focus supported informed decision-making and targeted instructional practices across all year levels.

As part of this initiative, teaching staff engaged in the systematic analysis of a range of student outcome data, including:

- National Assessment Program – Literacy and Numeracy (NAPLAN)
- Victorian Certificate of Education (VCE) results

- Learner Expectation Reports and Semester Summary Reports
- ACER Progressive Achievement Tests (PAT)

These data sources were utilised to monitor student growth in relation to individual assessment results, enabling the identification of students achieving within or beyond expected performance ranges. The integration of NAPLAN and ACER PAT data provided a valuable longitudinal perspective, supporting the tracking of student progress across multiple year levels and allowing for comparisons with semester-based academic performance. This comprehensive approach ensured a robust framework for evaluating student outcomes and informing pedagogical planning.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	**Year level**	**Mean Scale score**	**Proficient**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 7	527	60%	534	63%
	Year 9	583	66%	562	59%
Numeracy	Year 7	517	53%	517	55%
	Year 9	565	66%	552	61%
Reading	Year 7	529	63%	538	68%
	Year 9	586	72%	571	68%
Spelling	Year 7	527	71%	534	74%
	Year 9	576	80%	566	76%
Writing	Year 7	542	63%	550	69%
	Year 9	604	78%	595	76%

*A school’s NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

Senior Secondary Outcomes	
VCE Median Score	29
VCE Completion Rate	100%
VCE VM Completion Rate	88%
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

- To embed a clear and consistent approach to student wellbeing
- To improve student attendance, particularly raising the average attendance in Years 7 to 10

Achievements

Student Agency
Student agency remained a key priority in 2025, contributing significantly to student wellbeing by strengthening voice, belonging, and engagement in school life. Leadership structures supported this focus, with Co-Captains contributing to the School Advisory Council, a Student Executive Team supported by a Student Agency Captain, and Year Level Student Agency Representatives meeting regularly to provide feedback and raise student concerns.

Student agency was further embedded through classroom practice and the Instructional Model, which promoted student choice, collaboration, inquiry, and reflection. These opportunities enabled students to take greater ownership of their learning which resulted in strengthened confidence, engagement, and overall connection to school.

School Improvement Plan Focus (2024–2027)
Student wellbeing was central to the School Improvement Plan focus on empowering students to take ownership of their learning. In 2025, this priority was strengthened through the embedding of practices that support student voice, agency, and engagement.

The launch of the Instructional Model helped clarify learning intentions and success criteria, providing students with greater clarity and confidence in their learning. Across classrooms, practices increasingly supported wellbeing through structured routines, predictable learning environments, student choice, inquiry-based learning, peer collaboration, and reflection. These approaches contributed to stronger student engagement, confidence, and a greater sense of belonging.

Wellbeing, Engagement, and Inclusion: The CLEAR Framework
The CLEAR Wellbeing Program, introduced in 2024 and further embedded in 2025, remained central to the College's approach to student wellbeing. Built around Community, Learning, Emotional Intelligence, Agency, and Relationships, the program provided a structured and consistent framework for supporting student development.

Delivered through a daily Wellbeing Period, the program supported students in building emotional regulation, resilience, self-awareness, and social connection. Weekly activities, alongside Fantastic Friday events and House Assemblies, strengthened school spirit and connection across year levels. The program was delivered by a dedicated Wellbeing Team, ensuring coordinated and responsive support for student wellbeing across the College.

Mercy Instructional Model: Vision for Engaged Learning

The launch of the Mercy Instructional Model in 2025 also contributed to student wellbeing by providing consistency, structure, and clarity across all learning environments. Clear routines and expectations supported students to feel safe, prepared, and confident in their learning.

The “I Do, We Do, You Do” model ensured students were supported through scaffolded learning experiences, promoting success and reducing anxiety. Consistent lesson structures and expectations across the College helped create stable, predictable learning environments that supported both engagement and wellbeing.

Buddy Program

The Year 7 and Year 10 Buddy Program played an important role in supporting student wellbeing and transition in 2025. Through structured mentoring relationships, Year 7 students were supported by Year 10 peers to build confidence, establish routines, and develop a sense of belonging in the College community.

Regular check-ins and shared activities fostered connection, friendship, and support, while also providing leadership opportunities for Year 10 students. The program strengthened peer relationships and contributed positively to student wellbeing and school connectedness.

Student Wellbeing Resource Centre

The Student Wellbeing Resource Centre, overseen by the College psychologist and supported by the Wellbeing Team, provided a safe, welcoming, and supportive environment for students. The centre offered individual and group-based support focused on mental health, resilience, emotional regulation, and social skills development.

Through targeted wellbeing programs and support sessions, students were assisted to develop coping strategies, strengthen emotional awareness, and build positive relationships. The centre remained a key part of the College’s commitment to proactive and responsive student wellbeing support.

First Nations Students Lunchtime Meetings

The College’s commitment to culturally safe and inclusive wellbeing support was reflected in the regular lunchtime meetings for First Nations students in 2025. Facilitated by the First Nations Liaison Officer and Wellbeing staff, these sessions provided a safe and supportive space for students to connect, share experiences, and strengthen cultural identity.

Students engaged in informal discussions, shared cultural knowledge and traditions, and built relationships that supported their sense of belonging within the College. These gatherings reinforced the importance of culturally responsive wellbeing practices and inclusive support structures.

Year 9 Immersion Program: Connecting Classroom Learning to the Real World
The Year 9 Immersion Program continued to strengthen student wellbeing in 2025 by providing meaningful, real-world learning experiences beyond the classroom. Through community engagement, outdoor education, cultural exploration, and reflective learning, students developed independence, resilience, and self-confidence.

These experiences supported students to build life skills, strengthen relationships, and develop a deeper understanding of themselves and their place in the world, contributing positively to overall wellbeing and engagement.

Activities and Key Events in 2025
A broad range of activities and events throughout 2025 supported student wellbeing by fostering connection, engagement, and school pride across all year levels. These included camps, excursions, work experience, university experiences, retreats, and transition programs designed to strengthen relationships and support personal growth.

Whole-school initiatives such as Anti-Bullying Week, Harmony Week, National eSmart Week, and key commemorative events including ANZAC Day and Remembrance Day reinforced a culture of respect, inclusion, and belonging. Family engagement events, including transition evenings, wellbeing meetings, and community celebrations, further strengthened partnerships between home and school.

Across all initiatives, the College maintained a clear focus on student wellbeing, ensuring that every student is supported to feel safe, connected, and valued within a caring and inclusive school community.

Key Events

- Individual Support Meetings (Years 8 to 12)
  Families met with Wellbeing Teachers to discuss learning strategies and set semester goals, fostering strong home-school partnerships.
- Year 7 Welcome BBQ
  Parents and students were invited to meet Wellbeing Teachers, connect with other families, and celebrate the start of the Year 7 journey at Mercy College. The event provided an opportunity to build relationships, share information, and support students' smooth transition into high school.
- Mother's Day Mass and Supper and Father's Day Breakfast
  Are key community events at Mercy College. They bring families, students, and staff together to strengthen family-school connections, and foster a sense of belonging. These gatherings support student wellbeing by showing students that their families are

valued partners in their learning and growth, reinforcing the College's welcoming and inclusive community.

- National eSmart Week
  Students explored resources promoting safe and responsible online behaviour.
- Anti-Bullying Week
  As part of Anti-Bullying Week, a Q&A Panel was held at a General Assembly, giving students the opportunity to discuss how to recognise bullying, respond safely, support peers, and promote respectful behaviour. The session reinforced the College's commitment to a safe, inclusive, and supportive school community.
- Harmony Week
  Students contributed to a collaborative Harmony Tree celebrating multiculturalism and cultural identity.
- ANZAC Day and Remembrance Day
  The College commemorated those who served through ceremonies and reflections.
- Year 7 – 100 Days of Learning
  Students celebrated this milestone with activities, morning tea, and a parent evening to showcase their achievements.
- EIGHT Program (Year 8)
  Students developed entrepreneurial skills by creating, marketing, and presenting smoothie products to peers and staff.
- End of Year 12 Activities
  Included the Student Executive Family Dinner, Final Assembly, Celebration Breakfast, Graduation Mass, Awards, and Class of 2025 Celebration Dinner.
- Year 7 Transition Activities
  Visits to primary schools, Solo Student Afternoon Tea, Information Evening, and Transition Day supported students' smooth entry into high school.

Value Added

In 2025, Mercy College offered students a vibrant and stimulating educational experience, enriched by a broad range of co-curricular activities. Learners engaged in House events, CGSAV sport, Performing Arts and music ensembles, and the joint Mercy College and Parade College Drama Production- Puffs, providing opportunities to discover talents, build teamwork, and grow confidence beyond the classroom.

The College's C.L.E.A.R Wellbeing Program continued to provide a consistent and forward-thinking approach to student wellbeing across all year levels. With its focus on Community, Learning, Emotional Intelligence, Agency, and Relationships, the program nurtured resilience, active engagement, and personal development.

Student voice remained central, ensuring that feedback and ideas from students shaped learning, wellbeing initiatives, and the broader culture of the College.

Activities Week continued to be a key feature of the school year, offering immersive, hands-on experiences that fostered creativity, collaboration, and practical problem-solving skills.

In addition, initiatives around online safety and anti-bullying reinforced the College's commitment to creating a safe, inclusive, and respectful environment for all students.

Collectively, these initiatives reflect the College's commitment to a holistic education that balances academic success with personal growth, wellbeing, and active involvement in the school community. Students are supported to flourish both in and out of the classroom, developing skills, confidence, and connections that will benefit them throughout their secondary years and beyond.

Student Satisfaction

In 2025, students shared their experiences across nine key areas: Rigorous Expectations, School Engagement, School Climate, Teacher–Student Relationships, School Belonging, Learning Disposition, Student Safety, Enabling Safety and Student Voice. This feedback celebrates strengths, recognises achievements, and identifies opportunities for growth.

The results highlighted progress across multiple areas. Students reported positive experiences with classroom expectations, teacher relationships, and opportunities to contribute their ideas, reflecting the College's focus on supportive and engaging learning environments. Benchmarks in school engagement and faith formation were also exceeded, demonstrating a strong sense of belonging, participation, and purpose across the student community.

Year 7 students also participated in five-week blocks each term on the Pivot Wellbeing Surveys, allowing Wellbeing Teachers to monitor responses, review trends, and consult with students about their wellbeing. This regular feedback provided timely insights, helped identify emerging needs, and supported personalised strategies to enhance students' sense of belonging, engagement, and overall wellbeing.

Overall, Year 7 students achieved the highest overall satisfaction, showcasing the effectiveness of transition programs and the College's commitment to creating a welcoming and inclusive environment from the start of secondary school.

Student Attendance

All registered schools in Victoria follow the School Attendance Guidelines, which outline procedures for recording, monitoring, and responding to student attendance to meet legal requirements. At Mercy College, the Director of Student Engagement and Wellbeing works closely with Learning and Wellbeing Leaders and Wellbeing Teachers to ensure these processes comply with regulations while providing effective support for students.

Families are encouraged to notify the College of student absences, late arrivals, or early departures via the Parent Access Module (PAM), by contacting College Reception, or through written communication to the student's Wellbeing Teacher or Learning and Wellbeing Leader.

Unexplained absences are addressed promptly. Each morning at 10.30am, families receive a text alert for any unexplained absence. If there is no response, Wellbeing Teachers and Learning and Wellbeing Leaders contact families directly to clarify the reason and check in with students.

Attendance is monitored daily. In Week 5 of each term, Wellbeing Teachers generate an Attendance Percentage Report from SIMON to identify students with attendance—below 90% for Years 7–10 and 85% for VCE. Students are reviewed collaboratively with the Learning and Wellbeing Leader, and families are contacted to discuss next steps. Where needed, an Attendance Support Plan may be implemented, and Program Support Group meetings convened to provide structured, coordinated support.

By Week 6, formal communication is sent to families where concerns persist. Attendance Support Plans and Program Support Group meetings may be implemented to provide structured, coordinated support. This proactive approach emphasises that every day of learning counts, while providing students and families with timely guidance and support to maintain regular attendance.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	100

Average Student Attendance Rate by Year Level	
Y07	88.38
Y08	87.07
Y09	84.56
Y10	85.25
Overall average attendance	86.32

Leadership

Goals & Intended Outcomes

Goals

To 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

Intended Outcomes

- PIVOT Student Surveys of teacher classroom practices each semester - there is a trend towards ‘strongly agree’ and ‘agree’ in the surveys.
- SIF Rubric - Leadership and Management 1.3: The school cultivates leadership development and practice from 1.3.2 - 1.3.3.

Achievements

2025 represented the second year of the College’s current Strategic Plan, with a continued focus on achieving the goals and intended outcomes identified within the Annual Action Plan. Throughout the year, the College conducted eighteen Mercy Learning Time (MLT) sessions for teaching and administration staff, supporting professional collaboration, strategic priorities and ongoing school improvement initiatives.

The College continued to strengthen the use of data to monitor student progress, evaluate the rigour of assessment practices and analyse cohort growth patterns. A range of data sources informed this work, including PAT testing for Years 7–10, MACSSIS data, student feedback surveys and student agency surveys. The College also continued to utilise Intellischool Data Analysis software to support data-informed decision making and track student learning outcomes.

The Teacher Professional Growth Program remained a significant focus throughout the year. Data was used to support staff goal setting, while Middle Leaders were actively involved in teacher observations and the provision of both written and verbal feedback. Students also contributed valuable feedback to staff through the PIVOT Survey process, supporting reflective practice and continuous improvement in learning and teaching.

Staff collaboration continued to strengthen across all key areas of the College, with agendas and minutes documented for meetings and uploaded to Knowledge Banks to support consistency, communication and shared understanding. Cyclical meetings between Middle Leaders and teachers also focused on the development of SMART Goals, classroom observations and feedback processes, with progress regularly reviewed by Senior Leadership.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Throughout 2025, staff continued to engage in a broad range of professional learning activities and conferences to strengthen teaching practice and support ongoing school improvement. Professional learning was delivered through Mercy Learning Time (MLT), aligning closely with the College's Annual Action Plan (AAP) and strategic priorities. These sessions provided opportunities for staff collaboration, reflection and the continued development of effective learning and teaching practices across the College. In addition to internal professional learning, staff participated in a variety of external programs, conferences and professional networks that supported innovation, professional growth and improved student outcomes across the College. Key areas of focus included data-informed practice through Data in Schools, literacy assessment and intervention, Numeracy Across the Curriculum, Gifted Learning, BioBrain and the NCEC Mastery in Mathematics Pilot. Staff also engaged in professional learning relating to student wellbeing, inclusion and engagement-including Teaching and Supporting Students with Additional Needs, Student Engagement in Action, Teach Well – TIMS and User Level B Assessment Training. Curriculum and subject-specific professional learning remained an important priority, with staff attending conferences and network meetings including the Home Economics Conference, MAV Conference, VATE Conference, 2025 ACHPER State Conference and Secondary RE Leaders Network meetings. Staff also participated in training and updates relating to the implementation of new VCE study designs, VCAA NAPLAN Reporting and Data Service, and VCAA Assessor programs. Further professional learning opportunities included the AI Teacher Toolkit, eSafety Summit 2025, HR Manager Training, MACS network meetings and Vision for Instruction professional learning led by Dr Simon Breakspear. All staff also completed mandatory professional compliance training throughout the year, including Mandatory Reporting modules and training in First Aid, CPR and Anaphylaxis. These programs ensured staff maintained current knowledge and skills to support student safety, wellbeing and duty of care responsibilities across the College.	
Number of teachers who participated in PL in 2025	43
Average expenditure per teacher for PL	$190.00

Teacher Satisfaction

In 2025, Mercy College was recognised by staff as a school where student safety is a notable area of strength. Staff feedback indicated overwhelmingly positive perceptions of student wellbeing, with teachers strongly affirming that students feel both physically and psychologically safe. This reflects the College's continued success in cultivating a secure, inclusive, and supportive learning environment. Such conditions provide a strong foundation for student engagement, wellbeing, and academic achievement, reinforcing Mercy College's commitment to nurturing the whole child.

In 2025, MACSSIS data indicated measurable improvement in trust and collaboration across the organisation. Staff reported increased confidence in leadership relationships and instructional leadership, signalling continued progress toward a more supportive, transparent, and empowering workplace culture. This positive trajectory reflects the College's commitment to strengthening professional relationships and fostering a collaborative environment that supports high-quality teaching and learning.

MACSSIS data in 2025 demonstrated an upward trend in staff perceptions of professional learning at the College. This growth indicates that initiatives to expand and strengthen professional development opportunities had a meaningful and measurable impact. Increased staff engagement in professional learning continued to enhance teaching practice and supported a culture of continuous improvement, positioning the College to achieve sustained excellence and improved student outcomes in the years ahead.

Perceptions of school leadership effectiveness continued to improve, reflecting growing confidence in leadership practices and collaborative decision-making. Alongside this, staff safety and psychological safety within the school also showed an upward trend, reinforcing the College's commitment to creating a supportive and secure environment for all staff. These gains highlighted the success of initiatives focused on building trust, wellbeing, and strong leadership across the College.

Teacher Qualifications	
Doctorate	1
Masters	9
Graduate	9
Graduate Certificate	7
Bachelor Degree	22
Advanced Diploma	4
No Qualifications Listed	21

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	53
Teaching Staff (FTE)	44.4
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	29.29
Indigenous Teaching Staff (Headcount)	0

Community Engagement

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 2025, 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 remained 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 Mass and Supper and Father's Day Breakfast
Mercy College proudly hosted two cherished community events – the Mother's Day Mass and Supper and the Father's Day Breakfast – celebrating the vital role parents and caregivers play in the lives of our students. The Mother's Day Mass and Supper brought together mothers, grandmothers, carers, and special guests for a reflective and joyful evening of prayer, gratitude, and community. The Mass was celebrated by Fr Brendan Reed, whose reflection acknowledged the love, strength, and guidance mothers and caregivers provide within families and the wider community. Mothers and students were actively involved throughout the liturgy, participating in the readings, prayers of the faithful, and offertory procession, helping to create a meaningful and personal celebration for all in attendance. 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 the year, Mercy College hosted nine 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

Our two Year 4 Explore Days, held in March and September, gave students from our feeder Catholic primary schools an exciting opportunity to engage in secondary 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 2026 Transition Activities

Our transition program for incoming Year 7 students in 2026 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.

Alumnae

Mercy College Alumnae had many opportunities to connect with the College as we celebrated our 60th Anniversary. First, at our Commencement Eucharist in February, our Mercy Day Mass in September and our High Tea Alumnae Reunion in October. We proudly welcomed over 400 lumnae back to the College where they connected with other past students and staff, shared stories of their time at Mercy, heard from past Principals and Foundation Students, and finished with school tours led by our current students. These events provided an opportunity for past students to reconnect, reflect on their shared experiences, and strengthen the bonds that tie them to the College.

60th Anniversary Celebrations

Throughout 2025, Mercy College proudly celebrated 60 years of Mercy education in Coburg. Celebrations throughout the year brought together students, staff, families, alumnae, parish communities, and special guests to honour the rich history and traditions of the College. Highlights included the 60th Anniversary Mass, the opening and blessing of the Mercy Labyrinth, and the 60th Anniversary Performing Arts Concert. These events reflected the strong sense of community that continues to define Mercy College and celebrated the values of Compassion, Hospitality, Service, Justice, and Courage that have guided the College for six decades.

Student Leadership and Community Involvement

Students continued to actively contribute to College and community life through a range of leadership, wellbeing, and social justice initiatives. Throughout the year, students participated in fundraising activities, awareness campaigns, liturgical celebrations, and service opportunities that promoted inclusion, compassion, and support for others. These experiences encouraged students to develop leadership skills, strengthen connections within the community, and live out the Mercy values in meaningful and practical ways.

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 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 Institute, and William Angliss Institute. These partnerships enriched student learning, provided real-world pathways, and supported students in preparing for life beyond school.

Parent Satisfaction

Parent satisfaction at Mercy College in 2025 reflects a generally positive home–school partnership, while also identifying some areas for further attention. Perceptions of school safety have remained consistent and continue to sit above those of other MACS schools, indicating a strong and secure environment for students.

While there was a decline in perceptions of family engagement and school climate in 2025, these results remain consistent with those reported across other MACS schools. This highlights an area for continued focus within the College, particularly in strengthening connection and engagement across the community.

Parent satisfaction overall also declined in 2025, though it remained broadly in line with other schools. Similarly, parent perceptions of communication from the College decreased compared to previous years, suggesting an opportunity to review and further strengthen how information is shared and how families are engaged in their child's learning.

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.mercycoburg.catholic.edu.au