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Our College Vision

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

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

INSPIRED BY CATHERINE McAULEY, WE VALUE:

SPIRITUALITY

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

COMMUNITY

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

LEARNING

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

‘The tender Mercy of our God has given us one another’
College Overview

Established in 1896, Mount Lilydale Mercy College is a Catholic Co-educational College with an enrolment of 1443 students from Years 7 to 12 as at 28 February 2011. It is situated in the outer eastern suburbs at the gateway to the Yarra Valley. The College is one of ten schools in Victoria and Western Australia owned by the Sisters of Mercy and governed by Mercy Education Limited.

Set within beautiful gardens and College grounds, the College continued to implement the Building Master Plan during 2011 which exists to meet the spiritual, curriculum and pastoral needs of students.

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

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

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

We nurture self-esteem by promoting respect for each person’s uniqueness, dignity and worth and the provision of a stimulating and safe environment that accepts difference. We acknowledge the Wurundjeri people who are the traditional custodians of this land and pay respect to the Elders both past and present of the Kulin Nation and extend that respect to other Indigenous Australians.

Learning within the Catholic tradition is the reason for the existence of the College. We offer a dynamic, challenging, rich and diverse range of learning experiences that cater to individual needs and stimulate each student to strive for personal excellence. We value a culture of excellence where personal responsibility, independence, perseverance, initiative, creativity and pride in performance help students to reach their potential and prepares them for a challenging world. A formal pastoral care programme and a wide range of co-curricular activities support the formal curriculum.
ENROLMENTS 2011
February – October 2011

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SCHOOL IMPROVEMENT FRAMEWORK
Special note has been taken of areas where responses in the School Improvement Framework Surveys indicate that improvement is not only possible, but also desirable. These include greater consistency in classroom management, improved role clarity, further empowerment of teachers in decision making and engaging students more in their learning.
**Principal’s Report**

**EDUCATION IN FAITH**
Mount Lilydale Mercy College embraces the challenge of providing witness to the spirit of mercy, courage, trust and confidence in God in a constantly changing world. Our values also promote and embrace a holistic environment, which reflects the works of Mercy in all aspects of College life.

In addition to the formal teaching and learning Religious Education programme, retreats operated at Years 10-12. Years 8-9 students participated in well-being and resilience programmes and Year 7 students completed a number of activities which furthered the process of integrating the students to the ideals of the College and the ‘Mercy’ tradition.

We encourage a strong sense of community, one that is compassionate, honest, accepting, tolerant, just and caring. We offer spiritual, emotional, social and intellectual support and assistance to those who suffer and endure hardship. We promote and respect the dignity of the human person through a strong sense of social justice. An extensive range of Social Justice programmes encourage our students, staff and families to reach out in compassion to those in need.

Some of the student responses to the School Improvement Framework Surveys indicate that the students believe that: they have the opportunity to learn about the Catholic faith; they are encouraged to be compassionate and the College provides opportunities for them to show compassion to others; the College raises their awareness of Social Justice issues and that they have the opportunity to participate in Social Justice activities.

**LEARNING & TEACHING**
During 2011 the College continued its determined approach to improving student outcomes in all aspects of the curriculum leading to diverse pathways choices and personal excellence in both academic and vocational subjects. Our guiding focus was on student’s needs and destinations. Our ‘On Track’ data and destinations data showed an increase in both University enrolments and employment.

The Learning Programme at Years 7 and 8 remained structured as a transition phase with students following a common curriculum. Within the Years 9 and 10 Curriculum Programme students were able to specialise in a number of learning areas by selecting subjects from these areas in addition to a number of subjects developed to assist with consolidation and enrichment.

A special Year 10 (New Horizons) Programme was implemented during 2011 for students disengaged by the traditional curriculum.

At the senior level of the College, student in Years 11 and 12 had the choice of two certificate courses: The Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). The College offered in excess of 40 subjects at VCE as well as University Extension classes.

Students studying either VCE or VCAL undertook Vocational Education and Training (VET) Certificate Courses on campus, at TAFE or at another institution within the Yarra Valley Cluster of schools.

Sport is an integral part of our College life. All students from Years 8, 9 and 10 participated in a weekly intra-school programme and students in Year 7 had the opportunity to learn sporting skills and attitudes as part of the Physical Education and Health Programme.

With the availability of Digital Education Revolution funding we decided to proceed with the provision of a computer for each student in Years 9-12. We also made a decision in 2011 to introduce iPads in Year 7 2012 with all students being provided with an iPad which their parents pay for in their levies over two years.
To facilitate the changes in pedagogy required to ensure that these advances in technology enhanced our teaching and learning, a significant focus was given to the professional development of teachers. In addition to formal programmes, ICT Mentors were appointed, with time release, to provide advice and inspiration to teachers exploring the use of technology to engage students in their learning.

**STUDENT WELLBEING / BUILDING RELATIONSHIPS / PASTORAL CARE**

We must provide students with an experience of ‘belonging to their school’. When addressing student behaviour that is judged inappropriate, behaviour management processes which ensure that the student remains engaged and connected with the College community are preferred to those that disengage the student. A restorative justice approach fully supports Mercy spirituality and the belief that compassion and forgiveness are key elements of our College community.

Programmes continued at Years 7, 8 and 9 to develop student leadership potential. With Peer Support at Year 10, Yellow Ribbon at Year 11, our Prefect Leadership Group and Student Council we have a broad range of leadership opportunities for all students.

We offer parent seminars relevant to emerging adolescents and in 2011 Clinical Psychologist Sally Anne McCormack conducted a seminar on adolescent depression.

Additional student responses to the School Improvement Framework (SIF) Surveys indicate that the students believe that: they are being prepared well for the future; they are happy and feel they belong at the College; they get on well with other students and their friends really care about them. In general, the 2011 SIF data reflects a reduced perception based on the 2010 data. All other indicators such as the level of student involvement in co-curricular activities, nominations for leadership positions, the decreased number of student detentions and suspensions as well as the general school climate would not support this. A number of initiatives arising from the Student Wellbeing SIF Steering Group are aimed at fostering even greater levels of student involvement and connectedness.

**MANAGEMENT - RESOURCES**

Construction took place during 2011 on a Learning Centre for Year 7 students and an Administration Centre. Refurbishments to facilities continued during 2011 helping students maintain their sense of pride in ‘their school’. The Annual Financial Report indicates a strong outcome for 2011 and this enabled a contract to be signed to construct a new Chapel.

**SCHOOL COMMUNITY**

The Parents and Friends Association and the Organisational Skills Parent Group remain active and the Advisory Council and its Advisory Groups on curriculum/policy, building and finance provide opportunities for parents, students and staff to be involved in key decisions.

A special Old Collegian Newsletter was distributed to all past students and staff whose names are on our data base.

The College webpage was updated and refreshed regularly to help keep the community informed of activities and programmes operating in the College.

Bernard G Dobson
Principal
College Board Report

As Chairperson of the Mount Lilydale Mercy College Advisory Council for 2011, I present to the College Community a summary report of the key activities undertaken and the support and advice provided to the Principal by the Council Members. The Advisory Council met eight times during 2011.

MEMBERSHIP

In attendance at the meetings were Bernard Dobson (College Principal), John Brick (Mercy Secondary Education Inc. Nominee), Marianne Birtchnell (Chairperson and Parent), Andrew Sherman (Deputy Chairperson and Parent), Kevin Dwyer (Parent), Paul Tyndall (Parent and member of Business and Finance Advisory Group), Angela Soldani (Parent), Jacinta Cheers (Past Parent), Laura Nation (Parent) and Paula Pearce (Parent). Victor Miles (Deputy Principal - Director of Staff). Dean de Munk (Business Manager) and Kathy Broadbent (Principal’s PA & Minute Secretary) attended as participant observers.

PRESENTATIONS

Dean de Munk - College Business Manager
Dean de Munk presented an overview and reported a summary of the 2010 financial performance and the approved 2011 Budget. Dean presented on all areas of the budget in detail and welcomed questions and discussion from the Council members.

John Brick - Mercy Secondary Education Inc. Nominee
John Brick led an informative open discussion on the meaning of Heritage, Catherine McAuley and how Catherine’s modern actions are very much demonstrated today through our students and Mercy Ethos.

Sue Gunn - Assistant to the Principal
Sue Gunn provided an update to the Council on the School Improvement Framework and the process so far. Sue gave a PowerPoint presentation showing the process that has been completed and the review and plan of the 4 year cycle of the School Improvement Framework.

John Marks - External Reviewer
John Marks presented the External Reviewers’ Report to the Advisory Council regarding the School Improvement Framework.

Gail Preston - Learning Coordinator
Gail Preston led an informative presentation on different learning styles of students and catering for the individual needs of students.

Nerrida Burnham - eLearning Coordinator
Nerrida Burnham provided information to the Council in regard to the introduction of iPads for Year 7 students in 2012. Nerrida explained the educational advantages of using a tablet device as opposed to using a notebook or computer.

Lucia Tabacchiera - Barak Campus Director and World Youth Day Student Pilgrims
Lucia Tabacchiera gave a brief overview of their journey to World Youth Day in Spain and their three day pilgrimage to the Mercy International Centre in Dublin, Ireland. The students led an informative PowerPoint presentation of their visit to Dublin and their experiences in Madrid.
ISSUES ADDRESSED

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

- Appointment of new Deputy and Chairperson of the Advisory Council for 2011
- Review and acceptance of monthly reports from the Business and Finance Advisory Group
- Review and acceptance of monthly reports from the Building and Planning Advisory Group
- Review and acceptance of the Principal’s monthly report
- Review and approve recommendations regarding school fees and levies for 2012
- Aligned the goals and objectives of the Council to the College Mission Statement
- Discussion of External Reviewers report and recommendations
- Discussion and review of College policies
- Presentation of the 2010 Annual Report to Parents
- Letters of welcome were sent to new families and College staff
- Letters of acknowledgement and appreciation to staff for their involvement in the many co-curricular activities
- All employees at the College were acknowledged on World Teachers day via College message sign, cards & morning tea
- Letters of congratulations were sent to the 2010 Top Ten students
- Advisory Council representation on the selection committee for the Mark Prest Award 2011
- Advisory Council members attended the Mercy Secondary Education Inc Seminar for members of School Councils and Principals
- Supported the continued promotion of Mercy Day. Advisory Council members also assisted in various ways on the day
- Reviewed progress on construction of the Mansfield Learning Centre and Dublin House Administration Centre. This included a tour of both buildings
- Reviewed the planning of the new College Chapel
- Advisory Council members supported and attended a range of College activities including College Masses, College Play, College Musical, Athletics Carnival, Mercy Day, Night of Excellence, Transition Night, Year 12 Graduation Ceremony, Debutante Balls, Frayne Speech Festival, ANZAC Day celebrations and Student Art Exhibitions

MEMBERSHIP – RECOGNITION OF SERVICE

We would like to acknowledge and thank Jacinta Cheers and Kevin Dwyer for their contribution to the College Advisory Council, their Mercy spirit and great passion for the College. Jacinta has served on the Council for six years. Kevin has been a Council Member for seven years and during his tenure has led the Council as both Deputy and Chairperson. Both Jacinta and Kevin retired as members of the Advisory Council at the end of 2011.

CONCLUSION

The members of the Mount Lilydale Mercy College Advisory Council, offered support and advice to the Principal, Mr Bernard Dobson, as required. Advice given reflected on the Mercy Ethos and Traditions, with consideration and support given to the needs of students, staff and families.

Marianne Birtchnell
Chairperson
Mount Lilydale Mercy College Advisory Council
Education in Faith

GOALS & INTENDED OUTCOMES
To increase the sense of relevance and importance of faith for living
- That student faith be strengthened
- That staff faith be strengthened

Intended Outcomes
- That there is provision of opportunities for participation in class prayer, mass and liturgies
- That there is provision of opportunities for the catechesis of students through sacramental programmes in partnership with students' home parishes
- That there is encouragement of student and staff involvement and participation in the planning and contemporary presentation of Liturgies
- That there is encouragement of student and staff involvement in service learning initiatives and experiences
- That there is encouragement of student and staff involvement in social justice activities and programmes
- That there is encouragement of staff and student engagement in the overall vision and ethos of Mission and the works of Mercy and the calling of Catherine McAuley
- That there is encouragement of staff and student involvement in youth ministry activities with the wider community – eg: Soup Van, St Vincent dePaul
- That there is adequate provision of professional development for all staff (not just Religious Education staff) in order to successfully carry out our calling of Mission and Social Justice
- That there are adequate opportunities for students to participate in all social justice, outreach and mission programmes available

ACHIEVEMENTS

Year 7
The students began their school life at Mount Lilydale Mercy College by looking at “Our School Story”. In this unit the history and the heritage of Mount Lilydale Mercy College was presented. The students also found out about the Mercy Tradition. Sue Gunn provided an overview on the life and relevance of Catherine McAuley to each class. Everyone has their own story, and in this unit the students considered and reflected on their history and their future role in the school as a member of a caring Christian community.

The students then looked at the Church’s Liturgical Year, and found out about the different feasts and festivals. The Old Testament was the next area of learning for Year 7, which gave them an opportunity to look at key figures in the Old Testament and also develop Bible skills.

“Jesus – a Person of Faith” was another unit studied. In addition to looking at the Gospels, the story of the life of Jesus was presented. Included in this programme of study was the teachings of Jesus, including parables and Jesus’ “Golden Rule”.

“Growing Up” is a key component of the programme of study. This unit is not just concerned with the physical changes, but the emotional changes in the changing young person. Looking again at the Creation story in Genesis 1 and 2, there is the Christian truth presented that mankind is made in the image of God and so everyone deserves respect, no matter how different they may be. The idea that “God doesn’t make junk”, is an important one in order to emphasise to the students that we should feel good about ourselves and should continue to have a positive self-image.

Although the Liturgical year is presented as a specific unit early in the year, recognition is made of the feasts as they occur, particularly with regard to Lent and the season of Advent (and Christmas) at the end of the year. This applies to all of the years in the Religious Education programmes.
Year 8
The students began their Programme of study with a study of the place of Prayer in Catholic life. The aims of this unit were for the student to:
- understand the concept of prayer
- differentiate a range of different prayer forms
- demonstrate an ability to use the language of prayer
- show an ability to construct a range of prayers using different formats

The image of “Jesus as Teacher” is an important one for Catholics to know and understand. The aims of this unit were for the students to:
- Examine what the gospels tell us about Jesus’ humanity
- Outline the Gospel’s portrayal of Jesus
- Explain the purpose of parables
- Recognise the typical literary content and images of the parables
- Critique selected parables for their literary and thematic content and their relevance for the people of Jesus’ time
- Explore and interpret the meaning of the parables and significant sayings for people today
- Appreciate how the words and actions of Jesus provided a model of living for the people he encountered
- Describe situations from the Gospels which portray Jesus as the guide for living the Christian life

The notion of the “Church as a Sacramental community” was presented in the Second Vatican Council. In this unit the students learned about the place of sacraments in the life of a Catholic Christian, and a detailed study of the three sacraments of Initiation (Baptism, Confirmation and Eucharist).

The students then studied a history of the Christian Church, from the early days after the Resurrection and Ascension of Jesus, the Acts of the Apostles, the time of persecution, the life and work of St Paul, the Council of Jerusalem until the time of Constantine when Christianity became an accepted religion and persecution ended with the Edict of Milan.

The next unit the students studied was on “Relationships”. The students examine friendship, what it means to be a friend, Jesus and friendship, and facing peer pressure.

The final unit studied was on “Values”. The aim of this unit was for the students to:
- Accept that in the Christian understanding good triumphs over evil
- Identify the elements of good and evil in personal and group experiences
- Investigate experiences of good and evil in life and in the Scriptures
- Value the relevance of the teaching of Jesus to contemporary society and life experiences
- Identify ways in which Christians live lives of discipleship in accordance with the ideals and values of Jesus
- Apply the teachings and values of Jesus to contemporary life situations

Year 9
The opening unit for the year was entitled “Hope and Healing” and the aims of the programme of study were that the students:
- Were aware that all human institutions contain good and evil, and that we live with the tension this creates
- Recognised the images in society which highlight the contrast between good and evil
- Valued the need for Reconciliation and Forgiveness in human relationships
- Researched and analysed images about good and evil in music, media and film
- Understood the process of loss and grief and the desire for healing
- Were able to explain the importance of the Sacrament of Reconciliation in the Catholic tradition

Consolidating on the work done on the Old Testament in Year 7, Year 9 students looked at “Prophets, then and now.” In this unit they looked at the role of the prophet in the Old Testament, particularly with regard to the prophet Amos. In the second part of the unit the students researched a modern day prophet – someone who spoke God’s message by word or action.
“Key Church teachings” enabled the students to look at Catholic beliefs, particularly the Apostles’ and Nicene Creed, and to consider their importance for the Catholic Church.

The unit on “Mary – the first Disciple” gave the students the opportunity to look at the role of Mary in the life of Jesus, and for them to gain an understanding of the challenges which she experienced as the mother of God. The students also looked at prayers and devotions to Mary.

“Personhood” was a unit studied by the Year 9 students which built on the initial work introduced in Year 7 (“Growing Up”). In this programme of study the students:

- Appreciated that human persons are created in the image and likeness of God and therefore called to live in loving relationships
- Explored the biological bases to sexuality and the Catholic Church’s teaching on the dignity of the human person
- Applied the principles of Church teaching to reflect upon and explore growth through relationships

The final unit for Year 9 was an examination into the founding and growth of the Catholic Church in Australia, with the aims for the students to:

- Value the heritage, contemporary experience and cultural diversity of Australian Catholics
- Describe the development of the Catholic Church in Australia from its beginnings to the present
- Investigate and research the contributions that men and women have made to the Catholic Church in Australia

Year 10

The initial unit in the Year 10 Programme was a study of Mark’s Gospel, and investigated the major themes of the synoptic gospel, including the Passion, Death and Resurrection of Jesus. Examples of some of the miracles of Jesus and parables taught were also included in this unit.

In “Personal Moral Responsibility” the terms ‘conscience’, ‘morality’, ‘virtues’ were studied, and practical applications of these terms were shown in decision-making models and case studies.

The third area studied in the year was the “Sacrament of Marriage”. Students looked at the Church’s teaching on the Sacrament, a history of the sacrament, the permanence of Marriage, and an explanation of the Catholic Church’s stance on Divorce and Annulment. The students also looked at the Wedding ceremony, and the place of signs and symbols in it. Finally, the challenges of parenthood were presented.

As a contrast to the previous unit, students then examined Ancient and Indigenous Religions. This unit presented a brief overview of what is meant by ‘religion’ and its purpose for the followers. Also included in this unit was an investigation on Australian Aboriginality.

The final unit of the year was a practical application of Christianity. Entitled, “Living Justly”, the students considered practical responses to the challenges facing a Catholic Christian today, including prejudice and discrimination, and a study of key Catholic organisations which came into existence to meet a specific need (eg: St. Vincent dePaul Society and Caritas Australia).

In Year 11 students studied Religion and Society Units 1 and 2. Some of the students opted for the Unit 3 and 4 course as a means to assist them for further education options at the end of their school career.

In Year 12 students had four Seminar days.
VALUE ADDED

In addition to the formal teaching and learning Religious Education programme, the College continues to provide many opportunities for students to learn values and skills. There is an extensive co-curricular programme available for students and support for both staff and students.

Camps and Retreats
- A two day Year 12 Retreat occurred in Term One. The focus of the retreat reflected the college theme: “Presence, Compassion, Unity & Joy”
- A Year 11 Retreat occurred over two days in Term Two with students examining their relations, with themselves, their family and friends and with God
- Year 10 students attended the Adanac Centre in Launching Place for a Day of Reflection. In addition to allowing students to ‘take stock’ of their life so far, the experience prepared them for the senior retreat experiences in future years
- In addition, Years 8-11 completed a single day homeroom-based programme which focussed on their wellbeing and resilience
- Year 7 students completed a number of single day activities designed to aid transition and the formation of Homeroom identity. There was also a two day camp for this year which furthered the process of integrating the students to the ideals of the school and the ‘Mercy’ tradition
- Year 8 students went to the Enterprise and Science Works Museum. All of the year level attended a one day seminar with Glen Gerreyn who proved to be an excellent motivational speaker for the group
- The Year 8 students also had a body image seminar day
- Year 9 students undertook a three day outdoor camp in homeroom groupings in Term One. The “Learning to Live day” occurred in Term Two. The day focussed on the development of self and the student’s place in the world, the workshops and outside speakers furthered this aim
- Students undertaking Outdoor Education in Years 9, 10 or 11 as an elective were involved in a range of off-site outdoor and environmental activities
- Students undertaking VCE Units 1 and 2 Biology completed an overnight fieldwork camp
- The Year 10 LIFE Programme provided students with a range of experiences both at the College and in the city designed to promote independence, career planning and working as part of a group

Social Justice
- Year 11 and 12 students and staff continued on a fortnightly basis to support the Matthew Talbot Soup Van, Ozanam House and Regina Coeli community for women. Both staff and students have found these experiences very rewarding
- Whole school justice activities were completed to raise awareness and money for Project Compassion, Caritas Australia, Shave for a Cure, St Vincent dePaul, Red Cross Shield Appeal, Jeans for Genes Day and Close the Gap Day. A variety of other justice and fundraising endeavours were initiated by individual students, Homerooms and Year Levels, from making and selling cakes to sponsored bike rides
- A number of students and staff participated with other Mercy schools such as the Young Mercy Justice Tree Group. The two Seeds of Justice Conferences were well represented by students from the College, in addition to other participants from different Mercy Schools
- Year 10 students completed two days of the compulsory Outreach Programme as volunteers in the local community. Following on from the successful introduction of assisting landowners affected by the bushfires, several students had the opportunity to continue the good work during this year’s programme
- Students had the opportunity to be involved in social justice activities through either the Barak or McAuley Social Justice Groups that are facilitated by student leaders on a fortnightly basis

Indigenous Awareness
The relationship which the College enjoys with the Jigalong Remote Aboriginal Community continued with groups of Year 10 students and staff completing a week long residential visit in Term Three.
Learning & Teaching

GOALS & INTENDED OUTCOMES
At the commencement of 2011 the College set two broad goals in the learning area. These goals were also reflected in the School Improvement Framework process.

• That there are improved student outcomes in VCE, VCAL and VET
• Develop appropriate changes in pedagogy and collaborative learning

ACHIEVEMENTS
Over the past year our learning community has continued to embrace the changes of what is phrased the 21st Century classroom. Collaborative and inquiry learning have been supported by our continual rollout of new technologies, not to replace, but to assist learning activities and our ongoing professional development of staff. The planned introduction of iPads into Year 7 in 2012 will complement this.

The changes made to the Year 10 elective blockings not only addressed the international Program for International Student Assessment (PISA) standards for financial literacy but also provided our students with greater diversity and enrichment in both academic and vocational pathways allowing students increased exposure to VCE and VET units. The College also increased the number of on campus VET offerings in response to on track data and identified needs of our students.

We introduced a new learning structure for student tracking and academic performance to further optimise learning support for all our students. This was combined with our extensive refinement of longitudinal VCE and NAPLAN data which helped facilitate new learning recommendations aimed to improve student results. Our VCE and VCAL results maintained 100% completion rates and 150 out of 157 students who applied for tertiary offers received a first round offer. Both our Year 12 Graduation and Night of Excellence ceremonies featured the introduction of academic gowns to symbolise our strive for excellence and we launched our open door policy to increase awareness of pedagogical best practices.

Our overall enrolments into further study or training (University / TAFE / Apprenticeship) increased. Apprenticeships were up on the past two years indicating that the level of apprenticeships is regionally strong and following economic cycles.

Direct employment remains static but more students are leaving the College with VET attainments and hence transferable skills which supports research into employment cycles and vocational skills.

Our Top score ATAR score was 99.8. This is our highest score in recent years. ATAR scores over 50 were up on past years indicating that we are positively impacting on our lower end students and raising their overall results.

Advanced planning with both the Australian Curriculum guidelines and whole school careers framework has established benchmarks that will be utilised over the coming year to provide a seamless transition into these new learning requirements which build upon the intended goals set.
### PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9

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<td>69.3%</td>
<td>70.2%</td>
<td>+.9 %</td>
<td>66.8%</td>
<td>-3.4 %</td>
</tr>
<tr>
<td>YEAR 7 WRITING</td>
<td>54.5%</td>
<td>52.4%</td>
<td>-.9 %</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>YEAR 7 SPELLING</td>
<td>48.6%</td>
<td>53.7%</td>
<td>+5.1 %</td>
<td>49.6%</td>
<td>-4.1 %</td>
</tr>
<tr>
<td>YEAR 7 GRAMMAR &amp; PUNCTUATION</td>
<td>78.1%</td>
<td>69.9%</td>
<td>-8.2 %</td>
<td>74.6%</td>
<td>+4.7 %</td>
</tr>
<tr>
<td>YEAR 7 NUMERACY</td>
<td>61%</td>
<td>55.7%</td>
<td>-5.3 %</td>
<td>61.4%</td>
<td>+5.7 %</td>
</tr>
<tr>
<td>YEAR 9 READING</td>
<td>82.3%</td>
<td>73.8%</td>
<td>-8.5 %</td>
<td>70.2%</td>
<td>-3.6 %</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>29.7%</td>
<td>24.5%</td>
<td>-5.2 %</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>42.7%</td>
<td>40.2%</td>
<td>-2.5 %</td>
<td>39.6%</td>
<td>-6 %</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>36.4%</td>
<td>37.1%</td>
<td>+.7 %</td>
<td>24.5%</td>
<td>-12.6 %</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>42.3%</td>
<td>38.9%</td>
<td>-3.4 %</td>
<td>40.5%</td>
<td>+1.6 %</td>
</tr>
</tbody>
</table>

| YEARS 9-12 STUDENT RETENTION RATE   | 79.8% |

### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>NAPLAN TESTS</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 9 READING</td>
<td>5.32</td>
</tr>
<tr>
<td>YEAR 9 WRITING</td>
<td>N/A</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>4.77</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>4.71</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>4.76</td>
</tr>
</tbody>
</table>
### SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE MEDIAN SCORE</td>
<td>30.3 Score</td>
</tr>
<tr>
<td>VCE COMPLETION RATE</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL COMPLETION RATE</td>
<td>100%</td>
</tr>
</tbody>
</table>

### POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>51%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>15%</td>
</tr>
<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>11%</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>9%</td>
</tr>
<tr>
<td>EMPLOYMENT</td>
<td>13%</td>
</tr>
</tbody>
</table>
Student Wellbeing

GOALS & INTENDED OUTCOMES
To further develop the sense of pastoral care so that it permeates the total climate of relationships within the school community and where:

- It has the individual as its focus
- It reflects the support, encouragement and care shown and experienced in gospel based communities
- It has a life giving focus which enables all to grow and to be affirmed in their dignity and worth as persons
- An environment is created which facilitates the development of responsible self-discipline

That the degree of student connectedness to school continues to be developed.
That a positive and inclusive school culture that fosters a sense of school pride continues to develop.
That policies, procedures and practice reflect a ‘prevention to intervention’ approach to student wellbeing matters.
That a focus on promoting positive and respectful relationships continues to develop.
That student achievement continues to be celebrated.
That a culture of high expectations for students and staff continues to develop.
That there be greater awareness and understanding of restorative practices.

ACHIEVEMENTS
The pastoral care of students involves action taken within a school to promote and enhance student wellbeing of a personal, social, physical, emotional, mental or spiritual nature.

The key elements of student wellbeing are:
- positive self-regard/esteem
- positive regard for others
- positive relationships
- responsible behaviours
- personal resilience

Pastoral care of students is effected in many aspects of our College life - the College's Vision and Mission Statement, policies and procedures, programmes, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships and school climate.

Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where students experience connectedness and engagement and where those experiencing difficulty or special need receive particular care and support.

An essential element of human wellbeing is the experience of belonging, of being connected to others in a community, being valued and accepted and being positively engaged within a community. For the wellbeing of students, their school must provide them with such an experience. It follows then that when a school is addressing student behaviour that is judged inappropriate or wrong, behaviour management processes which ensure that the student remains engaged and connected with school activities and the school community are preferred to those that disengage the student.

**STUDENT ATTENDANCE RATE**

<table>
<thead>
<tr>
<th></th>
<th>95.1%</th>
</tr>
</thead>
</table>

95.1%
VALUE ADDED

At Mount Lilydale Mercy College our students understand and appreciate the importance that is attached to ‘belonging’ to their school. Whenever our student leaders address an assembly the message is always to encourage the younger students to get involved in their school. This message is supported by the record numbers of students applying for the wide range of co-curricular and leadership activities on offer at the College.

Our Student Wellbeing Team is well versed in the theory and delivery of a restorative justice approach to behaviour management. Such an approach fully supports Mercy spirituality and the belief that compassion and forgiveness are key elements of our school community.

Student leadership programmes have been introduced at Years 8 and 9 to develop the leadership potential of Class Captains. Along with ‘Taming the Butterflies’ at Year 7, Peer Support at Year 10, Yellow Ribbon at Year 11, our Prefect Leadership Group and Student Council we now have a broad range of leadership opportunities for students at all year levels.

Specialised programmes such as FRIENDS, Seasons Loss and Grief, Anger Management, Relaxation Classes and Peer Tutoring are all ways in which we offer support and guidance to students in need.

The presence of exchange students within the school has proven beneficial in allowing students to understand different cultures. We have an ongoing relationship with the Rotary Club of Chirnside Park which sees our College host an overseas student each year. In addition we make short term exchange positions available to overseas students upon request.

Our Transition Programme for incoming Year 7 students is a major part of our wellbeing programme. The 250 students who commence at the College in Year 7 come from diverse primary school settings so it is vital that we focus on making them feel settled and safe in their new secondary school environment. The completion of the Mansfield Learning Centre will provide a dynamic learning environment for Year 7.

Offering parent seminars on issues that are relevant to emerging adolescents is another area we cater for. In 2011 clinical psychologist, Sally Anne McCormack conducted a seminar on adolescent depression.

STUDENT SATISFACTION

Aside from the programmes mentioned in the previous section of this report, the following data from the 2011 School Improvement Framework (SIF) data concludes that in all areas of student wellbeing and relationships, our students rated their perception of school in the middle 50% band of the survey. This data reflects a reduced perception based on the 2010 data. All other indicators such as the level of student involvement in co-curricular activities, nominations for leadership positions, the number of student detentions and suspensions as well as the general school climate would not support this. The next round of SIF data will provide a guide as to the true level of student satisfaction in the wellbeing area. In the meantime a number of initiatives arising from the Student Wellbeing SIF Steering Group are aimed at fostering even greater levels of student involvement and connectedness.
Leadership & Management

GOALS & INTENDED OUTCOMES

- To develop a distributed leadership culture within the College
- To improve staff wellbeing and student outcomes

ACHIEVEMENTS

- Improved communication channels, greater input by staff into strategic planning and improved staff morale

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>84.4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>83.04%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0.8%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>20%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>50%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>7.5%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>89%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>23%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0.8%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

During 2011, Mount Lilydale Mercy College staff undertook a broad range of Professional Learning activities. These activities were designed to enhance learning and teaching pedagogy; student wellbeing; and the application of information technology at all levels of the College.

Faith and Mission: Staff attended a Faith Development Activity at the end of Term One presented by Father Elio Capra sbd on theological principles of liturgy. In addition to this program, staff also participated in a series of after work programs on faith and spirituality.

Student Wellbeing: Staff undertook numerous activities designed to promote student wellbeing. Updates were provided on the Whole School Approach to Restorative Practices. Staff also received training on how to support students suffering from mental health issues such as depression and OCD.

Teaching and Learning: Professional Development focused on delivery of practical support to designated Year 7 teachers to enhance pedagogy in ICT applications and independent learning and thinking skills to maximize the introduction of iPads and a new teaching environment.

General professional development was delivered in ICT to support the introduction of laptops at all levels. Staff also focused on development curriculum programmes that differentiated the curriculum to ensure students of mixed ability were fully engaged and motivated. Professional Development was also undertaken to facilitate transition to the new Australian Curriculum.

Compulsory Government and VIT Requirements: Professional Development in staff expectations and the Professional Code of Conduct were delivered. Staff also undertook Asthma Management and Anaphylaxis training.

School Improvement Plan: The first full year of the implementation of the College’s School Improvement Plan occurred in 2011. Analysis of the data took place and sphere groups in the areas of Leadership & Management, Community, Learning & Teaching, Student Wellbeing and Mission took action to plan and implement relevant changes to the culture and management of the College.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL: 120

AVERAGE EXPENDITURE PER TEACHER FOR PL: $545

TEACHER SATISFACTION

The four pillars of Empathy, Clarity, Engagement and Staff Learning underpin wellbeing, motivation and performance in all schools. Results from the School Improvement Teacher Survey indicated that the areas of Empathy, Role Clarity and Staff Learning would benefit from change.

The Report recommended that a greater focus be applied to the elements of Empowerment, Supportive Leadership and Appraisal Recognition. Such changes should lead to a general improvement in organisational health and staff morale.
College Community

GOALS & INTENDED OUTCOMES

School Improvement Framework Goals
• To create a sense of value for staff
• To provide a focussed and stimulating learning environment
• To provide opportunities for parents and families to contribute to the life of the College
• To enhance community links and perceptions about the College

School Improvement Framework Intended Outcomes
In the first Annual Action Plan for 2011 the Community Group determined to focus their attention on creating a sense of value for all staff. The intended outcomes they focussed upon were:
• Foster an environment that encourages staff initiatives and ideas
• Create a regular forum for discussion that includes all levels of staff
• Provide more opportunities for individuals/groups to implement ideas

ACHIEVEMENTS

Staff have been encouraged to add items to the Agenda of all meetings for discussion. Staff have also been encouraged to make mention of items of interest at the Staff Briefing.
A notice has been inserted into the Staff Handbook reinforcing the importance of all staff to attend Staff Meetings, Briefings, Professional Development, Staff Association and other staff gatherings.
The opportunity for staff to participate in the School Improvement Framework Sphere Groups and the Project Team has enabled further discussion of important issues.

A Professional Development Programme aimed to empower decision making by staff was planned in 2011 for delivery in January 2012.

All members of the College community are invited to participate in the Community Mass celebrated at the beginning of each year.

Parents, staff and students are invited to join Advisory Groups at the commencement of each year. Parents are also invited to join the Parents and Friends Association and the Organisational Skills programme at the commencement of each year.

Students are invited to nominate for leadership positions each year and the number of candidates for Prefect positions and for Peer Support Leaders at the end of 2011 was a testament to the belief the students have that their leadership is valued and valuable. These large numbers are an indication that students are connected to ‘their school’.

Students are encouraged to reach out to the community through their involvement in Christian Outreach.

Past Students have been encouraged to remain in contact with the College through an Old Collegian Newsletter and the creation of the position of Old Collegian Executive Officer and the appointment of a long serving member of the teaching staff to this position on a part time basis. The position is well supported by the Communications Officer who plays a particularly important role in communication between the College and the community.
<table>
<thead>
<tr>
<th>PARENT SATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results from the School Improvement Framework indicate a strong degree of parent satisfaction with the College and its programmes. These surveys are supported by the large numbers of parents who attend Information Nights, Student Progress Interviews and co-curricular activities in support of their children.</td>
</tr>
</tbody>
</table>

The 2011 survey results indicate that parents' satisfaction is high with the majority of responses being within the top 25% of Victorian Secondary Schools. However, some survey results have declined since 2010 which is not consistent with all other indicators such as the number of parents attending functions and events and the high level of cooperation that is evident between parents and staff. However, action will be taken to address these areas in 2012.
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>2,818,851</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,170,659</td>
</tr>
<tr>
<td>Private income</td>
<td>329,444</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,100,628</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>9,809,897</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>17,229,479</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>12,248,474</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>5,781,044</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>18,029,518</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>836,132</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,358,002</td>
</tr>
<tr>
<td>Other capital income</td>
<td>38,675</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>3,232,809</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>7,088,616</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>8,189,843</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>11,997,150</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

The School Improvement Framework has indicated that there are some areas where action is likely to have an impact upon student outcomes. Sphere Steering Groups and a special Project Team were established in 2011 to establish Action Plans to be implemented in 2011-12. Action is planned to improved role clarity and empowerment of staff ensuring that staff know that they will receive support whenever they take action in accord with the College Mission Statement.

The completion of a new Learning Centre for Year 7 students, the planned introduction of iPads in Year 7, 2012 and the greater use of ICT to support learning will require ongoing professional development for staff and the refurbishment of existing facilities for students entering Year 8 students in 2013.

The College will need to continue the implementation of the Building Master Plan and determine the next priority for action. Several important options exist including the consolidation of the existing libraries into one large library complex; the refurbishment and extension of the Visual Arts precinct and classrooms for Years 10 and 11 students.