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Minimum Standards Attestation

I, Philip A Morison, attest that Mount Lilydale Mercy College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
Our College Vision and Mission

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

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

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

INSPIRED BY CATHERINE McAULEY, WE VALUE:

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

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

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

Established in 1896, Mount Lilydale Mercy College is a Catholic Co-educational College with an enrolment of 1477 students from Years 7 to 12 as at 28 February 2013, an increase of 5 students on 2012. It is situated in the outer eastern suburbs at the gateway to the Yarra Valley. The College is one of 11 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 2012 which exists to meet the spiritual, learning and pastoral needs of students.

For over 117 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 value the partnership formed between all members of our community. We focus on developing positive relationships through a strong Transition Program and care and concern for the individual.

College staff endeavour to lead students to form a personal relationship with Jesus 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.

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

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Principal's Report

Mount Lilydale Mercy College has a long standing tradition whereby each year the student body provide a theme to focus our efforts and the theme for our College over 2013 chosen by our College Prefect Team: Dream Together; Embrace Change and Strive as One certainly provided many challenges.

In considering the three aspects of this mantra, for an incoming Principal, the first focus became “The Dream” and how to ensure that it was shared and clearly articulated. After a series of conversations with staff and students about the intricacies of the College Mission Statement a new focusing statement was produced. We called it the College Vision and promptly ensured that it clearly displayed in every room with our College:

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

Discussion of the Vision and a clear idea of the dream for an outgoing Mount Lilydale Mercy College student saw the staff focus on the key question of “What do we as a teaching staff have to do to help our students achieve that dream?” and after much research a Teaching Charter was developed. This Charter has been signed by every member of staff as a commitment to striving to achieve the ideal.

Much of the rest of the year focused on restructuring processes. As a model process a College School Improvement Team was developed with a terms of reference to investigate the best leadership structure for our school. Once agreed upon full new role descriptions were developed and appointments made.

At the same time the School Improvement Framework process within the College was reviewed and restructured to ensure that the committee structure was fully integrated into existing structures. Staff now nominate colleagues onto all committees within the College.

Education in Faith

To support the Faith development within the College 2013 saw the appointment of Ms Elizabeth Keogh as the Deputy Principal - Mission who was supported by a team consisting of Religious Education Coordinator (REC) (10 –12) Mr Mike Haywood, REC (7 – 9) Mrs Natasha Leaumont, Prayer and Liturgy Resource Ms Vicki Shacklock as well as the College Chaplin Fr Bob Carden.

This team continued to develop an extensive program beyond the Religious education classroom that included two day retreats at Years 11 and 12 along with reflection days at other year levels. Liturgy, Eucharist and Reconciliation were also a main focus with many opportunities for whole school Masses and individual class celebrations.

Social Justice remains a focus of the College with the development of the Youth Ministry Lounge and fundraising to support Mercy Charities, St Vincent De Paul, Caritas as well as many local charities.

The College also continued to support both Ozanam House and the St Vinnies Soup Van Projects.
Learning and Teaching
During 2013 the College continued our focus on student learning and improving student outcomes by concentrating on the implementation of principles of 21st century learning. This included the second phase of the rollout of iPads to Years 7 and 8 as well as the continued development of the P.L.A.Y. Program in the McAuley Campus as well as introducing an individualised extension program.

The College also continued the development of open plan learning areas modelled by the Mansfield Learning Centre by opening the refurbished Year 8 classrooms for use in 2013 and rebuilding the Year 9 learning spaces to be used by students in 2014.

A key focus of 2013 was also to optimise the outcomes for our students at every year level and particularly at Year 12 so that our students leave our College with options for their future. This best reflected in several sets of our data:

| ATAR SCORE |
|-------------------|-------------------|
| 99.8              | College DUX       |
| 90 - 99.8         | 15 students       |
| 80 - 89           | 19 students       |
| 70 - 79           | 40 students       |
| 60 - 69           | 37 students       |
| 50 - 59           | 32 students       |

<table>
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<th>On Track Data from 2012</th>
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These figures compare favourably when benchmarked against Outer Eastern data.

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

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

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

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

We acknowledge and thank:

- The Parents and Friends Association
- The Organisational Skills Parent Group
- The Deb Ball Committee
- The Old Collegians Association
- The Mount Lilydale Football and Soccer Clubs

We also acknowledge the Basketball Club that bases itself at our College.
College Board Report

As Chairperson of the Mount Lilydale Mercy College Advisory Council for 2013, 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 seven times during 2013.

Membership

In attendance at the meetings were: Philip Morison (College Principal), Joe Konynenburg (Mercy Education Limited Nominee), Marianne Birtchneill (Chairperson and Parent), Andrew Sherman (Deputy Chairperson), Paul Tyndall (Parent and member of the Business and Finance Advisory Group), Petina Zappia (Parent), Anne-Marie Italiano (Parent), Laura Nation (Parent), Ged Wright (Parent) and Paula Pearce (Parent). Michael Johnston (Deputy Principal – Students). 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 2012 financial performance and the approved 2013 budget. Dean presented on all areas of the budget in detail and welcomed questions and discussion from Council members.

Elizabeth Keogh – Deputy Principal – Mission

Elizabeth Keogh presented an informative presentation on the future direction of Youth Ministry and Catholic Schools Youth Ministry Australia (CSYMA), reinforcing the benefits of the program that was introduced at the College in 2012.

Joe Konynenburg – Mercy Education Limited Nominee

Joe Konynenburg presented on the Mercy Education Limited Constitution and the Board and advised on their structure and how Mount Lilydale Mercy College fitted into that structure.

Philip Morison – Principal

Philip Morison led a discussion on the ACARA website and the My School website page for Mount Lilydale Mercy College:
- Review of Website
- Data available and its interpretation
- Mount Lilydale Mercy College Description

Brian Hawthorne – Deputy Principal – Studies

Brian Hawthorne presented the Council with a summary report on:
- Year 12 VCE and VCAL results
- Trends in results over the past 5 years
- Initiatives that have been introduced to improve outcomes

Michael Johnston – Deputy Principal – Students

Michael Johnston presented a briefing on Funding in Catholic Schools after attending an information session chaired by Mr Stephen Elder - Executive Director of Catholic Education in the Archdiocese of Melbourne, on the outcomes of the Gonski report, and the potential funding of Catholic schools.

Mary Ryan – Registrar

Mary Ryan led an informative and interesting presentation on her trip to Ireland as part of the Mercy Ethos program, and provided Council members with an insight into the life of Catherine McAuley and her role as a leader.
Sue Gunn – School Improvement Framework Coordinator
Sue Gunn provided an update on the second full year of the School Improvement Framework. Each Sphere Group was discussed in detail, including the goals that have been completed, goals that are ongoing, and those that are being held over for the final year of the 4 year plan.

Issues Addressed
The Advisory Council provided support and advice to the Principal and addressed the following:
- Welcomed new members onto the Advisory Council; Philip Morison, Michael Johnston, Joe Konyenenburg and Petina Zappia
- Reappointment of Council Chair and appointment of new Deputy Chair
- Toured the refurbished Year 8 area
- Reviewed and accepted monthly reports from the Business and Finance Advisory Group
- Discussed the implementation of Council Goals for 2013
- Discussed the implementation of Old Collegians Levy
- Reviewed and accepted monthly reports from the Building and Planning Advisory Group
- Reviewed the 2012 and 2013 budget
- Reviewed and accepted the Principal’s monthly reports
- Reviewed the role of the Council and its purpose in relation to the Constitution
- Reviewed and approved recommendations regarding school fees and levies for 2014
- Initiated a Booklist Review resulting in new cost saving initiatives for parents/guardians
- Conducted a Council Member skills audit to assist with future succession planning
- Discussed, reviewed and ratified College policies
- Presented the 2012 Annual Report to Parents
- Letters of welcome were sent to new families and College staff
- Letters of acknowledgment and appreciation were given to staff for their involvement in the many co-curricular activities
- Acknowledgement of all employees at the College on World Teachers Day via College message sign and email, with every staff member entered into a raffle drawn at morning tea
- Letters of congratulations were sent to the 2012 Top Ten VCE students and Top VCAL student
- Advisory Council representation on the selection committee for the Mark Prest Award 2013
- Advisory Council members attended the Mercy Education Limited Seminar for members of School Councils and Principals
- Supported the continued promotion of Mercy Day. Advisory Council members also assisted in various activities on the day
- 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, Year 12 Graduation Ceremony, Debutante Balls, ANZAC Day and Remembrance Day ceremonies

Membership – Recognition of Service
We would like to acknowledge and thank Andrew Sherman for his contribution to the College Advisory Council. Andrew has served on the Council for five years and retired as a member of the Advisory Council at the end of 2013. We also give thanks to Dr John Brick who was a Mercy Education Limited Nominee on the Advisory Council for two years. His knowledge, wisdom and faith were greatly valued. John retired from the Mercy Limited Board after many years of dedicated service to Catholic Education.

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

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

Goals & Intended Outcomes
To strengthen and sustain knowledge, understanding and application of Gospel values as we continue on our Journey of Faith as a Mercy Community.

Intended outcomes: That student faith be strengthened and that staff faith be strengthened.

Achievements
- The Catholic Schools Youth Ministry Australia (CSYMA) lounge has been established
- Social Justice initiatives have been brought under the one organisational umbrella
- The Accreditation process for staff is being tidied up and staff encouraged to make this a priority (Accreditation to Teach in a Catholic School)
- Staff regularly informed of appropriate Professional Learning opportunities
- Two rounds of in-house ‘Faith’ workshops for staff have been conducted this year
- Greater participation of students in liturgies
- Class Masses for all classes in Years 7, 8, 9 and 10
- Weekly staff prayer took place each Wednesday in the Chapel before school
- A Community Mass was celebrated every Thursday morning in the Chapel before school
- Introduction of CSYMA into part of the Year 9 curriculum
- Year 11 students participated in a multi faith experience in Melbourne
- Guest speakers from the National Youth Ministry team spoke to all Year 9 students
- Team teaching in Religious Education successfully introduced
- Variety of Guest Speakers to all year levels on matters of faith and spirituality
VALUE ADDED

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

Retreats and days of Reflection
- A two day Year 12 Retreat occurred in Term 1. The focus of the Retreat reflected the Catholic Education Week theme: “Trust Yourself to God and Dare to Dream”.
- A Year 11 Retreat occurred over two days in Term 2 with students examining their relations, with themselves, their family and friends and with God.
- Year 10 students participated in a Day of Reflection based on John 10:10, “I have come that you might have life in all its fullness”. In addition to allowing students to “take stock” of their life so far, the experience helped to prepare them for the senior retreat experiences in future years.
- 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 this year which furthered the process of integrating the students to the ideals of the school and the “Mercy” tradition.
- Staff also had the opportunity to participate in a full day Faith Formation experience with Samuel Clear as well as a number of spiritual and reflective workshops.

Prayer and Liturgical Experience
- There was an increased level of involvement of students participating in the planning and preparation of College Masses and liturgical events.
- The Old Collegian’s Mass has now become an annual event.
- All year levels participated in class or year level masses, made possible by the availability of a full time Chaplain on site.
- Year 9 students participated in a Service of Reconciliation.
- A number of staff and students attended the Catholic Education Week Mass at the Cathedral.
- Legion of Mary donated rosaries for all Year 9 students during their unit on Mary – used as part of a prayer service.
Social Justice

- Year 11 and 12 students and staff continued on a fortnightly basis to support the Matthew Talbot Soup Van and Ozanam House. Both staff and students have found these experiences very rewarding.
- Whole school social justice activities were completed to raise awareness and money including: Project Compassion, Caritas Australia, Shave for a Cure, St Vincent de Paul, Red Cross Shield Appeal, Operation Christmas Child® and St Brigid’s Milking Cow Project. A variety of other justice and fundraising endeavors were initiated by individual students, homerooms and year levels.
- Our Mercy Day celebrations raised in excess of $10,000 which went to support McAuley Community Services and Mercy Beyond Borders.
- Gifts of food, toiletries and other useful items were donated to St Vincent de Paul and the Asylum Seeker Resource Centre. Christmas gifts were also donated to these two organisations.
- 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.
- 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.
- A number of staff participated in the Seeds of Justice Staff Conference.

Indigenous Awareness

- The relationship which the College enjoys with the Jigalong Remote Aboriginal Community continued with two groups of Year 10 students and staff completing a week long residential visit.
- Visiting guest Speakers.
- Murrindindi performed welcome to Country at Community Mass.
Learning & Teaching

Goals & Intended Outcomes
Our goals which were articulated throughout the year built upon our teaching and learning strategy of empowering student learning and digital literacy, namely to foster high personal achievement. These goals integrated with our School Improvement Plan recommendations of increasing professional conversations, observational practice and encouraging innovation.

Achievements
New learning spaces were developed and opened to our Year 8 students to build upon pedagogical changes linked to collaborative learning and iPad technologies introduced in Year 7. Plans commenced with refurbishments of our Year 9 classrooms to create a seamless link as these students transition between year levels.

In line with our intended outcomes a pilot program was developed for introducing an additional subject into Year 11 to broaden student sequential subject choices and a new Academic Foundation Program was introduced which enabled both VCE and VCAL classes to begin prior to the commencement of the school year adding invaluable teaching time to these programs.

Our new enhancement program Personalised Learning Accelerated Years (P.L.A.Y.) was integrated into the Year 7 to 9 delivery.

VCE and VCAL outcomes remained relatively static. 99% VCE completions, 98% VET completions and 92% of VCAL completions. Our top ATAR score was 99.8. 15 students achieved an ATAR between 90 - 99, 19 between 80 - 89 and 40 between 70 - 79.

Our Medium study score was 30, with 5.4% of students achieving study scores over 40. There were three study scores of 50.

Our VCAL programs again received high acyclation at quality assurance forums and we celebrated 10 years of VCAL at the College. A new student led camp was introduced into the program to address revised learning outcomes.

As one of only 9 Catholic Colleges in Victoria to operate as an RTO, we strengthened our scope of registration by adding additional programs allowing our students more opportunities on campus to attain nationally recognised qualifications.

The College undertook a formal review of the Positions of Leadership (POL) structure which after extensive research allowed the development of this structure to reflect the Learning Centered schools framework and our School Improvement Plans. A shift in culture and improved outcomes from these new roles, including that of Peer Development Coaches and Literacy and Numeracy Coordinators is the intended outcome.
STUDENT LEARNING OUTCOMES

Both Literacy and Numeracy NAPLAN trends have been analysed longitudinally in terms of value adding by exploring Year 9 data in correlation to the progression of these students from Year 7.

**Literacy Trends**
- Our current Year 9 students performed better than the state in reading and grammar, but lower in spelling.
- Our student’s relative growth (from Year 7 to 9) in reading and grammar indicates that most students are performing in the middle band consistent with state averages but we have more students in the lower band and less in the high band compared to the state.
- The relative growth of writing and spelling has improved with fewer students in the low band and more in the high band compared to the state. This is a measurable outcome for our English program that has been focusing on this.
- Boys are below girls on all areas of Literacy, but our median is slightly above the state.

**Numeracy Trends**
- Our Year 9 students are below the state in all areas of numeracy. This is specifically in the areas of number, measurement & data, space and structure.
- Our student’s relative growth indicates that we have less students performing in the high band compared to the state, on par with the low, but more in the medium band.
- Boys are on the same level as girls in numeracy.
- Our low performing students are around state average but our students are below state average in the high band with most students performing in the medium band.
Student Wellbeing

Goals & Intended Outcomes

- To continue to encourage participation in co-curricular activities as well as reinforce with students, staff and parents the clear link that exists between the degree of student connectedness and improved students outcomes.

- To develop a set of procedural guidelines for staff in relation to behaviour management. This will be done in conjunction with staff, students and parents. Work with staff and students to finalise the behavioural matrix.

- To involve staff in an analysis of the various pastoral care structure options. This would include considering the role of pastoral care in the school.

Achievements

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 needs receive particular care and support.

All available data points to the fact that as a school we continue to provide an environment where students feel a strong sense of connectedness with the school and where they feel safe and valued.

Strong focus on student transition from primary to secondary school ensures that Year 7 students quickly settle into the rhythm of school life. Student leadership opportunities abound and students strive to be appointed to these roles in ever increasing numbers. The Student Wellbeing Team, which includes our Counselling staff, adopts a proactive approach to pastoral care issues via programs that aim to build responsible behaviours and self-esteem. Behaviour management strategies are guided by the principles of restorative practices which acknowledge regard for others, personal resilience and building positive relationships.

A particular feature in 2013 was the organisation of a parent seminar on Youth Mental Health. An expert panel consisting of an adolescent mental health worker, a member of the Victorian Police Force and members of our Counselling team combined with a group of Year 10 students to provide an insightful forum into a vital issue impacting on young people today.

Data from the School Improvement Framework student survey offers clear proof of a positive student wellbeing climate within the school. Connectedness to school, learning confidence, student motivation, connectedness to peers and student behaviour all returned very positive responses from our students.

Further evidence can be seen in the continued strong interest in the various student leadership positions available across the school. Such endeavours always focus on the servant leadership model.

Parent exit surveys clearly support the view that a positive student wellbeing climate is a feature of the school. Responses to the survey refer to a supportive College environment and supportive professional staff. Students will exit the school for a range of reasons and responses from these families provide valuable feedback about programs and policies.
The standard roll marking and attendance check procedures continue to be applied. Parents receive an SMS if their child is not present in homeroom of a morning and attendance data from staff for each lesson is the basis on which Year Level Leaders follow up on ‘unexplained absences’. A process exists to follow up on any class rolls that may not have data entered across the day.

If student connectedness is central to our role as a school then this can only be achieved if students are in full time attendance. Learning can only take place and social skills developed in an environment where relationship building is a focus. Students deemed to be ‘at risk’ invariably have issues with their attendance. These students are the focus of special attention from members of the Wellbeing Team as regular contact with parents assists in monitoring attendance.

**VALUE ADDED**

- Frayne Speech Festival.
- DAV Debating competition – multiple teams across a range of year levels.
- College Play and College Musical - annual events.
- Eastern Independent Schools of Melbourne (EISM) weekly interschool sporting competition.
- Seeds of Justice & Young Mercy Justice Tree Group.
- Jigalong experience with remote indigenous community.
- Japan Study Tour (2013).
- Central Australia/Top End Safari.
- Tournament of the Minds.
- Student leadership opportunities.
- Young Mercy Leaders Pilgrimage to Dublin.

**STUDENT SATISFACTION**

Using data from the School Improvement Framework student survey as the basis of this section of the report, a figure of 92.5% of students surveyed gave a favourable response to the statement “I feel good about being a student at this school”. This is clear evidence of student connectedness. Almost 95% of students responses were favourable when addressing the statement “I get on well with other students at school”. Questions relating to student safety also show a very positive view taken by students about the day to day climate of the school. In the area of student motivation figures in excess of 96% were returned for questions relating to the importance of school and completing my education.
Leadership & Management

Goals & Intended Outcomes
To further develop a strong distributed leadership culture within the College to enhance:

- Communication
- Strategic Planning
- Organisation; and
- Productive consultation

To further develop the sense of trust between staff and the leadership team to enhance:

- Supportive leadership
- Professional satisfaction and reward
- Individual and group wellbeing; and
- Staff accountability

Achievements
The development of the College Vision Statement via a community consultation process:

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

The clear articulation of the College Vision provides a greater sense of empowerment to all members of our community and enhances role clarity for staff.

| TEACHING STAFF ATTENDANCE RATE | 88.8 % |
| STAFF RETENTION RATE            | 89.6 % |

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

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

In 2013 the College staff continued professional development in the areas of IT, differentiated curriculum, interpretation of VASS student data and teacher pedagogy.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 117 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL    | $710.25 |

TEACHER SATISFACTION

Teacher Surveys conducted by Insight SRC for our School Improvement Plan indicated a general increase in the Staff School Climate Index. In particular Supportive Leadership, Staff Empowerment and Professional Growth have shown improvement whilst Teacher Distress has fallen.
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; and
- To enhance community links and perceptions about the College.

School Improvement Framework Intended Outcomes

In the School Improvement Plan for 2013 the Community Group determined to continue 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; and
- Provide more opportunities for individuals/groups to implement ideas.

Achievements
- During 2013 a follow up ‘mini survey’ was undertaken to gauge changes and improvements of the five areas which were deemed to cause most distress to staff. These were support, workload, interruptions to class, leadership and communication.
- Improvement in IT support with staff development in eLearning and opportunities provided to improve skills.
- The Buddy system for report writing was changed – progressive reading and formal meeting time allowing greater support to be provided by the Buddy to the Homeroom teacher.
- More equitable distribution of staff attending Professional Development. A process has been developed for staff to record all PD’s which they attend.
- A warmer and more welcoming physical environment at reception has been established.
- Calendar - this is ongoing and events are fixed for a term where possible.
- Parents are now sent an SMS notification of major events.

There has been a move towards a more consultative model whereby all staff have the opportunity to participate in staff meetings and all staff are invited to submit agenda items. Every staff meeting provides some opportunity for any attendee to speak; non-teaching staff have also been invited to attend where appropriate. Open Forums were also introduced as a part of each staff meeting whereby any issue could be raised.

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 Program.

Past students have been encouraged to remain in contact with the College through the Old Collegians Newsletter. The Old Collegians Association meets regularly on the College premises and now has a determined funding model. Graduates of the College are automatically enrolled into the Association. The Old Collegians association organises:
- A well-attended Business Breakfast at least once a year with Old Collegian Guest Speakers
- The Mercy Honour Roll
- The Old Collegians Gala Dinner
- The Old Collegians Scholarship
- Old Collegians also attend the College regularly to address students about chosen careers and to help mentor them
VALUE ADDED

In 2013, Mount Lilydale Mercy College undertook many activities to bring about overall school improvement. A sample of what the College has offered in 2013 is listed below. Many of these activities have been reported in more detail in the weekly school newsletter or Coolock magazine distributed to all families:

- Liturgies/Retreats/Reflection Days
- College Community Mass
- Social Justice activities
- Sporting activities including EISM sport, Swim Carnival and Athletics Day
- Year level socials and Debutante Balls
- Debating and Public Speaking opportunities
- Tours/camps/excursions
- Work experience/job placements
- Pastoral care periods
- Student exchange programs
- Personal development days
- School Improvement teams
- Student leadership representation group (SRC)
- College Musical and Play
- Seeds of Justice
- Matthew Talbot Soup Van and Ozanam House
- Tournament of Minds
- Frayne Speech Festival
- Jigalong and other Immersion programs

PARENT SATISFACTION

Results from the School Improvement Framework survey indicate a very strong degree of parent satisfaction with the College and its programs. These surveys are supported by the large number of parents who attend Information Nights, Student Progress Interviews and co-curricular activities in support of their children.

The 2013 School Improvement Framework survey results reinforce previous surveys that Mount Lilydale Mercy College community continue to perform and obtain better parent opinion survey data results than other secondary schools within the state. This is especially so in the areas of:

- School Improvement;
- Approachability;
- Teacher Morale;
- Parent Input;
- Learning Focus; and
- General Satisfaction
## Financial Performance

### Reporting Framework

<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>School fees</td>
<td>2,996,823</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,475,509</td>
</tr>
<tr>
<td>Private income</td>
<td>291,401</td>
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<tr>
<td>State government recurrent grants</td>
<td>3,166,479</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>11,236,877</td>
</tr>
<tr>
<td><strong>Total Recurrent Income</strong></td>
<td>19,167,089</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>13,497,240</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>7,214,325</td>
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<tr>
<td><strong>Total Recurrent Expenditure</strong></td>
<td>20,711,565</td>
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<tr>
<td><strong>Capital Income and Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>145,264</td>
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<tr>
<td>Capital fees and levies</td>
<td>2,855,498</td>
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<tr>
<td>Other capital income</td>
<td>5,100</td>
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<tr>
<td><strong>Total Capital Income</strong></td>
<td>3,005,862</td>
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<tr>
<td><strong>Total Capital Expenditure</strong></td>
<td>2,151,547</td>
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<tr>
<td><strong>Loans</strong> (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
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<tr>
<td><strong>Total Opening Balance</strong></td>
<td>12,647,479</td>
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<tr>
<td><strong>Total Closing Balance</strong></td>
<td>11,793,164</td>
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</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 College continues to review where changes can be implemented with the ultimate goal of providing students with the best learning environment. A process for developing a new College Master Plan will also be undertaken to ensure our buildings are equipped to provide students with an environment that will improve their outcomes.

Areas of focus for 2014 include:
- Investigate the best structure for organising curriculum from Years 10-12 to maximise:
  - Student outcomes
  - Student subject choices
  - ATAR scores
- Review of the Year 7-9 curriculum structure
- Review the Fully Human Fully Alive Program
- Develop Literacy and Numeracy Policies, Protocols and Action Plans
- Review homework policies, protocols and processes to increase student attitude to homework
- Complete Writing Style Guide
- Review current ICT Plan
- Continue to develop P.L.A.Y. program
- Consult and develop a new College Master Plan through the Building Committee
- Continue to develop Youth Ministry Lounge
- One class mass per semester for each RE class/homeroom
- Induct Year 7 into the Catholic school in RE classes and at assemblies
- Further develop Parish Links through Youth Ministry and other programs
- Introduce Staff Professional Development around ATAR scores and improving VCE results
- At least one major Faith formation opportunity for all staff
VRQA Compliance Data
E1046
Mount Lilydale Mercy College, Lilydale

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 07 Reading</td>
<td>100</td>
<td>97.6</td>
<td>-2.4</td>
<td>97.6</td>
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<td>-1.5</td>
<td>96.8</td>
<td>2.3</td>
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<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>98.8</td>
<td>97.3</td>
<td>-1.5</td>
<td>94.8</td>
<td>-2.5</td>
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<tr>
<td>YR 07 Numeracy</td>
<td>100</td>
<td>97.2</td>
<td>-2.8</td>
<td>100</td>
<td>2.8</td>
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<tr>
<td>YR 09 Reading</td>
<td>96.3</td>
<td>97.5</td>
<td>1.2</td>
<td>97.9</td>
<td>0.4</td>
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<tr>
<td>YR 09 Writing</td>
<td>83.7</td>
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<td>YR 09 Grammar &amp; Punctuation</td>
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<td>98.3</td>
<td>98.4</td>
<td>0.1</td>
<td>96.3</td>
<td>-2.1</td>
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</table>

[NAPLAN Year 7 and NAPLAN Year 9 graphs]
### YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 86.00% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL %

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
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<tbody>
<tr>
<td>Year 7</td>
<td>94.53</td>
</tr>
<tr>
<td>Year 8</td>
<td>91.34</td>
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<tr>
<td>Year 9</td>
<td>92.16</td>
</tr>
<tr>
<td>Year 10</td>
<td>88.04</td>
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<tr>
<td>Overall average attendance</td>
<td>92.39</td>
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</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 88.82% |

### STAFF RETENTION RATE

| Staff Retention Rate | 89.60% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.83%</td>
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<tr>
<td>Masters</td>
<td>18.18%</td>
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<tr>
<td>Graduate</td>
<td>47.93%</td>
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<tr>
<td>Certificate Graduate</td>
<td>8.26%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>90.08%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>20.66%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.83%</td>
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</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Principal Class</td>
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<tr>
<td>Teaching Staff (Head Count)</td>
<td>118</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>105.1</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>66</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>53.5</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
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</table>
### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
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<tr>
<td>Year 9 Reading</td>
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</tr>
<tr>
<td>Year 9 Writing</td>
<td>570.30</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>580.80</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>577.90</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>573.70</td>
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### SENIOR SECONDARY OUTCOMES

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>VCE Median Score</td>
<td>30</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>99%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>92%</td>
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