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## Contact Details

<table>
<thead>
<tr>
<th>ADDRESS</th>
<th>120 Anderson Street Lilydale Vic 3140</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr Philip Morison</td>
</tr>
<tr>
<td>COLLEGE CHAPLAIN</td>
<td>Fr Bob Carden ofm</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Mr Gerard Wright</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9735 4022</td>
</tr>
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<td>EMAIL</td>
<td><a href="mailto:principal@mlmc.vic.edu.au">principal@mlmc.vic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.mlmc.vic.edu.au">www.mlmc.vic.edu.au</a></td>
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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
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
Our College Vision

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

Our College Mission

ENTHUSEDBYTHETEACHINGOFJESUSCHRIST,THEMOUNTLILYDALE MERCY COLLEGE CATHOLIC CO-EDUCATIONAL COMMUNITY AIMS TO FOSTER JUSTICE, COMPASSION, HOPE AND HOSPITALITY IN THE MERCY TRADITION.

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

INSPIRED BY CATHERINE McAULEY, WE VALUE:

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

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

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

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

Established in 1896, Mount Lilydale Mercy College is a Catholic Co-educational College with an enrolment of 1467 students from Years 7 to 12 as at 28 February 2015, an increase of 2 students on 2014. It is situated in the outer eastern suburbs at the gateway to the Yarra Valley. The College is one of 12 schools in Victoria, South Australia and Western Australia owned by the Sisters of Mercy and governed by Mercy Education Limited.

Set within beautiful gardens and College grounds, the College continued to implement the Building Master Plan during 2015 which exists to meet the spiritual, learning and pastoral needs of students.

For over 119 years Mount Lilydale Mercy College has given continual witness to the spirit of mercy, courage, trust and confidence in God. As a Mercy school, we embrace the challenge of providing witness to these values in the modern world. The learning environment is animated by the spirit of freedom, love and mercy where each student experiences respect, self-worth and unconditional acceptance.

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

College staff endeavour to lead students to form a personal relationship with Jesus Christ through a study of the Gospel and reflection upon His life, death and resurrection. Our Gospel values are important as they provide a basis for the celebration of life and the formation of loving relationships within the community. Our love of God and of people is demonstrated through our participation in prayer and liturgical celebrations and by reaching out to those in need. We affirm the rights of individuals as well as their responsibility to the 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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<td>1443</td>
<td>1472</td>
<td>1477</td>
<td>1465</td>
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</table>
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, thoughts and aspirations and 2015 was no different.

The theme provided by our Prefect group for 2015 was very much about Community and Trust; and it set the direction for our leadership focus for the years to come: We celebrated the concept of Shepherd Leadership.

The theme stated:

*Be the Shepherd who walks with us*
*Be the Shepherd who watches over us*
*Be the shepherd who guides our way*

Our shepherd leadership was clarified:

We all share responsibility to ensure that there is never a member of our community who feels lost, or even worse, feels that they are lost and that no one is looking for them. To highlight this shared responsibility the staff and the year 12 student group came together in wearing our newly created Shepherd Leadership badge which consisted our College crest with a Shepherd’s Staff running through it.

In our investigation and discussion of Shepherd Leadership the question became: How do we become Christ like; how do we become shepherds? And thus two concepts were explored. The first: Leaders should demonstrate love and concern for those that they lead and the second: Shepherd Leaders show unbounding Hospitality.

Catherine McAuley understood unbounding hospitality too well and saw it clearly. In a letter to Frances Warde she wrote: a good beginning is of great importance. You must waste some time with visitors. Our gift to each other at Mount Lilydale Mercy College is the gift of time. At the beginning of 2015 we committed to simply be with each other and offer each other time.

The staff too once again focused on the Core Documents of the College by addressing the Teaching Charter. At the opening staff Mass each member of staff recommitted to the Charter by publicly signing the document. Every new staff member throughout the year added their name to the Charter which was displayed in the staff lounge.

2015 saw the College continue with the last year of the first four year School Improvement Plan.

The College addressed the implementation of the outcomes of the reviews conducted in 2014.

**Curriculum 7 – 9 Review**

The group submitted an extensive report which contained recommendations some of which were implemented in 2015 and others will be implemented in 2016. The recommendations which were accepted and initiated included:

- A reallocations of periods to increase numeracy and literacy
  Introduced at Years 7 and 8 in 2015, but to be extended in 2016
- The introduction of Focus days, based upon Project Based Learning
  Introduced at Year 7 in 2015, but extended to Year 8 in 2016
- The rotation of elective type subjects over the two years of Years 7 and 8. The process started in Year 7 in 2015 and will be extended to Year 8 in 2016. Effectively a two year cycle of electives will be in place
- The introduction of Tiered Learning. Tiered learning was initiated in Year 7 Mathematics and English classes in 2015 and will be extended to Year 8 in 2016
- The commitment that as much as possible Mathematics and English classes are timetables before lunchtime. This is a priority in the timetable but could not always be achieved
- The introduction of a common Pastoral Care period and common time for Assemblies and Masses. This was not initiated in 2015, but referred to a structural working group.
- That LOTE at Year 7 be studied concurrently. Fully implemented in 2015.
Curriculum 10 – 12 Recommendations.  
The second of the School Improvement Teams (SIT) curriculum teams in 2014 was charged with investigating options for a vertical Year 10 – 12 structure. The recommendations included:

- The introduction of a school based RE program at Year 12
- Maintaining the integrity of all VCE classes at Year 11 and 12 by ensuring that each block has at least 9 fifty minute periods
- Fully block Year 10 to allow a vertical structure
- Introduce the concept of Extension studies

During 2015 a SIT met to discuss the implications of the full introduction of both the Years 7 - 9 and the Years 10 - 12 curriculum reviews and found that both could not be fully implemented. It then further recommended and implemented:

- The implementation of the Year 7 -9 review which had been accepted and done
- A change to the format of the day to introduce a Pastoral Care period before recess on a Tuesday
- Revisiting the desired outcomes from the Year 10 -12 review to determine other ways that they could be achieved within the College timetable structure

A third SIT in 2014 involved Technology and it recommended:

- The iPad program restricted to Years 7 and 8
- The introduction of a MacBook Air Program at Years 9 and 10
- The MacBook program will eventually be moving through to Year 12
- The introduction of Gmail into the College
- The adoption of GAFE (Google Apps For Education)
- The Introduction of BYOD (Bring Your Own Device) policy for year senior students

All the recommendations were completed during 2015 and MacBook’s are now being used from Year 9 through to Year 11. A small number of Year 12 students choose to bring devices to school.

The College Master Plan  
Throughout 2014 and 2015 the College also underwent a Master Plan process whereby a staff group was invited to oversee the consultation process and work with the Architect. The process was extensive and involved all stakeholder groups. The Master Plan was released to staff and accepted by both Mercy Education Limited and the College Advisory Council. A group is now meeting with the Architect to design schematic drawings for Stage 1 of the plan which the College hopes to initiate during 2017.

2015 was also a review year for Mount Lilydale Mercy College  
An extensive process of review was undertaken over several months overseen by Catholic Education Melbourne. It required participation from focus groups, parent and students groups as well as external reviewers. The outcome is a four year action plan as displayed below.
### SPHERE: EDUCATION IN FAITH

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>YEAR(S)</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>1. To increase student involvement in Social Justice activities, CSYMA, liturgical celebrations.</td>
<td>2016 - 2019</td>
<td>Students numbers and involvement will increase.</td>
</tr>
<tr>
<td>2. To collaboratively develop the Religious Education curriculum based on Archdiocesan Guidelines which is engaging, challenging and enriching.</td>
<td>2016-2018</td>
<td>Progression at each year level should be reported upon each year. The process will be as important as the documented curriculum.</td>
</tr>
<tr>
<td>3. To provide opportunities for staff to deepen their faith through faith formation workshops.</td>
<td>2016-2019</td>
<td>Records will be maintained of opportunities listed and staff attendance numbers.</td>
</tr>
<tr>
<td>4. To provide opportunities for whole Staff reflection on significant Liturgical calendar events.</td>
<td>2016-2019</td>
<td>Opportunities listed with attendance numbers kept.</td>
</tr>
<tr>
<td>5. To work in collaboration with the Wellbeing Team to audit the documented Pastoral Care curriculum to ensure that it is consistent with Catholic Teaching.</td>
<td>2016 - 2017</td>
<td>Evidence of process of consultation, e.g. minutes of meetings. The developed curriculum will be available to all.</td>
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<tr>
<td>6. To increase attendance at community faith gatherings.</td>
<td>2016 -2019</td>
<td>Numbers will increase. A spreadsheet will need to be kept.</td>
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### SPHERE: LEARNING AND TEACHING

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

**ACTIONS 2016 - 2019**

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

**ACTIONS 2016 - 2019**

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<thead>
<tr>
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<th>YEAR(S)</th>
<th>EVIDENCE</th>
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<tbody>
<tr>
<td>1. Plan and deliver ongoing professional learning for leaders at all levels that builds their capacity to lead change.</td>
<td>2016-19</td>
<td>Participation of all leaders in a planned and documented professional learning program involving internal and external PD.</td>
</tr>
<tr>
<td>2. Implement effective peer observation and feedback processes which become embedded in the professional culture of the college.</td>
<td>2016</td>
<td>The peer coaching program is fully implemented by the end of the 4 years.</td>
</tr>
<tr>
<td>3. Empower middle level leaders by establishing goal setting and review processes that skill them to initiate and manage change</td>
<td>2016-17</td>
<td>Focussed workshops conducted with middle level leaders. A review of POLs to be conducted.</td>
</tr>
<tr>
<td>4. Develop a clear statement about leadership that is commonly shared.</td>
<td>2017</td>
<td>The development of a statement.</td>
</tr>
<tr>
<td>5. Develop the Annual Review Meeting process so that it is personalised, rigorous and relevant for each staff member.</td>
<td>2017/18</td>
<td>A revised, richer process for Annual Review Meetings.</td>
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</table>
Learning and Teaching

During 2015 the College continued our focus on student learning and improving student outcomes by concentrating on the implementation of principles of 21st century learning.

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

- **College DUX:** ATAR 99.55
- **ATAR score:** 90+ - 12 students
- **ATAR score:** 80-89 - 11 students
- **ATAR score:** 70-79 - 23 students
- **ATAR score:** 60-69 - 46 students
- **ATAR score:** 50-59 - 30 students
- 100% VCE Completions
- 99% of VET Completions
- 94% of VCAL Completions
- Median Study Score: 30
- 40+ Study Scores: 4.8%

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 2015, I am pleased to present to the college community a summary report of the key activities undertaken and the support and advice provided to the Principal by the council members. The council met on seven occasions throughout the year.

Membership
In attendance at the meetings were: Philip Morison (College Principal), Joe Konynenburg (Mercy Education Limited Nominee), Gerard Wright (Chairperson and Parent), Petina Zappia (Deputy Chairperson and Parent), Paul Tyndall (Member of the Business and Finance Advisory Group and Past Parent), Anne-Marie Italiano (Past Parent), Laura Nation (Parent), Paula Pearce (Parent), Brian Grace (Principal Sacred Heart Primary School) Harry Wall (past student), Nick Deed (Parent) and Elizabeth Keogh (Deputy Principal – Mission). Dean De Munk (Business Manager) and Kathy Broadbent (Principal’s PA and Minute Secretary) attended as participant observers.

Presentations
Brian Hawthorne – Deputy Principal – Studies
Brian presented a detailed analysis of the 2014 VCE data and advised that the results had been a focus at Faculty level with Faculty Leaders able to drill down and compare results by teacher and student. English had been identified as an area requiring further work and a Literacy Coordinator has been introduced as well as smaller class sizes along with a number of other initiatives.

Dean De Munk – Business Manager
Dean and Paul Tyndall provided an update on the 2014 financial results which included a healthy surplus and a record low outstanding debtor amount. At a subsequent meeting Paul and Dean provided Council with a draft of the 2016 budget including a minor fee increase and some changes relating to the new Government funding model. Overall projection was for a small surplus.

Geoff McPherson and Ian Coffey – SIF reviewers
Ian and Geoff led an informative discussion on the College’s review for 2015. Geoff explained the College had undergone its own self-reflection process with the reviewers then spending a day interviewing staff followed by a further day working with a group of staff developing the strategic plan for the next four years.

Michael Johnston and Andrew Leaumont
Michael and Andrew led an information session on Drug Education at MLMC which included outlining the CEOM policy as well as our own drug and alcohol policy. The discussion also covered the whole school approach to managing drug related issues and the Pastoral Care approach. Michael advised the College is looking at Drugs 101 program for 2016.

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

- Welcomed new member onto the Advisory Council; Nick Deed
- Appointed Council Chair and Deputy Chair
- Toured the refurbished 1st Aid and Counselling Area
- Reviewed and accepted monthly reports from the Business and Finance Advisory Group
- Reviewed the 2014/2015 Budget and approved the fee increase for 2016
- Reviewed and accepted the Principal’s monthly reports
- Consulted with the Principal on the criteria of the updated scholarship program
- Reviewed the 2014 VCE data
- Discussed, reviewed and ratified College policies
- Presented the 2014 Annual Report to Parents
- Letters of welcome were sent to new families and College staff
- Letters of congratulations were sent to academic award winners for 2014
Mount Lilydale Mercy College
Lilydale

• Acknowledgement of all employees of the College on World Teachers Day via College sign and email with a Council Member attending the morning tea
• Approved the Business and Finance Group’s recommendation for the purchase of MacBook Airs
• Advisory Council member participation in the selection committee for the Mark Prest award 2015
• Council Chairperson and another Council Member attended the Mercy Education seminar on ‘Responding to our call to Mercy’ along with College Principal
• Reviewed the reports and recommendations on the Catholic Identity Project
• Approved the Master Plan prior to it being submitted to Mercy Education Ltd for their approval
• Instigated a trial of loading Advisory Council documents on Cubby to facilitate electronic meetings
• 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 Paul Tyndall for his extraordinary contribution to the College Advisory Council. Paul served on the Council for nine years whilst also serving as a member of the Business and Finance Advisory Group and will continue to do so in 2016. We would also like to acknowledge the other retiring members of the Council, namely Laura Nation and Anne-Marie Italiano who have served the council for five and four years respectively.

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.

Mr Gerard Wright
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 and staff faith be strengthened and that opportunities are provided for other members of the community to strengthen their faith.

Achievements
- CSYMA now implemented at Years 10 and 11 and running very successfully as well as a three week introduction to Youth Ministry integrated into the Year 9 Religious Education curriculum;
- CSYMA Year 11 Students awarded 2nd place for Mercy Foundation Youth Awards;
- Introduction of Liturgy of Welcome for Year 7 parents;
- Introduction of full school, ANZAC Service with liturgy;
- Introduction of Executive Retreat;
- Regular programme of activities to develop students’ faith running every lunch time in the Ministry Lounge;
- Faith Formation sessions for staff facilitated and accreditation approved including, “Embracing the Year of Mercy”;
- Transition programme further developed for Year 7 students on Catholic Identity;
- An increase of student participation in Social Justice activities; and
- Further development of Staff Retreat and Family Service of Carols
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 theme: “Trust Yourself to God and Dare to Dream”; Motivational Speaker Moira Kelly addressed the students;
- 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. The theme was, “A life worth living”;
- Year 12 students had a number of visiting speakers as part of the Religious Education seminar program including Sam Clear and Fr. Nicholas Pearce;
- Year 10 students participated in a Day of reflection, drama and discussion with a production company called Village Space. They looked at the issue of Homelessness;
- 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 which furthered the process of integrating the students to the ideals of the school and the “Mercy” tradition; and
- Students in Years 7, 8 and 9 had presentations from Real Talk – a Catholic organisation dealing with the dignity of the human person; and a reflection day presented by the National Evangelisation Team.

Prayer and Liturgical Experience
- Class Masses celebrated for all classes in Years 7-10 and Year Level Masses celebrated Years 7-12;
- Staff prayer every Wednesday morning in the Chapel;
- Every Thursday morning before school there is a Mass that welcomes all members of the school community;
- CSYMA students prepare and led prayers every Friday lunch time in the Chapel;
- The Old Collegian’s Mass is an annual event;
- A number of staff and students attended the Catholic Education Week Mass at the Cathedral;
- A group of Students and Staff attended the Catholic Youth Festival in Adelaide;
- Student led liturgies for Ash Wednesday, Easter and Reconciliation Week;
- Celebration of whole school Masses for beginning of Year, Community, The Feast of the Assumption and Mercy Day;
- Staff Masses at beginning and end of year as well as during Retreat;
- Opportunity for staff to participate in Sacrament of Reconciliation during Retreat;
- End of Year/Christmas Masses for all Year levels; and
- End of Year 12 Mass celebrated with staff and families.

Social Justice
- Students and staff involved in knitting projects for St Vincent de Paul;
- Over $11,000 raised on Mercy Day;
- Year 11 and 12 students and staff continued on a fortnightly basis to support the Matthew Talbot Soup Van and Ozanam House;
- Year 12 participated in a Winter Sleepout for Vinnies and raised over $800;
- 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, Operation Christmas Child and CatholicCare Family Week;
Over 250 shoeboxes delivered to Samaritan’s Purse for Operation Christmas Child;
A variety of other justice and fundraising endeavours were initiated by individual students, homerooms and year levels;
Gifts of food, toiletries and other useful items were donated to St Vincent de Paul and the local community. Christmas gifts were also donated including shopping bags full of groceries and children’s toys;
A number of students and staff participated with other Mercy schools in the Seeds of Justice Conferences; and
A number of staff members attended events such as the AMSSA Conference, The Catherine McAuley Symposium and The Seeds of Justice staff formation.

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;
Students involved in Jigalong now undertake a 6 week training program to educate and prepare them for the experience; they also organise and deliver a Parent Information session and a reunion/reflection evening;
Reconciliation Week celebrated and activities to raise awareness organised; and
Visiting Guest Speakers.
Learning & Teaching

Goals & Intended Outcomes

- To create a stimulating and dynamic learning culture
- To foster high personal achievement
- To maximise 21st century teaching and learning

Achievements

- Staff PD on new technologies and applications was conducted on a number of occasions across the year in the form of ITC Workshops.
- Curriculum templates and faculty meetings were redesigned to embed digital literacy skills (such as internet research, using country codes and sub directories, dead links, filter bubbles, knowledge engines for information comparison) into classroom practices.
  * Faculty teams undertook an analysis of examination data to inform practice.
- Increase the number of PLT sessions in the calendar in line with E5 and Group 8 Sessions.
- Guest presenter was engaged to initiate Flipped Learning practices. This will be embedded into faculty teams for the development of video libraries.
- Staff teams for Literacy and numeracy initiatives were registered. Staff were enrolled in the Read to Learn Program and for the Getting Ready In Numeracy Program.
- Development of integrated projects at nominated year levels as part of formal curriculum delivery or focus days. Year 7 was introduced in 2015 with plans to add Year 8 in 2016.
- Develop and publish a curriculum review implementation timeline for all staff to follow. This was completed for Years 7-9 with Years 10-12 held over for further discussion in 2016.
- Continued development of a tiered learning program at Year 7 in English and Maths.
- Course development to ensure curriculum will be compliant with Victorian Curriculum for 2017.
- Commenced the development of reporting templates as part of the process of moving towards online reporting module in 2016.

STUDENT LEARNING OUTCOMES

The NAPLAN data over recent years indicates that student performance at Mount Lilydale Mercy College is very similar to the statewide mean across most areas of the testing. The data shows an increase in the percentage of students meeting the minimum standards in all areas at Year 7 when measured from 2013 to 2015. At Year 9 across the same period of time, the Reading, Writing and Numeracy showed improvement. Spelling, Grammar and Punctuation data showed a decline at Year 9.

The appointment of a Literacy Coordinator and the introduction of a Tiered Learning Program at Years 7 and 8 are aimed at improving literacy standards.

There will also be a focus on lifting the ‘value added’ results of our middle range students in terms of their learning growth between Year 7 and Year 9. The data reveals that we should be aiming to extend the rate of progress of improvement for this group with a view to having a flow on effect to improved VCE results.
### POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>78.6%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>16.2%</td>
</tr>
<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>13.7%</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>8.5%</td>
</tr>
<tr>
<td>EMPLOYMENT</td>
<td>10.3%</td>
</tr>
</tbody>
</table>
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 student outcomes;
- Improve student attendance numbers; and
- Undertake a review of the Responsible Behavioural Policy and Guidelines.

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.

Parent, student and staff Seminars/Workshops and training programs were again held throughout the year. These included:

- A representative from The Australian Communications and Media Authority (The ACMA) conducted a separate Staff and Parent seminar on Cyber Safety;
- Training for the Youth Help Yellow Ribbon Ambassador program was held;
- SEASONS grief and loss program was run;
- Youth Mental First Aid Training workshops were undertaken; and
- Various small group programs including an Anxiety Reducing program and Empathy building workshops.

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.

Families planning on taking their children out of school for extended family holidays are asked to communicate their intention to the Principal.

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. This is combined with regular contact with outside agencies that assist in the welfare role.
VALUE ADDED

The following is a sample activities students are involved in at the College:

- Student leadership opportunities - Class Captains, Student Representative Council, Peer Support, Prefects, Ministry team;
- College Play (A Midsummer Night's Dream) and College Musical (Anything Goes);
- Seeds of Justice;
- Jigalong experience with remote Indigenous community;
- Model United Nations Association;
- Tournament of the Minds;
- Year 7 Leadership & Public Speaking Programs;
- Year 8 Leadership training;
- Central Australia/Top End Safari;
- Japan Study Tour;
- Visit to Mount Lilydale Mercy College by Japanese sister school;
- Eastern Independent Schools of Melbourne (EISM) weekly interschool sports competition;
- Debating Association of Victoria competitions;
- Frayne Speech Festival;
- Peer mentoring; and
- Yellow Ribbon Ambassador Program.

STUDENT SATISFACTION

As no data was collected in 2015 the 2014 data has been included.

The Student Wellbeing Index of 69.7 is a combined measure of student emotional wellbeing, teacher relationships, engagement with their learning and student behavior. Across all of these measures there was improvement noted in the student data when compared to the previous year and placing Mount Lilydale Mercy College in the top 25% of Victorian secondary schools as measured by the survey data. This would indicate that our students feel positive about their school and believe they have a strong connection to it. The data also indicates that they feel safe at school, get along well with their peers and teachers and attach great importance to performing well at school.
Leadership & Management

Achievements

Mount Lilydale Mercy College Staff Charter
In 2015 staff were again asked to sign a Staff Charter. A large document was produced containing all staff names and the Vision and Mission of the College. All staff started the year by re-signing it. As new staff were appointed throughout the year they too were asked to sign the Charter as an outward sign of their commitment to the Mission of the College.

School Improvement Teams
During 2015 two School Improvement Teams were formed:
- Structure: Implementing Curriculum Years 7-9 and Years 10 -12
- Pastoral Care Review

Each team worked to a defined Terms of Reference, assessed current structures, surveyed staff and investigated options from other schools. Recommendations were then made to the College Executive and those that were accepted were communicated to the College staff for implementation.

The structural Review Committee found that all the recommendations accepted from the Years 7-9 Curriculum team could be adopted with minor changes to the structural format of the College. The Years 10 -12 Curriculum recommendations could not easily be accepted without major changes and compromise. The staff therefore accepted that it was best to maintain the status quo in Years 10 -12 and initiate another Improvement team in 2016 to further develop the ideas.

The Pastoral Care Review group did not finalise its investigation and thus it too was moved to 2016.

School Improvement Framework
As 2015 was a review year for the College, staff worked in a total of 15 Review Committees centered around the five spheres of the framework.

The staff took two days to:
- Review all data from the previous four years
- Review previous reports and action plans
- Write the College self-reflection report

Focus groups then further met with external reviewers before a new strategic plan was developed. The action plan was that strategic plan is included in the Principals report.

Staff Involvement in School Improvement Committee Structure
All members of staff were asked to indicate to which College Committees their Colleagues were best suited. This enabled staff members who were not in Positions of Leadership to join the five teams whose work directly relates to the five School Improvement Spheres:
- Community
- Education in Faith
- Leadership & Management
- Learning & Teaching; and
- Student Wellbeing.

It is anticipated over time that all staff will have the opportunity of being a member of one of the teams.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

DESCRIPTION OF PL UNDERTAKEN IN 2015

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

In 2015 the College staff continued professional development in the areas of IT, differentiated curriculum, Group 8 and the E5 model.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 114 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL    | $624.05 |

TEACHER SATISFACTION

As no data was collected in 2015 the 2014 data has been included.

The Organisational Climate Index for the 2014 survey data showed a figure of 53.2 which was slightly lower than for the previous year. This is a measure of staff wellbeing, empathy, clarity, engagement and learning. Most measures in this index were on a par with previous years data.
College Community

Goals & Intended Outcomes

School Improvement Framework Goals

- To provide more opportunities for parents and families to contribute to the life of the College;
- To enhance community links with the College; and
- To maintain a strong public perception of the College.

School Improvement Framework Intended Outcomes

- That effective communication between home and school would be developed further;
- That there be increased parental involvement in partnership with College staff;
- That an ongoing relationship and involvement with past students and staff in the life of the College is fostered;
- That community outreach opportunities for families and staff are offered; and
- That community links be strengthened with Work Experience and Community Outreach employers, TAFE and Universities and other community, council and shire bodies.

Achievements

The good reputation of Mount Lilydale Mercy College in the wider community has been maintained since the last review.

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

- organisation skills seminars with students Years 7 – 10;
- parents and friends association;
- staff feedback to parents through email;
- contact with parents via late work SMS, email or telephone conversations;
- workshops during the year where parents are encouraged to attend with their children; and
- information evenings for all year levels at beginning of the year.

Students in focus groups expressed a strong sense of belonging to a community. All had no hesitation in saying that they would recommend their college to prospective students and families. The senior students in particular were aware of the effective way in which the school was preparing them for life in the wider community and declared themselves confident and enthusiastic about their futures.

Another measure of the high standing in which Mount Lilydale College is held in the wider community is the support the Applied Learning courses enjoy; work placements for students are not difficult to find because of the network of contacts the college has established and its good reputation among employers.

Past students are encouraged to remain in contact with the College through the Old Collegians Newsletter. The Old Collegians Association meets regularly on the College premises. Graduates of the College are automatically enrolled into the Association. The Old Collegians association organises:

- A Business Breakfast at least once a year with Old Collegian Guest Speakers;
- The Mercy Honour Roll;
- The Old Collegians Gala Dinner; and
- 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 2015, Mount Lilydale Mercy College undertook a large range of activities to bring about overall school improvement. Some of what the College has offered in 2015 is listed below. Many of these activities have been reported in greater detail in the fortnightly College newsletter or Coolock magazine that is distributed to all families:

- Liturgies, Retreats and Reflection Days;
- Personal Development Days;
- College Community Mass for commencement of school year;
- Year 7 Focus Days;
- Year 12 Graduation at Melbourne Park;
- Year Level Socials and Debutante Balls;
- Special Persons Day;
- Social Justice Activities;
- Matthew Talbot Soup Van and Ozanam House;
- Seeds of Justice;
- Yellow Ribbon Program;
- Jigalong and other Immersion Programs;
- Development of McAuley Farm and Vineyard within the curriculum as well as establishing links with local community;
- Sporting activities including EISM sport, Swimming Carnival and Athletics Day;
- Debating and Public Speaking opportunities;
- Tours, camps, excursions;
- Work experience and job placements;
- Pastoral care presentations;
- Student exchange programs;
- School Improvement teams;
- Student leadership forums - Student Council, Class Captains, Peer Support Leaders, Prefects;
- College Musical and Play;
- Future Stars Day;
- Maths\Science\IT Transition Night;
- Student Art Exhibition;
- Tournament of Minds;
- Frayne Speech Festival;
- Hosting exchange students; and
- Organisational Skills Program.

PARENT SATISFACTION

Results from the School Improvement Framework survey continue to indicate a very strong degree of parent satisfaction with the College and its programs. Large number of parents who attend Information Nights, Student Progress Interviews and co-curricular activities in support of their children express similar satisfaction.

Actual scores show that Parent Partnerships, Approachability, Parent Input, Reporting and School Improvement have been maintained or improved slightly during the review period. The score for each of these variables places the college within or close to the highest 25% of Victorian schools. In relation to Learning Opportunity, the survey responses suggested that parents considered the educational programs and standards at the college address the needs of their children. Extra-curricular activities were seen by parents as a strength of the college.

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

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH (AUD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>3,971,240</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,979,713</td>
</tr>
<tr>
<td>Private income</td>
<td>411,863</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,053,668</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>12,733,928</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>22,150,412</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>14,449,495</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>6,653,574</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>21,103,069</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>2,156,499</td>
</tr>
<tr>
<td>Other capital income</td>
<td>60,000</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>2,216,499</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>1,255,431</strong></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>10,888,068</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>10,340,615</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 07 Reading</td>
<td>97.6</td>
<td>99.2</td>
<td>1.6</td>
<td>99.2</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 07 Writing</td>
<td>96.0</td>
<td>96.4</td>
<td>0.4</td>
<td>98.0</td>
<td>1.6</td>
</tr>
<tr>
<td>YR 07 Spelling</td>
<td>96.8</td>
<td>98.0</td>
<td>1.2</td>
<td>97.3</td>
<td>-0.7</td>
</tr>
<tr>
<td>YR 07 Grammar &amp; Punctuation</td>
<td>94.8</td>
<td>98.4</td>
<td>3.6</td>
<td>96.5</td>
<td>-1.9</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>100.0</td>
<td>98.0</td>
<td>-2.0</td>
<td>98.4</td>
<td>0.4</td>
</tr>
</tbody>
</table>

| YR 09 Reading         | 97.9 | 89.9 | -8.0              | 98.3 | 8.4               |
| YR 09 Writing         | 90.4 | 86.2 | -4.2              | 92.4 | 6.2               |
| YR 09 Spelling        | 96.2 | 93.1 | -3.1              | 93.3 | 0.2               |
| YR 09 Grammar & Punctuation | 95.0 | 89.0 | -6.0              | 93.3 | 4.3               |
| YR 09 Numeracy        | 96.3 | 98.4 | 2.1               | 98.3 | -0.1              |

### YEARS 9–12 STUDENT RETENTION RATE

- Years 9–12 Student Retention Rate: 74.80%

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y07</td>
<td>94.54</td>
</tr>
<tr>
<td>Y08</td>
<td>93.90</td>
</tr>
<tr>
<td>Y09</td>
<td>93.29</td>
</tr>
<tr>
<td>Y10</td>
<td>93.81</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.89</td>
</tr>
</tbody>
</table>
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 89.58% |

### Staff Retention Rate

| Staff Retention Rate | 89.83% |

### Staff Composition

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>9</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>139</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>120.130</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>69</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>61.826</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>

### Median NAPLAN Results for Year 9

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>577.80</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>570.30</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>567.60</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>568.10</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>571.50</td>
</tr>
</tbody>
</table>