2012 ANNUAL REPORT

to the School Community

Mount Lilydale Mercy College
Lilydale

REGISTERED SCHOOL NUMBER: 0474
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Our College Vision

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

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

INSPIRED BY CATHERINE McAULEY, WE VALUE:

SPIRITUALITY

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

COMMUNITY

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

LEARNING

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

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

Established in 1896, Mount Lilydale Mercy College is a Catholic Co-educational College with an enrolment of 1472 students from Years 7 to 12 as at 29 February 2012, an increase of 29 students on 2011. 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 116 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.

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

Learning within the Catholic tradition is the reason for the existence of the College. We offer a dynamic, challenging, rich and diverse range of learning experiences that cater to individual needs and stimulate each student. 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.
ENROLMENTS 2012
February 2008 – February 2012

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SCHOOL IMPROVEMENT FRAMEWORK (SIF)

The School Improvement Framework (SIF) continues to drive our efforts to improve outcomes for students. The survey results of staff, parents and students for 2012 indicate an improvement on 2011 results. However, there is always room for improvement and this is especially so in areas such as staff ownership, appraisal and recognition of staff, professional growth and the staff view of student motivation and classroom behaviour.
Principal's Report

EDUCATION IN FAITH

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

Teachers of Religious Education at each level meet each cycle to share resources, plan ways to engage students in their learning and to review the formal Religious Education program.

In addition to the formal teaching and learning Religious Education program, two day Retreats were conducted for Years 11 and 12 students, Year 10 students attended a Reflection Day, Years 8 and 9 students participated in well-being and resilience programs and Year 7 students completed a number of activities which furthered the process of integrating the students to the ideals of the College and the ‘Mercy’ tradition. Four Religious Education Seminar days were conducted for Year 12 students. Staff were provided with the opportunity to participate in a full day retreat and to participate in a number of external and internal spiritual seminars and workshops.

We encourage a strong sense of community, one that promotes and respects the dignity of the human person. We reach out to those who suffer and endure hardship in a caring and compassionate manner to offer spiritual, emotional, social and intellectual support and assistance. An extensive range of Social Justice programs encourages our students, staff and families to reach out to those in need in a way that is compassionate, honest, accepting, tolerant, just and caring. Social Justice Groups have been established at both the Barak and McAuley Campus’ and the Student Council has strongly supported fundraising for many significant causes within and outside of Australia. Students and staff participated with other Mercy schools in programs such as the Young Mercy Justice Tree Group and Seeds of Justice Conferences. The College joined Catholic Schools Youth Ministry Australia and a Youth Ministry lounge/café was established with the help of student volunteers.

Our commitment to Reconciliation, evident in recent years in our relationship with the Jigalong Remote Aboriginal Community in the Pilbara and Worawa Aboriginal College in Healesville, was strengthened by the introduction of a new immersion opportunity introduced for Year 11 students to visit schools and communities in the Northern Territory.

The appointment of a full time Chaplain provided many more opportunities for students and staff to participate in Mass and the establishment of a Liturgy Committee enabled staff to plan liturgies that engaged students more fully. The construction of the Our Lady of Mercy Chapel has provided students, staff and parents with a reflective space in which they can pray and enable a Year Level to gather together for liturgy and prayer. The installation of outdoor Stations of the Cross based on Scripture provides another opportunity for student and staff reflection. These will be finalised and opened in 2013.

Student responses to the School Improvement Framework Surveys conducted in 2012 indicate that 90.4% of students agree or strongly agree that they have the opportunity to learn about the Catholic faith; 89.5% agree or strongly agree they have the opportunity to celebrate Mass; 85.3% agree or strongly agree that they have the opportunity to participate in prayer; 85.8% agree or strongly agree that they have the opportunity to celebrate liturgies; 80.3% agree or strongly agree that they have the opportunity to reflect on their faith; 86.7% agree or strongly agree that they are encouraged to be compassionate; 83.4% agree or strongly agree that the College provides opportunities for them to show compassion to others; 82.1% agree or strongly agree that the College raises their awareness of Social Justice issues and 86.7% agree or strongly agree that they have the opportunity to participate in Social Justice Activities.
LEARNING & TEACHING

During 2012 the College continued to focus on the implementation of 21st Century learning principles. This included the use of higher order thinking skills and digital technologies in the classroom. The iPad program in Year 7 and the open plan areas in the Mansfield Learning Centre made significant contributions to the learning and teaching program at this level and compelled us to refurbish the learning areas to be used by Year 8 students in 2013.

In response to an identified need we undertook extensive research into gifted and enrichment programs for students and we developed a special program which we offered to students who were identified would benefit significantly from this program.

Faculties continued to work together to develop engaging lessons for the students.

During 2012 the College prepared for the introduction of the Australian Curriculum by undertaking significant curriculum reviews and reforms in Year 7 to 10 English, Mathematics, History and Science.

An increased number of students undertaking the VCE received an ATAR score over 90 and our DUX received a score of 99.15. 15% of VCE students received an ATAR score of over 85 compared with 13.26% in 2011; 39.7% received a score over 70 compared with 38.12% in 2011 and 58% received a score over 60 compared with 57.45% in 2011. The College continues to offer more than 40 subjects at VCE level as well as University Extension classes. The Average VCE Study Score was 30.0 which is consistent with past years. This is an area of focus for School Improvement.

Our students studying for the VCAL certificate were highly rated through external quality assurance.

Sport continues to be an integral part of our College life.

Student responses in the 2012 School Improvement Framework Surveys indicate that a majority of students believe that the teaching provided for them is purposeful as measured by the ease they have in understanding their teachers and the explanations they give, the energy and preparation shown by teachers and the way the College is preparing them for their future. The empathy shown by teachers in the way they support students and help them to learn is also strong. Students indicate that they are strongly connected to their school with 90.3% indicating that they agree or strongly agree that they feel good about being a student at the College. Students rate their motivation as being very high with 62.4% of students stating that doing well at school is very important to them with a further 26.1% indicating that they agree with this statement.

However, staff responses to the questions of student motivation are not as positive.

STUDENT WELLBEING / BUILDING RELATIONSHIPS / PASTORAL CARE

Students of Mount Lilydale Mercy College appreciate the importance that is attached to ‘belonging’ to their school. This message is given to students by staff and senior students in assemblies and in daily interactions. Students show that they have received this message with record numbers applying for the wide range of co-curricular and leadership activities on offer at the College. Students seeking election/appointment to senior leadership positions in Year 12 speak strongly of the value of being committed to ‘their school’.

The student leadership program continues to grow within the College with greater responsibility and support being given to students in Years 7 to 9 in particular, and large numbers of students continuing to volunteer for Peer Support Leadership and Yellow Ribbon Ambassadors in Years 10 and 11 respectively.

The Student Wellbeing Team strongly supports a restorative justice approach to behaviour management. Such an approach fully supports Mercy spirituality and the belief that compassion, forgiveness and encouraging students to take responsibility for their behaviour are key elements of our College community.

Student responses to the School Improvement Framework Surveys indicate that student morale was high, that they felt connected to the College and to their peers. The students believe that: they are happy and feel they belong at the College; they get on well with other students and their friends really care about them. In general, the 2012 SIF data reflects an improved perception compared with the 2011 data. All other indicators such as the level of student involvement in co-curricular activities, nominations for leadership positions, the decreased number of student detentions and suspensions as well as the general school climate would support this.
MANAGEMENT - RESOURCES
Construction of the Our Lady of Mercy Chapel dedicated as a memorial to Old Collegians was completed in August 2012 and Archbishop Denis Hart consecrated the building on September 21. Late in the year, work of refurbishing the classrooms in the Sr. Gertrude Power Building commenced. This brought 10 classrooms into the 21st Century and provided Year 8 students of 2013 with facilities similar to those they had used in the Mansfield Learning Centre. Refurbishments and improvements to the grounds and buildings continued during 2012. These, combined with the purchase of new equipment, helped students maintain their sense of pride in ‘their school’. The Annual Financial Report indicates a strong outcome for 2012, especially taking into account that we did not have to borrow funds for the Chapel or the Refurbishments in the Power Building.

SCHOOL COMMUNITY
The Parents and Friends Association and the Organisational Skills Parent Group remain active and the Advisory Council and its Advisory Groups on Curriculum/Policy, Building and Finance provide opportunities for parents, students and staff to be involved in key decisions. Parents and Carers have strongly supported Academic Award Ceremonies, Information Evenings and the Student Progress Interviews.

Special Persons’ Day was once again an outstanding success and gave students the opportunity to show their school to a person or persons who are important in their lives.

The Old Collegians Association continued to develop in a positive manner during 2012. In addition to Newsletters being distributed to all past students and staff whose names are on our database, the Association also held special functions to strengthen bonds with the community such as the Business Breakfast and the inaugural Gala Dinner to induct the first group of Old Collegians into the Mercy Honour Roll. The Mass for Deceased Old Collegians has now become an annual event in the College calendar.

The College webpage continued to keep the community informed of activities and programs operating at the College.
College Board Report

As Chairperson of the Mount Lilydale Mercy College Advisory Council for 2012, I present to the College community a summary report of the key activities undertaken and the support and advice provided to the Principal by the Council members. The Advisory Council met eight times during 2012.

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

Presentations

Dean de Munk - College Business Manager
Dean presented an overview and reported a summary of the 2011 financial performance and the approved 2012 budget. Dean presented on all areas of the budget in detail and welcomed questions and discussion from Advisory Council members.

Gail Preston - Learning Coordinator and Karen Myers - Wellbeing Coordinator
Gail and Karen provided an informative update on the iPad implementation and how they have been incorporated into the Year 7 learning program.

David Finch - Deputy Principal - Director of Mission
David provided an insight into the Mission and Religious Education program at the College. He also led an informative presentation on Catholic Schools Youth Ministry Australia (CSYMA) and how this program will be implemented at our College.

Sue Gunn - School Improvement Framework Coordinator
Sue provided an update and reported to the Advisory Council on the first full year of the School Improvement Framework including the Annual Action Plan and the 4 year plan. 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 2nd year of the 4 year plan.

Bernard Dobson - Principal
Bernard gave informative presentations at two meetings on his pilgrimage of following in the “Footsteps of St Paul” on his enrichment leave. In his second presentation Bernard focused on St John the Theologian who wrote the book of “Revelation” and information on Cappadocia where Bernard purchased a ceramic communion plate for the new Chapel. The final part of the presentation focus was on Gallipoli.

Brian Hawthorne - Deputy Principal - Director of Studies
Brian provided the Advisory Council with a Summary report on 2012 Naplan data. He spoke to the trends of the report which included the key areas of: Years 7 and 9 median for various curriculum areas; longitudinal data of students; writing being a key target area and the determination of future focus targets for our College. In conclusion, Brian advised parents had not raised any concerns in regard to Naplan data.
Issues Addressed
The Advisory Council provided support and advice to the Principal and addressed the following issues:
- Review and acceptance of monthly reports from the Business and Finance Advisory Group;
- Consultation on access to the Warburton Trail;
- Discussion and review of reports in regard to purchasing the Green Gables Conference Centre;
- Discussion and implementation of Old Collegians voluntary membership levy for 2012;
- Review and acceptance of monthly reports from the Building and Planning Advisory Group;
- Review and acceptance of the Principal’s monthly report;
- Review and approve recommendations regarding school fees and levies for 2013;
- Aligned the goals and objectives of the Advisory Council to the College Mission Statement;
- Discussion, review and ratification of school policies;
- Presentation of the 2011 Advisory Council Annual Report to Parents;
- Letters of welcome were sent to new families and College staff;
- Letters of acknowledgment and appreciation to staff for their involvement in the many co-curricular activities;
- All employees at the College were acknowledged on World Teachers Day via the College message board, cards and a morning tea;
- Letters of congratulations were sent to the 2011 Top 10 students;
- Advisory Council representation on the selection committee for the Mark Prest Award 2012;
- 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 ways on the day;
- Toured the new buildings; the Mansfield Centre (Year 7 Learning Centre), Dublin House (Administration Building) and the Our Lady of Mercy Chapel;
- The plaque dedicating the Resurrection Window to Bernard Dobson in appreciation for his outstanding service to the College community was unveiled in a liturgy held in the Our Lady of Mercy Chapel;
- Consecration and Blessing of Our Lady of Mercy Chapel;
- Welcomed the new College Principal for 2013 Philip Morison; and
- Advisory Council members supported and attended a range of College activities including College Masses, College Play, College Musical, Athletics Carnival, Mercy Day, Night of Excellence, Transition Night, Year 12 Graduation Ceremony, Debutante Balls, Frayne Speech Festival, ANZAC Day celebrations and Student Art Exhibitions.

Membership – Recognition of Service
We would like to acknowledge and thank Angela Soldani for her valued contribution to the College Advisory Council and Angela’s Mercy spirit and great passion for the College. Angela has served on the Council for six years and retired as a member of the Advisory Council at the end of 2012. We also give thanks to Bernard Dobson for his 14 years of dedicated service as Principal to our College community on his retirement. The Advisory Council have found Bernard to be a true leader who is always willing to listen, is visionary in his thinking and a man of deep faith who is an example to others.

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

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

Goals

To increase the sense of relevance and importance of faith for living:
- That student faith be strengthened; and
- That staff faith be strengthened.

Intended Outcomes

- That there is provision of opportunities for participation in class prayer, mass and liturgies;
- That there is encouragement of student and staff involvement and participation in the planning and contemporary presentation of liturgies;
- That there is encouragement of student and staff involvement in service learning initiatives and experiences;
- That there is encouragement of student and staff involvement in social justice activities and programs;
- That there is encouragement of staff and student engagement in the overall vision and ethos of Mission and the works of Mercy and the calling of Catherine McAuley;
- That there is encouragement of staff and student involvement in youth ministry activities with the wider community e.g. Soup Van, St Vincent de Paul;
- That there is adequate provision of professional development for all staff (not just Religious Education staff) in order to successfully carry out our calling of Mission and Social Justice; and
- That there are adequate opportunities for students to participate in all social justice, outreach and mission programs available.

Achievements

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In Year 12 all students had four Seminar days. Some students also opted for the Unit 3 and 4 course in Religion and Society.
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 College theme: “Be a light, Animate others, Share the Journey.”
- 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 attended the Adanac Centre in Launching Place for a Day of Reflection. In addition to allowing students to ‘take stock’ of their life so far, the experience prepared them for the senior retreat experiences in future years.
- In addition, Years 8-11 completed a single day homeroom-based program which focused on their wellbeing and resilience.
- Year 7 students completed a number of single day activities designed to aid transition and the formation of Homeroom identity. There was also a two day camp for this year which furthered the process of integrating the students to the ideals of the school and the ‘Mercy’ tradition.
- Year 9 students undertook a three day outdoor camp in homeroom groupings in Term 1. The “Learning to Live day” occurred in Term 2. The day focused on the development of self and the student’s place in the world, the workshops and outside speakers furthered this aim.
- Staff also had the opportunity to participate in a full day retreat as well as a number of spiritual and reflective seminars.

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 homeroom masses, made possible by the appointment of a full time Chaplain on site.
- Links were established with St. Richard’s Primary School and a Liturgical choir was formed.

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 for Project Compassion, Caritas Australia, Shave for a Cure, St Vincent de Paul, Red Cross Shield Appeal and Close the Gap Day. A variety of other justice and fundraising endeavours were initiated by individual students, homerooms and year levels, from making and selling cakes to sponsored bike rides.
- A number of students and staff participated with other Mercy schools such as the Young Mercy Justice Tree Group. The two Seeds of Justice Conferences were well represented by students from the College, in addition to other participants from different Mercy Schools.
- 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.
- CSYMA was explored and a youth ministry lounge/café was established with the help of student volunteers.
- 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.
- A new immersion opportunity was introduced for Year 11 students to visit schools and communities in the Northern Territory.
Learning & Teaching

Goals & Intended Outcomes

Our goals articulated through the School Improvement Plan are to create a stimulating and dynamic learning culture; to foster high personal achievement and to maximise 21st Century teaching and learning principles. Throughout 2012 our key intended outcomes were:

- That there be improved engagement in learning for the full range of student abilities;
- That students move onto appropriate post school destinations; and
- That there be improved student performance in literacy.

Achievements

Throughout 2012 the College continued to focus on higher order thinking skills and digital technologies in the classroom. Blended teaching and co teaching complemented the collaborative learning that the College has embraced in line with our new open plan learning spaces and 21st Century principles.

The iPad program was introduced into Year 7 and eBooks and Apps replaced other teaching resources. Plans and refurbishments commenced on our Year 8 rooms to create a seamless link as these students transition to the next year level. Digital library resources were also significantly expanded to complement the iPad program.

Extensive research was undertaken on gifted and enrichment programs and we developed an in situ program to offer increased support and challenge for identified students.

Our collaborative literacy learning communities were initiated to support the sustained silent reading programs and to address areas identified with our NAPLAN data.

Our VCE results reflected an increase in the number of students receiving an ATAR score over 90 and our DUX received a score of 99.15.

A new specialist LOTE room with new ICT was established from grants obtained as a result of staff participation in a professional learning project. This aims to help address our declining student number undertaking languages in the senior years.

Our VCAL programs were highly rated through external quality assurance and reflected our above Regional benchmarks of students entering apprenticeships. Our community partnerships were strengthened with VCAL students running a number of community events.

As one of only 11 Catholic Colleges in Victoria that operate as a RTO, we added to our scope of registration providing students greater opportunities to gain a VET certificate on campus.

The College undertook significant curriculum reforms in preparing Year 7 to 10 English, Mathematics, History and Science in accordance with the new Australian Curriculum. The College also participated in VCAA trials and provided exemplar materials to support this new national curriculum.

Through the use of professional learning teams, the mapping of a new careers framework for Years 7 to 12 was completed which will see the consolidation of careers events which in the past were only accessible to students off campus.
**PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 7 & 9**

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 7 READING</strong></td>
<td>97.1%</td>
<td>100%</td>
<td>2.9%</td>
<td>97.6%</td>
<td>-2.4%</td>
</tr>
<tr>
<td><strong>YEAR 7 WRITING</strong></td>
<td>95.9%</td>
<td>93.7%</td>
<td>-2.2%</td>
<td>95.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>YEAR 7 SPELLING</strong></td>
<td>95.1%</td>
<td>96%</td>
<td>0.9%</td>
<td>94.5%</td>
<td>-1.5%</td>
</tr>
<tr>
<td><strong>YEAR 7 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>96.3%</td>
<td>98.8%</td>
<td>2.5%</td>
<td>97.3%</td>
<td>-1.5%</td>
</tr>
<tr>
<td><strong>YEAR 7 NUMERACY</strong></td>
<td>99.2%</td>
<td>100%</td>
<td>0.8%</td>
<td>97.2%</td>
<td>-2.8%</td>
</tr>
<tr>
<td><strong>YEAR 9 READING</strong></td>
<td>96.8%</td>
<td>96.3%</td>
<td>-0.5%</td>
<td>97.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>YEAR 9 WRITING</strong></td>
<td>92.8%</td>
<td>83.7%</td>
<td>-9.1%</td>
<td>82.4%</td>
<td>-1.3%</td>
</tr>
<tr>
<td><strong>YEAR 9 SPELLING</strong></td>
<td>92.8%</td>
<td>94.3%</td>
<td>1.5%</td>
<td>93.5%</td>
<td>-0.8%</td>
</tr>
<tr>
<td><strong>YEAR 9 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>96.8%</td>
<td>94.3%</td>
<td>-2.5%</td>
<td>95.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>YEAR 9 NUMERACY</strong></td>
<td>98.8%</td>
<td>98.3%</td>
<td>-0.5%</td>
<td>98.4%</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

**YEARS 9-12 STUDENT RETENTION RATE** | 92.1%

**MEDIAN NAPLAN RESULTS FOR YEAR 9**

<table>
<thead>
<tr>
<th>YEAR 9 READING</th>
<th>5.29 Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 9 WRITING</td>
<td>N/A</td>
</tr>
<tr>
<td>YEAR 9 SPELLING</td>
<td>4.63 Score</td>
</tr>
<tr>
<td>YEAR 9 GRAMMAR &amp; PUNCTUATION</td>
<td>4.63 Score</td>
</tr>
<tr>
<td>YEAR 9 NUMERACY</td>
<td>4.66 Score</td>
</tr>
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**SENIOR SECONDARY OUTCOMES**

<table>
<thead>
<tr>
<th>VCE MEDIAN SCORE</th>
<th>30</th>
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<tbody>
<tr>
<td>VCE COMPLETION RATE</td>
<td>97.3%</td>
</tr>
<tr>
<td>VCAL COMPLETION RATE</td>
<td>99%</td>
</tr>
</tbody>
</table>
### POST-SCHOOL DESTINATIONS

<table>
<thead>
<tr>
<th>Destination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERTIARY STUDY</td>
<td>50%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>18%</td>
</tr>
<tr>
<td>APPRENTICESHIP / TRAINEESHIP</td>
<td>12%</td>
</tr>
<tr>
<td>DEFERRED</td>
<td>10%</td>
</tr>
<tr>
<td>EMPLOYMENT</td>
<td>9%</td>
</tr>
</tbody>
</table>
Student Wellbeing

Goals & Intended Outcomes
To further develop the sense of pastoral care so that it permeates the total climate of relationships within the school community and where it has the individual as its focus. It reflects the support, encouragement and care shown and experienced in gospel based communities. It has a life giving focus which enables all to grow and to be affirmed in their dignity and worth as persons. An environment is created which facilitates the development of responsible self-discipline.

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

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

The key elements of student wellbeing are:
- Positive self-regard/esteem;
- Positive regard for others;
- Positive relationships;
- Responsible behaviours; and
- Personal resilience.

Pastoral care of students is effected in many aspects of our school life - the school’s vision and mission statement, policies and procedures, programs, teaching and learning curriculum, student activities, student support and wellbeing services, behaviour management processes, family engagement, community partnerships and school climate.

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

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

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>94.82</td>
</tr>
<tr>
<td>Year 8</td>
<td>93.33</td>
</tr>
<tr>
<td>Year 9</td>
<td>93.57</td>
</tr>
<tr>
<td>Year 10</td>
<td>92.55</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.57</td>
</tr>
</tbody>
</table>
Non-attendance is managed at the College in a variety of ways including:

- SMS message sent to parents at 9.30am each day based on absences as recorded at 9.00am roll marking;
- Absence phone number provided for parents to contact the school to notify student absence;
- Homeroom teachers request absence note from students upon their return to school; and
- Wellbeing Coordinator follow up for unexplained absence as well as patterns of absence.

VALUE ADDED

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

Our Student Wellbeing Team is well versed in the theory and delivery of a restorative justice approach to behaviour management. Such an approach fully supports Mercy spirituality and the belief that compassion and forgiveness are key elements of our school community. Reductions in the number of students issued with after school detentions and suspensions are evidence of this.

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

Student affirmation and celebrations are a significant part of student wellbeing and developing greater student connectedness. In 2012 this process was extended with a review of the College Colour process and the introduction of the House Cup which acknowledges participation and achievement across the key areas of the College Mission Statement.

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

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

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

STUDENT SATISFACTION

SIF Survey data for 2012 would indicate:

- Student attitudes to school (actual scores) are above the state secondary school mean in all but one category;
- Student attitudes to school (percentile rank) in the areas of student morale, student distress, connectedness to school and peers, student safety and learning confidence are all at very high levels;
- When compared to student survey data for 2011 there have been improvements in all but one category; and
- School Climate Index - student engagement index for 2012 (72.5) exceeded the student engagement index target for 2012 (67.3).
Leadership & Management

Goals & Intended Outcomes
1. To develop a distributed leadership culture within the College. It is envisaged that the distributed model of leadership will enhance:
   • Staff input for strategic planning;
   • Effective communication between all members of the community;
   • Professional dialogue; and
   • Productive consultation between all members of the community.

2. To develop, by a broad consultation, a College vision. A clear and simple vision will enable:
   • The development of role clarity;
   • Enable clear lines of accountability;
   • A greater sense of empowerment for all members of the community; and
   • Enhanced professional learning programs.

Achievements
Processes have been implemented to provide time during meetings for staff consultation thus improving dialogue between staff and the College Leadership Team. Discussions have become more open and productive.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>87.74%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>88.98%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>TEACHER QUALIFICATIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0.82%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>18.85%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>47.54%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>9.02%</td>
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<tr>
<td>DEGREE BACHELOR</td>
<td>89.34%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>22.95%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0.82%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2012

Professional Learning at the College is a combination internal and external providers. The College addressed and/or facilitated ongoing programs, faculty based learning programs, government directed programs, and other professional and personal development activities.

In 2012 the College addressed the following areas of professional learning: Faith and Spirituality development; Theological activities; leadership styles; ICT training such as iPad application in the Classroom, Moodle, Application training; Curriculum based training within Professional Learning Teams; AusVELS, VET, VCAL and VCE training; VASS Data Service training; Behaviour Modification; Restorative Justice; Open Space Learning and Teacher Pedagogy.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 107 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $937.00 |

STAFF COMPOSITION

| PRINCIPAL CLASS | 1 |
| TEACHING STAFF (HEAD COUNT) | 122 |
| FTE TEACHING STAFF | 107.6 |
| NON-TEACHING STAFF (HEAD COUNT) | 50 |
| FTE NON-TEACHING STAFF | 41.3 |
| INDIGENOUS TEACHING STAFF | 1 |

TEACHER SATISFACTION

Teacher surveys conducted by Insight SRC indicate that staff morale, staff perceptions of student behavior, team based curriculum practice and teaching and learning in general are at an appropriate standard.
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 first Annual Action Plan for 2011 the Community Group determined to focus their attention on creating a sense of value for all staff. The intended outcomes they focussed upon were:
- Foster an environment that encourages staff initiatives and ideas;
- Create a regular forum for discussion that includes all levels of staff; and
- Provide more opportunities for individuals/groups to implement ideas.

Achievements
There has been a move towards a more consultative model whereby all staff have the opportunity to participate in staff meetings. Firstly the name was changed from Principal’s Briefing to Staff Meetings and all staff are invited to submit agenda items. Every staff meeting allows an opportunity for any attendee to speak; non-teaching staff have also been invited to attend.

Guidance regarding the format of prayers prepared by staff for staff briefings and meetings to be given in such a way that staff feel comfortable undertaking such preparation and presentation. The Deputy Principal – Director of Mission attended a meeting with the School Community Sphere Group where this matter was discussed. This was followed up with the appropriate servicing.

A survey of staff stress was undertaken by the Community Sphere Group. Results and general trends were reported back to all staff at a staff meeting. Results were also taken to the Executive group. From the survey results, the Sphere Group developed a series of recommendations for action in 2013.

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

Students are invited to nominate for leadership positions each year and the number of candidates for Prefect positions and for Peer Support Leaders at the end of 2012 was a testament to the belief the students have that their leadership is valued and valuable. These large numbers are an indication that students are connected to ‘their school’.

Students are encouraged to reach out to the community through their involvement in Christian Outreach and programs like Jigalong.

Past Students have been encouraged to remain in contact with the College through an Old Collegian Newsletter and the creation of the position of Old Collegian Executive Officer. The Old Collegians Association have established:
- A well-attended Business Breakfast; and
- The Mercy Honour Roll.
VALUE ADDED

In 2012, Mount Lilydale Mercy College undertook many activities to bring about overall school improvement. A sample of what the College has offered in 2012 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 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 2012 SIF Survey results re-enforce 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

<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>3,187,805</td>
</tr>
<tr>
<td>Other fee income</td>
<td>1,320,191</td>
</tr>
<tr>
<td>Private income</td>
<td>328,895</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>3,092,611</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>10,553,360</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>18,482,862</strong></td>
</tr>
</tbody>
</table>

| **Recurrent Expenditure**                                |                 |
| Salaries; allowances and related expenses                | 13,063,087      |
| Non salary expenses                                     | 6,154,473       |
| **Total recurrent expenditure**                          | **19,217,560**  |

| **Capital income and expenditure**                       |                 |
| Government capital grants                                | 330,204         |
| Capital fees and levies                                  | 2,343,269       |
| Other capital income                                     | 690,926         |
| **Total capital income**                                | **3,364,399**   |
| **Total capital expenditure**                            | **4,132,374**   |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) |                 |
| **Total opening balance**                               | 11,997,150      |
| **Total closing balance**                               | 12,647,479      |

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

Given the change in Senior Leader at the College with a new Principal in Mr Philip Morison and new Deputy Principal – Director of Mission, Ms Elizabeth Keogh, 2013 will be a year of consolidation and review.

We will:

- Continue to use the School Improvement Framework to set goals and Annual Action Plans; however we will review the processes of consultation to ensure a simple and more achievable process. Specific School Improvement Teams will be implemented;
- Continue to improve facilities with Capital Improvement however we will undertake a process to instigate a new Master Plan;
- Develop a new leadership structure within the College;
- Introduce staff 360 degree appraisals as well as the annual review processes; and
- Concentrate on student data to improve outcomes and introduce extension and remediation programs and processes.