

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2017



MERCY COLLEGE, COBURG



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Minimum Standards Attestation

I, Lila McInerney, attest that 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2018

Our College Vision

At Mercy College we endeavour to empower students to engage in authentic learning within a global context. We focus on the literacies required for collaborative learning in a knowledge based society.

With an emphasis on developing a socially just and environmentally aware consciousness, we provide a basis for the individual to contribute with purpose to their world community as a confident, articulate and self-aware young woman.

Inspired by Catherine McAuley and the tradition of Mercy, we aim to do this within a faith based, nurturing and educationally challenging environment that is child safe.



College Overview

Mercy College is a school with a specific focus on and commitment to learning for young women. Our values of hospitality, compassion, justice and excellence are 'who we are' to each other and for each other.

We believe that our College is a place where every girl is nurtured and encouraged to seek her own ambitions for the future. Our goal as educators is to ensure that each student acquires the values, skills and knowledge she needs for realising her dreams and aspirations, as well as developing a strong sense of what it means to be a Christian Catholic in our community in our contemporary world.

Because of our rich heritage and cultural diversity as a learning community, we draw upon a strong sense of being a local school in the heart of the northern suburbs of Melbourne. Due to our curriculum offerings and co-curricular pursuits, we are able to make learning valuable, engaging and motivating for our students in many and varied ways.



The Mercy Sisters have worked as educators in the Coburg area since 1886, and Mercy College continues this proud tradition in the twenty-first century. Honouring the vision of the order's founder, Catherine McAuley (1778-1841), we recognise that a Catholic education is an education for life and the Mercy charism has a place and is a motivation for all those who learn in the Mercy College, Coburg tradition.

Just as we strive to instil in our students a keen awareness of the importance of lifelong learning, we also provide them with a spiritual framework within which to achieve their dreams while living lives of compassion, fairness, justice and respect for all of God's creation. As women of the present and the future, we urge our students to see the world as one that they shape through their minds, hearts and hands. Bringing compassion and care to all of their pursuits now and when they enter the wider world is a critical feature of our motivation as a school that specialises in learning for girls.

Being a member of our school community requires each student, parent, staff member and friend or partner of the school to believe in the value of learning and the commitment to lifelong learning. Seeking the highest level of skill and knowledge remains a high priority at the College.

Principal's Report

Having commenced this year as Principal of Mercy College I recognise that we have begun a new chapter in its rich and vibrant history.

In term one we celebrated the achievements of our 2016 graduation class at our school assembly recognising Erika Fernandez as our College Dux. Staff and students were inspired by Erika and her diligent, studious and self-motivated approach to learning. Erika will be continuing her studies at the University of Melbourne undertaking a Bachelor of Science. During this assembly we welcomed to our community our Year 7 students and showed them that together as a Mercy learning community we can be light for them and for ourselves whilst celebrating our theme for the year, Shine the Light of Mercy.



As the term drew to a close, the College community gathered to farewell Principal, Dr Michelle Cotter. As a community we thanked Dr Cotter for her leadership of our school over the past 6 years as College Principal and wished her all the best in her future endeavours.

In term two, students at the College experienced the excitement of activities week. Each year level headed off to their camp, program, retreat, or immersion for the week and we returned to lots of stories of great adventures and experiences by all. Term two showcased the Performing Arts through the College musical co-production with Parade College – 'Catch Me If You Can'. The production was a wonderful highlight of our students and their diverse range of talents.

At the commencement of term three we gathered as a community to celebrate, with my commissioning as Principal. We were fortunate to share the commissioning with representatives from Mercy Education Ltd, Sisters of Mercy, members of the College Board and our Canonical Administrators. I was deeply touched and moved by the welcome I received as the new Principal. I stated in my opening address that when I say 'I am Mercy' I am saying that I want and will work for the absolute best for every girl who also says 'I am Mercy'. I truly believe, if we work together, we can achieve greatness and make a positive difference to every girl, parent, guardian and staff member in our community.

Term four began with the opening of the Year 12 student lounge. It was wonderful that we were able to open the lounge for our 2017 year 12 students to experience in their last few weeks at Mercy. We also held student and parent information sessions to obtain student and parent feedback in the pending refurbishment of the Clairvaux Building. We saw the year close with our Night of Excellence evening, an opportunity to celebrate the wonderful academic and co-curricular achievements of our students.

I would like to take this opportunity to thank our Advisory Board and sub committees. I am grateful to all of those who have supported the College in these significant roles. I would also like to thank our Canonical administrators for their continued support of the College and I look forward to our continued partnership in the future.

Education in Faith

Goals & Intended Outcomes

As a Catholic school, within the Mercy tradition, we seek to live the Gospel values as a faith community.



- That our identity as a Catholic community be actively shared and strengthened.

Achievements

In our daily interactions in school life, we encourage all community members to be and to see the values we espouse: Compassion, Hospitality, Justice and Excellence. We commenced the year with a school-wide lesson on our particular emphasis for 2017 of the value of Excellence and introduced our school-wide theme – Shine the Light of Mercy, which opened up a pathway for self-reflection on how our best efforts are needed to show “mercy” and how these efforts can impact others to also be “mercy” in our world

Social justice continues to be a priority and our efforts in this regard, were particularly evident through our school improvement survey data. We also had many opportunities to celebrate as a faith community, with consistent formal whole school Eucharist celebrations and liturgies, as well as year level based sacramental, prayer and reflection opportunities. The College continues to enjoy the support of our chaplains and priests from the wider community to bring the sacraments into the lives of our students and families. In 2017 in addition to our regular Eucharistic celebrations we were also encouraged by a school visit and Eucharistic celebration with Bishop Mark Edwards for our feast day.

In 2017, the Retreat and Reflection Days continued to provide diverse opportunities for students to explore aspects of faith together and to provide a supportive environment for individual growth and development. The broader religious education program includes age-appropriate opportunities for faith reflection and prayer. Teachers and Religious Education leaders also began work on the updating of curriculum to meet the Renewed Religious Education Framework.

Staff education in faith is an important feature of school life at Mercy. College leaders seek to provide insight and support for staff to better understand scripture through sharing prayer and reflection opportunities that deepen our understanding of Church teachings and the Church year. Leading teachers towards accreditation to teach in a Catholic school continues to be encouraged and opportunities provided by other schools, Catholic Education Melbourne (CEM) and tertiary institutions such as Australian Catholic University (ACU) are widely advertised.

The ‘Seeds of Justice’ program through Mercy Education continues to be a valuable forum for interested students and staff to engage with other Mercy schools concerning common social justice issues. The Mercy College Seeds of Justice group co-sponsored and hosted a Domestic Violence Seminar afternoon with students from Parade College. In 2017 all Mercy College students were challenged on the issues of Fairtrade and Human Trafficking through their Mercy Day social justice awareness program. Senior students showed their concern for the homeless and more vulnerable in our local area by providing food for the Hope Cafe each Thursday evening at St. Mark’s in Fawkner. Donations of goods such as backpacks for children and handbags for women filled with supplies were donated to the Hope Cafe throughout the year for their guests.

VALUE ADDED

In 2017, student experiences of education in faith included:

- Whole school 'Mercy values' lesson focusing on Excellence
- Retreat and liturgy participation at whole school, year and specialist group levels
- Year 7 'Welcome to Mercy' retreat program in the College chapel with sessions led by senior students
- Year 8 Reflection Day at Amberley
- Year 9 Stations of the Cross installations and Lenten liturgy
- Lunchtime meditation opportunities for students in the Chapel
- Year 12 Retreat at Holy Cross
- Year 12 talk by Young Mercy Leaders
- Year 10 Reflection Day facilitated by the Youth Mission Team
- Year 10 visit to the Islamic Museum
- Sisters of Mercy attending school liturgies and events
- Year 9 Religious Education excursion to various important historical Catholic sites in Melbourne, including the McKillop Centre and St Patrick's Cathedral
- Student participation in St. Patrick's Day Mass at the cathedral, Young Speakers' Colloquium and Archbishop's Conversation with Student Leaders.

Social Justice Opportunities

- Project Compassion - \$3,100 raised
- Close the Gap Day
- Refugee Week
- International Women's Day event
- National Reconciliation Week
- Domestic Violence Seminar with Parade College
- Mercy Day awareness and fundraising with a focus on Human Trafficking and Fairtrade
- Student participation in Seeds of Justice camps
- Year 9 Make A Difference (M.A.D) week
- Year 9 and Year 12 food preparation for Hope Cafe
- Year 11 and 12 fundraising activities for Hope Cafe
- Stamps for Sr. Ursula (fundraiser for Mercy Works PNG program)
- Christmas Hampers and gifts for McAuley Community Services for Women, St Vincent de Paul and the Salvation Army
- Backpacks and handbags filled with supplies for Hope Cafe guests

Learning & Teaching

Goals & Intended Outcomes

To provide authentic and effective contemporary learning experiences which impact positively on all learners.

- That every student is challenged in her learning and supported and encouraged to achieve her personal best.

Achievements

The foci for learning and teaching school improvement in 2017 have included:

- As a result of the curriculum review undertaken in 2016, an inquiry based learning experience was introduced for Year 9, Melbourne as a Classroom and an inquiry based learning experience was redesigned for Year 8, Make your Passion Visible. Planning also commenced for Middle School Electives to feature in the subject offerings from 2017. The review indicated the value in introducing STEM learning opportunities.
- In 2017, Mercy College entered the second phase of the Curriculum Review. The 2017/2018 priority is STEAM, Integrated Curriculum and Digital Technologies. A Working Party was established, and began to plan for the STEAM subject that would be on offer to students in Years 7 and 8 from 2018.
- The Visible Learning Program continued to shape learning and teaching at the College. Victorian curriculum documentation must contain visible learning and visible teaching. It has supported the collection of evidence to monitor learning and form the basis of feedback conversations. The program has seen the commencement of Impact Conversations in which teachers reflect on data to improve their impact on student learning. Various data sets form the basis of conversations about learning, these data sets include standardised assessment (NAPLAN and PAT), VCE results and internal results.
- The Learning Management System (LMS), SIMON, supports the access to continuous online reporting. Students use the LMS to reflect of their task focused feedback.
- Teachers use SIMON to construct performance rubrics for students and parents/guardians to understand where students are at on their learning journey and how they can advance further.
- Parents and guardians access Parent Access Module (PAM) to keep abreast of their students learning and assessment tasks and to schedule Parent Student Teacher Conferences.
- A review of the examination period saw the introduction of examinations for all Core subjects at Year 9 and the removal of examinations for Elective subjects at Year 10. This was to ensure greater consistency and a more realistic experience of a one-week examination period.

STUDENT LEARNING OUTCOMES

NAPLAN data, shown in the diagram on page 20, shows a generally consistent trend over the period 2015 to 2017. It does however identify successes and areas for further improvement. Numeracy has been identified as a priority area of focus going forward. There has been an increase in Year 7 students meeting the minimum standards in reading, writing, spelling, grammar and punctuation and numeracy during this period. At Year 9, there has been an increase in the number of students reaching the minimum standards in reading, writing, spelling and grammar and punctuation. All students at the College are expected to undertake the NAPLAN tests unless there is a parental request that a student be excluded or the experience would have a significant negative impact on the student emotionally. All students, of all learning abilities, are encouraged to test themselves against the national benchmark tests and to see the 'one moment in time' NAPLAN tests as an opportunity to review and reflect on whether or not achievement in these tests is consistent with individual achievement in school-based assessments. Measuring learning achievement is undertaken using multiple sources of data and assessment experiences, one of which is NAPLAN.

The NAPLAN results for students entering the College at Year 7 provide valuable diagnostic data. Numeracy achievement was significantly higher than the previous year's cohort at 3.2%, as was Reading at 4.2%. The domains of Spelling (1.1%) and Writing (0.3%) increased slightly. Grammar and Punctuation (-0.3%) was lower than the previous year.

A range of reasons and variables account for the performance of Year 7 students in NAPLAN, some within the control of the school and students and others not.

Year 9 students' performance in NAPLAN tests was up in all the domain areas of: Reading (4.8%), Writing (3.2%), Grammar and Punctuation (2.1%), Spelling (1.7%) and Numeracy (1.0%). A particular focus by both the English and Mathematics faculties in targeted work in both Reading and Mathematics at junior year levels continues to be a priority. Other faculty areas have also committed to their roles in developing literacy and numeracy skills.

At the end of 2017, the majority of students (65%) took up offers to pursue tertiary qualifications and 23 % accepted offers at TAFE institutions. Another 4% moved to trainee / apprenticeships. This outstanding outcome means 88% of students took up tertiary pathways. A small percentage moved directly into the workforce (4%).

Student Wellbeing

Goals & Intended Outcomes

To further develop a culture where wellbeing underpins our Catholic Mercy community, caring for and nurturing every individual student.

- That students will continue to develop into autonomous, resilient, responsible learners and leaders.

Achievements

The foci for Student Wellbeing school improvement in 2017 included:

- Partnering with The Resilience Project - implementation of a diversified and age appropriate wellbeing program for all students in Years 7-10, staff professional development to support the wellbeing curriculum, parent information night
- Targeted development of staff to promote positive and healthy relationships with students and a positive classroom culture that enhances learning.
- Wellbeing leaders at each year level have worked collaboratively with pastoral care teachers to design and deliver wellbeing programs that are responsive and pro-active as required throughout the year.
- Teachers being proactive about connecting with all students in their homeroom class and those they teach has been a focus throughout the year. This has extended to more formal and frequent connections with parents whenever possible and appropriate.
- Continuing to utilise School Wide Positive Behaviour Support (SWPBS) across the school community in daily interactions as well as in formally structured wellbeing programs and underpinned by Restorative Practices.
- Continued promotion of student voice within the school and in the wider community.
- The ongoing work of connecting Student Wellbeing with Learning and Teaching continued to be a priority.
- The formation of the Wellbeing Student leaders team led by the College Wellbeing Captain, who worked together to promote student wellbeing by organising activities including, but not limited to, 'Mercy Against Bullying' week, National Day of Action against Bullying and Violence, Mental Health week, Wellbeing Wednesday and RUOK day.
- Student leadership complemented activities across the Wellbeing area. Junior and senior students connecting through activities together in formal and informal ways has further enhanced peer relationships.
- A wide range of opportunities for small groups and individuals to access external programs about youth leadership, mental health and wellbeing and careers opportunities took place

throughout the year. In addition an opportunity for students to participate in activities supporting local primary schools were also valuable chances for growth and development.

- Continuing to promote Mercy and Parade Colleges connections that enabled girls and boys to explore learning and social, emotional and interpersonal development as young people.

VALUE ADDED

In 2017, student experiences included:

- Student leadership opportunities
- Whole School College Assemblies facilitated by students
- End of Term showcases
- Performing Arts Concerts
- Music groups: Choir, Band, Ensembles
- Annual Musical Production
- Annual Drama Production
- Cambodia Immersion and Italian Language Tour
- Year Book Committee
- Student camps
- Year 10 ballroom dancing
- Debating
- Yo-Yo Club
- Book Club, Chess Club
- School Wide Positive Behavioural Support (SWPBS)

Child Safe Standards

Goals

At Mercy College, we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel ([CECV Commitment Statement to Child Safety](#)). Central to this is an unequivocal commitment to fostering the dignity, self-esteem and integrity of children and young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially.

Intended Outcomes

The following principles underpin our commitment to child safety at Mercy College:

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers and contractors, have a responsibility to care for children and young people, to promote their wellbeing and to protect them from any type of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by College leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievement

1. Continual refinement of policies and commitments in collaboration with the Mercy College Community;
 - a. Review of the Child Safe Policy
 - b. Review of the Code of Conduct
 - c. Development of Mandatory Reporting Policy
2. Training and awareness strategies:
 - a. Information to parents to keep them informed about policies and practices
 - b. Professional learning for all teaching and non-teaching staff on;
 - i. Mandatory Reporting Obligations (online)
 - ii. Code of Conduct
 - iii. Child Safety Polices
 - iv. Mandatory Child Protection Reporting Obligations
 - c. Publications of all policies on the College website and Parent Portal
3. Consultation with the Community;
 - a. Invitation for all interested parties to be involved in consultation committees
 - b. Discussion of all policies with Advisory Board and applicable sub-committees
4. Human Resource Practices;
 - a. Induction practices incorporating child safe requirements
 - b. Contractor Inductions Handbook incorporating child safe practices
 - c. Log of all visitors and contractors to the College in the VPASS system
 - d. All job descriptions detailed with child safe standards
 - e. Employee contracts and contractor contracts have a child safe clause
 - f. Reference checks conducted with child safe specific questions
 - g. All staff checked for VIT, Working with Children Cards



Leadership & Management

Goals & Intended Outcomes

We seek to foster a model of joint responsibility to continue to build a healthy organisation in which trust and vision are shared.

- Build a culture of collaboration, creativity and innovative practice, characterised by accountable staff members who empower each other and their colleagues.

Achievements

The foci for Leadership and Management school improvement in 2017 have included:

- Actively advocating for a culture and climate of staff empowerment that enables staff to be active in the decision-making at the College in relation to strategic planning and in day-to-day College life. Evidence of this can be seen in distributed Leadership - formal and informal - in staff team meetings and working parties. Staff have been actively involved in working parties and planning committees concerning key initiatives in the College. Examples of this are the Melbourne as a classroom (MAC) planning team, the STEM/STEAM planning committee, and the Make Your Passion Visible team.
- The continuing personalised professional growth planning with each staff member. The Leadership team has continued to meet with all staff three times a year to identify ways of developing skills and knowledge for professional growth and to promote leadership capacity building in our staff.
- In 2017 we moved into our second year of the Visible Learning professional development program for teachers. We have continued to explore how evidence can be used to create innovation in the learning environment. We undertook whole school professional learning in the areas of making the learning visible to our students by being very explicit, outlining the learning Intentions and success criteria for all lessons. The professional learning also explored thinking routines as part of this explicit teaching. This work was underpinned by Professor John Hattie's research and the principles of visible learning and visible teaching.
- A significant portion of staff professional collaboration time saw Mercy Learning Time (MLT) used for building our capacity to engage in effective teamwork. With the introduction in 2017 of online reporting and continuous assessment, there was a need to redesign and refocus curriculum assessment and resources.
- Design and development of a Middle Leaders Formative Review process based on the GROWTH model and SMART goals. This process focussed on individual leadership capacity building and subsequently the development of individual POL goal setting.
- Online learning modules for compliance, staff education and safety were implemented using the CCI Learning Manager modules.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

The Mercy Learning Time (MLT) program is a series of regular scheduled common times for staff to gather and learn as a group or in small teams. It is focused on deepening knowledge and enhancing skills for school-wide improvement. Topics for exploration or discussion are generated based on the needs and actions set in the 2017 Annual Action Plan (AAP).

Learning outcomes included, but were not restricted to the following:

- School Improvement – surveys, data gathering and exploration
- Spirituality and Faith – Horizons of Hope: Catholic Underpinning
- Exploring how evidence can be used to create innovation in the learning environment through Visible Learning. This work has focused on Professor John Hattie's research and the principles of visible learning and visible teaching.
- Inclusive education for all students with a focus on National Consistent Collection of Data (NCCD) Disability Funding, working with students on the Autism Spectrum and with students who have severe speech disorder. The focus of these sessions was on developing an understanding of how to cater for the needs of all students.
- OHS policies and protocols and professional requirements and expectations.

The professional learning programs were delivered by a combination of internal and external providers both on and off-site. The total expenditure on professional learning amounted to \$42,784 not including teacher replacement or administration costs.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	40
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,070

College Community

Goals & Intended Outcomes

To enhance the college community through the building of collaborative relationships.

- That participation and involvement with the parent, parish and wider community continues to grow.

Achievements

Within the School Community sphere of the school improvement plan in 2017, a diverse range of opportunities and activities were planned by the staff and students. A wide number of initiatives have been undertaken to enhance our learning community.

Throughout the year, the College continued to celebrate its strong 'Mercy' identity and our commitment to being an outward facing school. The College celebrated with musical performances, joined the SCSA swimming competition at MSAC and continued to be the northern region host for the Debating Association of Victoria (DAV) competition. Student leader directed Community Connections opportunities have continued to grow and have been increasingly creative and exciting. Students and staff held commemorations for ANZAC Day and Remembrance Day. The learning community identity of the College continues to evolve and our outreach to all students and their families continues to be a strength.

Mercy College also appointed an Alumni President in 2017. We actively encouraged our alumni to stay connected through our social media and newsletter to keep up to date with all the latest news from our community.

VALUE ADDED

The College continues to actively promote connections with the wider community as an important part of school life. Activities in the 2017 school year have included:

- International Women's Day Breakfast
- Mothers' Day morning Tea
- Performing Arts Opportunities with Parade College including the Musical and Drama Productions
- Year 7 winter breakfast
- Year 12 Celebration Evening
- Night of Excellence
- Fathers' Day Breakfast
- Mercy Alumni Reunion
- St Mathew's and St Paul's Primary School science visits to Mercy College
- Primary School visits to Mercy Music Performances
- St Mark's Art Show musical performance by Mercy students
- Grade 5 Visits Day with feeder primary schools.
- The College hosting St Paul's Primary School Annual Concert

- Partnership with EFM operating an onsite gym for the community
- Students presenting at our feeder primary schools-St Mark's and St Oliver Plunkett's.

These and numerous other events and opportunities see students connect with the community and the wider community come into the College in mutually beneficial initiatives.



Future Directions

In 2018 Mercy College will be undertaking the following initiatives and strategies in response to our mission and vision, strategic direction and our School Improvement Plan.

EDUCATION IN FAITH

Mercy College will further develop an understanding of the Mercy value justice and more specifically eco-justice through explicit school wide teaching. We will also strengthen the College community's understanding of the call of Pope Francis to "care for our common home".

LEARNING AND TEACHING

Mercy College will continue to develop the professional capacity of staff in visible learning. We will gather quality evidence of where all students are at in their learning and provide them with the strategies to advance in their learning. The introduction of new subjects (STEAM) as well as continuous online reporting. Our staff will continue to embed the programs trialled in 2017, such as Melbourne as a Classroom. We will be reviewing the curriculum pie subjects offered and time allocation for 2019.

STUDENT WELLBEING

The College will review, renew and enact the whole school behaviour management strategy. We will continue to promote positive relationships between staff and students as a dimension of learning success. We will establish an agreed practise of positive classroom manner, and develop year level appropriate wellbeing programs using the Resilience Project curriculum as a foundation for enhancing the wellbeing of students.

LEADERSHIP AND MANAGEMENT

We will provide opportunities for distributed leadership formally and informally in team meetings. We will mentor beginning teachers with targeted objectives. We will continue the process we began in 2017 in relation to staff, student and broader community involvement in the evaluation and construction of a new College masterplan. The College will be commencing works on the Clairvaux building, with completion forecasted during term 4, 2018. The works will allow staff and students greater flexibility in a more contemporary learning environment.

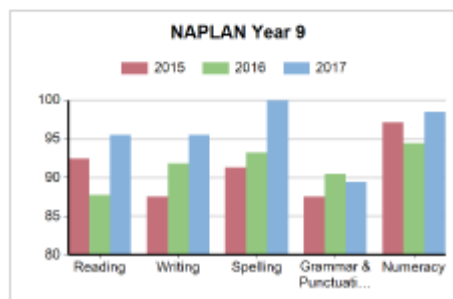
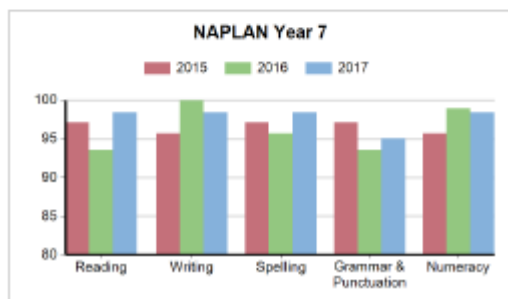
SCHOOL COMMUNITY

Mercy College will develop a dedicated absentee line for parent/guardian communication and define the parameters of text messaging of absentees and lateness. The College will develop the SMS and email systems to allow greater transparency in communications with our parent community. We will review use of Parent Access Module (PAM) to strengthen communications with families. We will establish formal opportunities for Mercy Alumni to stay connected to the College and other past students.

VRQA Compliance Data

E1256 Mercy College, Coburg
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	97.1	93.6	-3.5	95.1	1.5
YR 07 Numeracy	95.7	98.9	3.2	98.4	-0.5
YR 07 Reading	97.1	93.6	-3.5	98.4	4.8
YR 07 Spelling	97.1	95.7	-1.4	98.4	2.7
YR 07 Writing	95.7	100.0	4.3	98.4	-1.6
YR 09 Grammar & Punctuation	87.5	90.4	2.9	89.4	-1.0
YR 09 Numeracy	97.1	94.4	-2.7	98.5	4.1
YR 09 Reading	92.4	87.7	-4.7	95.5	7.8
YR 09 Spelling	91.3	93.2	1.9	100.0	6.8
YR 09 Writing	87.5	91.8	4.3	95.5	3.7



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9-12 Student Retention Rate	85.19%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y7	92.85
Y8	91.84
Y9	90.13
Y10	90.23
Overall average attendance	91.26

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.7%

STAFF RETENTION RATE	
Staff Retention Rate	82.61%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	32.26%
Graduate	45.16%
Certificate Graduate	29.03%
Degree Bachelor	96.77%
Diploma Advanced	29.03%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	53
FTE Teaching Staff	42.765
Non-Teaching Staff (Head Count)	27
FTE Non-Teaching Staff	26.061
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	582.10
Year 9 Writing	570.30
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	571.50
Year 9 Numeracy	563.30

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29
VCE Completion Rate	98%
VCAL Completion Rate	100%

POST-SCHOOL DESTINATIONS AT AS 2017	
Tertiary Study	65.0%
TAFE / VET	23.0%
Apprenticeship / Traineeship	4.0%
Deferred	4.0%
Employment	4.0%

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>