

Mercy Regional College

Camperdown & Noorat

2021

Annual Report to the School Community



Registered School Number: 690

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Minimum Standards Attestation

I, Sharon Gillett, attest that Mercy Regional 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 2017 (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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

30/03/2022

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 www.acnc.gov.au

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our College Vision & Mission

Vision Statement

Mercy Regional College serves a wide rural community which values growth and diversity in Catholic Education in the Mercy tradition.

Mission Statement

In the Spirit of the Gospels we commit ourselves to the core values of community, inclusiveness, learning, care, justice and mercy, excellence and achievement.

College Overview

Background and Governance

Mercy Regional College is a Catholic, regional, co-educational secondary school, serving the parishes of Camperdown, Mortlake, Terang and Timboon. It is a dual campus school of 410 students with the senior campus, McAuley, hosting Years 9 -12 and situated in Camperdown. The Junior campus, O'Keeffe, hosts Years 7 and 8 and is situated at Noorat, some 25 kilometres away from Camperdown.

Mercy Regional College is a proud school community with a rich history, strong traditions, and a deep sense of community and welcome. Our Catholic identity is best exemplified through our approach to and program of holistic and personalised education that encourages students and staff to live out the Gospel by pursuing our core values of learning, excellence and achievement, community, inclusiveness, care and justice & mercy.

The College was originally governed by the body of Parish Priests (then Governors of the College) under the supervision of the Bishop of Ballarat and was acknowledged as Catholic by his authority. Governance of the College transferred to the Diocese of Ballarat Catholic Education Limited (DOBCEL) on 1 January 2021. The Principal is supported by the Mercy Regional College School Advisory Council.

History

Mercy Regional College has a rich and unique regional community history. The College was established in 1973, when the closure of the secondary component of local Catholic primary schools, St Patrick's Camperdown, St Colman's School, Mortlake and St Thomas' School Terang, was imminent. The parishes took the initiative in developing a new concept of Catholic Education: a regional Secondary College serving local parishes, managed by a Board of Management and administered by a Lay Principal. In 1975, the College was a three campus educational institution, with campuses located in Camperdown, Mortlake and Noorat. In 1983, the Mortlake and Noorat campuses were consolidated at Noorat. In 2008, the College consolidated its educational program across its two campuses with all students undertaking Years 7 & 8 at the O'Keeffe Campus in Noorat and then Years 9 - 12 at McAuley Campus in Camperdown. The McAuley campus is co-located with St Patrick's Primary School.

Students

Mercy is the largest provider of senior secondary education in the district. Our students reside predominantly rurally, with our enrolments coming from a wide regional area inclusive of Woorndoo in the north to Port Campbell in the south and Pomborneit in the east to Framlingham in the west.

Principal's Report

We began 2021 ready to seek and celebrate New Beginnings, the theme chosen by our student leaders. Whilst we certainly took every opportunity to do this, the circumstances of 2021 did see us drawing on the skills, attributes, mindsets and experiences enhanced in 2020, as we once again moved in and out of remote learning periods. It is testament to our community's determination and adaptability that we once again made a challenging situation an opportunity to learn and grow. The strong learning partnership between students, parents and teachers made this possible.

Whilst onsite, we did experience and celebrate many new beginnings. We welcomed 75 Year 7 students and their families to Mercy Regional College; the beginning of a promising six-year partnership. We were also joined by young people and families in other year levels. We welcomed new staff: Mrs Anna Burke, Mr Matthew Crane, Mrs Nicola Herry, Mrs Faye Kenna, Mrs Alison Lourey, Mrs Rachael Mason, Ms Jordy Muller, Mr Troy Stephens, Mrs Natalie Stephenson, Mrs Sharon Suhan, Mr Tim Woodmason and MRC Trainees, Miss Jordan Gray and Miss Tess Lourey. Throughout the year, we farewelled and gave thanks to others beginning a new stage of their lives: Mrs Lyn Davies, Mrs Melanie Kavenagh, Mrs Pam Martin, Ms Chadley Peerman, Mrs Chamon Vogels, and Miss Tessa Williams. We also congratulated Ms Zoe Bouchier on the safe arrival of Albie and Mr Daniel Glennen on the safe arrival of Annabel.

Our Mercy Feast Day was a brilliant and energetic celebration of our Mercy Regional College heritage and foundations. Celebrated each year on 24 May, the Feast of Mary, Our Lady Help of Christians, is the spiritual patron of Australia and our College; this year, our student and staff community shared a whole day of celebration. The day coincided with the celebration of 200 years of Catholic Education in Australia, under the theme of 'Faith in the Future'.

'It Snows' brought theatre back to Mercy Regional College. This brilliant production was directed by talented local, Tamara Searle, and provided an opportunity for a small group of students to shine on stage at Camperdown's Theatre Royal.

Our O'Keeffe campus experienced renewal through the addition of a covering over the sports court, enabling year round usage, with the resurfacing of the court to be completed before the beginning of 2022. We also replanted the oval and added an irrigation system, much to the appreciation of our students and our PE classes. The oval has never looked and stayed so green!

Another new beginning was the launch of our inaugural Mercy Regional College Indigenous Perspectives Adventure, which will now take place in early 2022. Unable to travel interstate or overseas to participate in our familiar experiences in The Kimberley, Cambodia and the battlefields of France, we partnered with Worn Gundidj to develop a learning adventure which will see our students sharing and celebrating the rich, dynamic and vibrant Indigenous culture and experiences which exist within our beautiful, local volcanic landscape, which is abound with lava flows, wetlands, craters, maars, crags and forests.

Our year was also a time of reflection and review as we worked through the School Improvement Process Review. As a learning community, we brought together the feedback of students, staff, parents, carers, and families to design a strategic School Improvement Plan to guide our work for the next five years. Together, we set three priorities:

- Vision and Mission: we will review our guiding documents to ensure they accurately reflect the purpose of our work in our current context and create others specific to enhancing holistic learning, wellbeing and inclusion at Mercy Regional College.

- **Learning and Teaching:** we will continue to enhance the MRC learning culture to inspire and enable all to achieve their best.
- **Leadership and Stewardship:** we will develop the appropriate structures, roles and facilities which will drive a culture of shared leadership, quality learning, expert teaching and learning engagement.

With the future in mind, our School Advisory Council selected new architects to design and deliver a Master Facilities Building Plan for the next ten years. The Master Plan includes development and refurbishment to enhance learning at both our O'Keeffe and McAuley campuses and will be ready to share with our community early in 2022.

Whilst our year has once again been impacted by COVID-19, remote learning and restrictions on our lives, the faith, focus and determination demonstrated by our MRC community has ensured learning continued and our community remained connected whilst keeping the health and safety of all foremost. This is something for us to be very proud of. Our achievements are not only measured in academics, as at MRC, we value the holistic growth of all young people, inclusive of character, faith and spirituality, a sense of community, care and wellbeing. We look now with eager anticipation to 2022 and our future.

Ms Sharon Gillett

Principal

School Advisory Council Report

I am pleased to present this report on behalf of the Mercy Regional College School Advisory Council for 2021.

It has been another busy year full of change and challenges.

We experienced the continued challenge of COVID-19, with the return of restrictions, school closures and remote learning and teaching for our students and staff. Incredible resilience has again been shown by you all to overcome the difficulties this has brought, but particularly by the Class of 2021. Congratulations to our graduating students: we wish you well in your future endeavours.

The governance of Mercy Regional College transferred to DOBCEL on 1 January 2021, resulting in a great deal of work to implement new policies and procedures covering all aspects of the school.

A school review was undertaken, encompassing internal and external reviews, reflecting on our achievements over the past six years and setting goals for the next five years in our School Improvement Plan.

There has been much work undertaken to grow the MRC Alumni, with the hope of connecting current students with past students, as mentors or simply to enable our students to be inspired by the success of those past students.

From the review of MRC's education rationale, it was determined that our Masterplan required a review. To assist with updating our 10-year Masterplan to meet the future needs of the College, we have engaged architects, Baldasso Cortese. We look forward to their ideas for redeveloping our existing buildings and grounds and creating new learning spaces to better suit contemporary educational needs.

All of this, and too much more to mention, has been achieved due to the diligence and guidance of our Principal, Ms Sharon Gillett, and her Leadership Team. They are continually working to provide students with new opportunities to enhance their personal growth and their education. The Advisory Council also wish to acknowledge the contribution of all staff, teaching and non-teaching, for the time they invest into our students and our school.

I would personally like to thank our present School Advisory Council Members for their continued support of the College, including new members, Mr Michael McKenzie and Mrs Alison Kenna. Thank you to you all for giving your time and your input at our meetings. This year we said farewell to Mr Ben van de Camp, Mrs Sharee Scanlon, and Mrs Claire Walsh, who have given wonderful support to the College during their time on the Advisory Council. We are also very grateful for the guidance of Dr Andrew Watson (Catholic Education Ballarat), Mrs Jude Murfitt (Business Manager) and Mrs Nicole Darcy (Council Secretary) and thank you all for your contribution during 2021. We also give thanks to our Parish Priests, Fr Neville Stanislaus, Fr Gary Jones and Fr Michael McKinnon for their support during the year. I also take this opportunity to acknowledge the service over nine years to the parish and our school of Fr Gerry Prunty, who we farewelled late in 2020.

I wish you all a safe and happy Christmas; I hope that it will be a time of reconnecting with your loved ones and enjoying the little things that we have missed for much of 2021.

Mrs Julie Finney

School Advisory Council Chair

Catholic School Culture

Goals & Intended Outcomes

- To continue to recontextualise our Catholic Identity
- To continue to support teachers and leaders who are entering and continuing their service in Catholic education to develop the knowledge and skills that will support authentic witness in our school community
- To lead, participate in and act for social and ecological justice, community outreach and sustainability

Achievements

Continuation of Remote Learning

RE teams and teachers were able to reflect upon and continue to deliver lessons and units of work during remote learning which were engaging and meaningful. RE staff were able to work out what worked best for our students and continually adapt and help recontextualise.

As a Catholic school, Mercy Regional College is committed to the education of the whole person: spiritually, intellectually, psychologically, socially and physically. The faith development of all in the school community is a core goal with the life and message of Jesus Christ as the exemplar model of life.

Whole School Prayer Renewal Project

In 2021, we were part of a pilot of a Whole School Prayer Renewal Project (PRP), an important project that has been developed in response to the Enhancing Catholic School Identity (ECSI) Research.

The Prayer Renewal Project team consisted of 5 MRC staff members, Parish Priest Terang/Mortlake and two Year 10 students. We were also provided with support from our diocesan PRP Working Group representative.

The project unfolded in four steps:

1. The PRT participated in a professional learning program (supported by extensive online materials and in consultation with the PRPWG representative), to become familiar with the recontextualising approach to prayer presented in the PRP and to teach the approach to staff teams - this was presented to all staff in September.
2. The PRT analysed the school context, chose particular prayer activities as a focus for renewal and made a plan to support the renewal of the chosen prayer activities in line with the 10 Characteristics of Prayer in a Catholic Dialogue School.
3. Together with staff and students across the school community, the PRT developed recontextualised prayers and prayer activities.
4. The PRT will evaluate the process and outcomes of the PRP, celebrate achievements and plan for the next stage of this process.

Retreats / Seminar Days / Faith Days

In 2021, our Year 12s spent three days at the beginning of the year together at Cave Hill Creek in Beaufort. This was a new venue for our Year 12s and it was a beautiful setting. We had lots of activities including canoeing, initiatives and low ropes and hut building. We also had dinner together with a 'op-shop formal' theme. We also celebrated together on the final day with a liturgy.

In 2021, our Year 12 cohort also participated in Seminar Days. A highlight of these days was being able to welcome guest speakers / facilitators to St Patrick's Church to help with this. Sam Clear, from Walk4one, came and shared his interesting life story with our Year 12s and our Year 7s as part of their first Faith Day for the year.

Our Year 12s also had Paul Watkins (a local adventurer) come and speak with them - and his message of 'The shortcut is to - Do The Work!' was well received by the group.

Staff Formation - TAP / REAP

2021 saw the introduction of the online Teacher Accreditation Platform (TAP) which enabled all staff to include information of RE based professional development in an online format and to apply for accreditation to teach in a Catholic school via this platform. A number of MRC staff achieved accreditation levels in 2021.

We also had a number of staff begin their training / postgraduate study in the area of Religious Education. Once completed, this will allow staff members to teach RE/Lead in a Catholic school.

VALUE ADDED

Post Graduate Study in RE - REAP

In 2021, we had a number of staff begin their training / postgraduate study in Religious Education in order to teach RE/Lead in a Catholic School. This is fully sponsored by CEB.

ECSI Prayer Renewal Project

In 2021, we were a part of an ECSI Prayer Renewal Project. This was designed to help us to move to the theologically preferred position: a recontextualised Catholic identity developed through dialogue with diversity and supported by strong post-critical belief.

The end result of this project will be a recontextualised whole school prayer.

Staff Formation Day

In 2021, the Prayer Renewal Team organised and led a full day of Staff Formation with a focus on Prayer Renewal and Rencontextualisation of Prayer. This was during a time of Remote learning and teaching and was delivered both face-to-face (in smaller spaces throughout our school) and online via Google Meet.

We took a closer look at the foundations of the recontextualising approach to prayer and the reasons behind it, as well as the 10 Characteristics of Prayer in a Catholic Dialogue School. We also had a closer look at the resources available to us as part of this project, which are designed to support schools through the process of renewing prayer life in line with the 10

Characteristics. It was a rich day of learning and dialogue with lots of positive feedback from our staff.

Retreats / Seminar Days / Faith Days

In 2021, our Year 12 students were able to participate in a 3-day Retreat. We used a new venue, Cave Hill Creek near Beaufort. Year 12s also participated in Seminar Days and Year 7s in Faith Days. A highlight of these days was being able to welcome guest speakers/facilitators to St Patrick's Church to be able to do this. Sam Clear, from Walk4one, was a highlight for both year 7s and 12s, as well as local adventurer Paul Watkins.

Our Year 9 students also participated in a hands-on activity based Retreat in Term 4, which had a prayer focus, in line with the RE Curriculum Unit they were studying at the time. Students were involved in making some prayer-based items for our use at school. Some examples of the items made included prayer cards, prayer beads, candles, mosaic crosses. These items have been used as part of the prayer spaces in classrooms and the mosaic crosses are now proudly displayed in all the Middle School classrooms.

Masses / Liturgies

In 2021, Masses and liturgies continued to be celebrated in a variety of ways. When it was safe to do so, we celebrated in person. Other celebrations were held in an online capacity, enabling all in our community to either watch the celebration at home or at another time that was convenient for them, as we made links available to our wider community through social media.

Feast Day Celebrations

Our Feast Day started in 2021 with a whole school Mass at St Patrick's Church in Camperdown, with local priest officiating. This Mass celebrates our Feast Day which is Mary, Help of Christians, who is also the Patron of Australia. This day also coincided with Catholic Education Week for the Ballarat diocese. We also marked and celebrated 200 years of Catholic Education in Australia.

During the middle part of the day, students participated in some activities, including a mass Netfit session, yoga, aromatherapy, 'minute to win it' games, chess, karaoke, African drumming and mindfulness colouring. Students also created a beautiful display of 200 crosses which represents 200 years of Catholic education. This is now on display at our McAuley campus reception.

Another fabulous tradition at MRC is 'Mercy's Got Talent' which was a wonderful finish to our day of celebration. The amazing Tom Richardson from All Abilities choir and 'Australia's Got Talent' fame led our entire school in a rocking rendition of 'You're the Voice', with incredible back-up performances by our African drumming students from earlier in the day.

Social Justice

Lent saw the continued tradition of Mercy Regional College's commitment to supporting Caritas - Project Compassion in our school. An increased focus in 2021 was on informing the students of the story of those the Caritas team have recognised. Information was shared with the

students in Religion and Mercy classes. Financial donations were made by the staff and student community to the Project Compassion boxes located in the classrooms as well as supporting the icy pole sales at the Junior Campus.

During Term 2, we had a 'Winter Woolies' casual clothes day and winter clothes/blankets as well as non-perishable food items drive. All donated goods were delivered to our local St Vinnies. With the help of our VCAL students, we were also able to have hot chocolates for our students on this day as a way of saying thank you for all of their remote learning efforts. We also had an online and virtual St Vinnies Winter Sleepout. All participants were involved in an online Google Meet which explained the purpose of the sleepout and some of the St Vinnies projects. Monetary donations were also raised and donated to this cause.

Christmas Appeal

As in past Christmas seasons, the staff and students of Mercy Regional College supplied gifts for disadvantaged families in the area. In 2021, we donated gifts to both the Camperdown and Terang conferences of St Vincent De Paul. We focused on donating vouchers (rather than piles of gifts) which was very well received by SVDP.

Ecological Justice Catholic Earthcare Schools Program

In 2021, we became a part of the Catholic Earthcare Schools Program. This involves a commitment and movement to care for creation and implement the principles of Laudato Si in our school. This involves online network meetings (via Zoom), a newsletter once a term, resources and professional development.

Community Engagement

Goals & Intended Outcomes

Mercy Regional College continues to recognise that genuine community engagement exists when there is a strong and meaningful partnership between the school and parents, caregivers and families as well as our Hampden Catholic Schools Network (HCSN), our two parishes, the Ballarat diocese and wider community. Our shared goal of creating a holistic learning environment supports maximising the learning outcomes for our young people.

Engaging with our community was once again challenged with much of the year spent learning remotely and when onsite physical community connection was restricted for the health and safety of everyone. Our communication continued to focus on timely, consistent and clear messaging with the view of continued provision of certainty and support for families.

Our goals included:

- Continued development of our partnership with the schools of the Hampden Catholic Schools Network to enhance and promote our Foundation to 12 Catholic learning journey
- Positive promotion of MRC in the wider community
- Enhanced communication and partnership with parents, caregivers and families
- Creating and building meaningful links with community organisations as direct support for learning programs
- Recognition and celebration of 200 years of Catholic Education in Australia

Achievements

Mercy Regional College has continued to strengthen the essential partnership with parents around the language and practice of schooling. The use of the Parent Access Module (PAM) has continued to be enhanced and is used as the primary source of information to parents. Parent, teacher and student learning conferences made use of a mixed mode format of both face-to-face and virtual conferences to better meet the needs of parents.

Social media platforms inclusive of the College Facebook and Instagram pages and LinkedIn have continued to develop as both an informative and promotional instrument for the school. The page has seen sustained growth in followers promoting the activities of the school and also facilitating a quasi-alumni forum, utilising old school photographs as a medium for connection.

The Hampden Catholic School Network has continued to grow in effectiveness, although a full HCSN program facilitation was again impacted by COVID-19 restrictions. Those held were well received and seen as a vital component of transition from primary to secondary school. The program was expanded to include a day when enrolled students from State Primary schools also had additional transition with HCSN students from smaller schools. Staff from HCSN schools continue to collaborate to create optimal learning.

Our School Advisory Council (SAC and formally College Board of Management) and School Review and Facilities Master Planning processes provided valuable opportunities for parents to be involved in consultative decision-making. Parents are seen as integral members of the community.

The College recognised and celebrated 200 years of Catholic Education as part of our annual MRC Feast Day celebrations. A whole day celebration was facilitated with community groups and

individuals invited to the College to celebrate. A partnership with the Corangamite Shire was further enhanced through the connection of the College with Youth Crew and involvement in the SYNC Youth Strategy.

VALUE ADDED

Community Information and Engagement:

- Living with Teens - Helen Diamond
- Adolescence and Mental Health - Michael Carr - Gregg
- MRC Book Club
- MRC Presentation Ball
- MRC Graduation
- Lions Youth of the Year Quest
- Mercy Regional College Open Day
- Enhancing Catholic School Identity Prayer Project
- Catholic Education Week
- MRC Arts and Technology Exhibition
- ANZAC and Remembrance Day Community Events
- Camperdown Uniting Church Community Meals
- MRC Community Care Packages - during COVID Lock Down
- MRC Community Meals
- Wombeech Puyuun Reconciliation Park Care and Maintenance Partnership

Experiential and Extra Curricular Learning Opportunities:

- Worn Gundidj Welcome Smoking Ceremony
- Alpine Ski Experience
- School Sport Victoria - HSSSD and Greater Western Region Sport
- Schools Clay Shooting and Golf
- Instrumental Music Program
- MRC Production - 'It Snows' - Camperdown Theatre Royal
- Y 7, 8, 9 Camps
- MRC Student Leadership Development Program - GRIP Conference

- Australian Mathematics Competition
- Australian Science Competition

Curricular Programs:

- Y 12 Seminar Day program
- Y 7 Faith Days
- House Swimming, Athletics and Cross Country Events
- House Feast Days
- Y 11 Future Skills Workshops - Job Camp
- Flip Side Theatre
- Y 11 Careers Expo
- Y 12 Job Camp

PARENT SATISFACTION

Results from our School Improvement Parent Survey as follows:

Scale for Survey is 1 - Not at All to 7 - All the Time

- Average response for 'The academic standards at this school provide adequate challenge for my child' was 5.5
- Average response for 'My child's homework helps them with their learning' was 4.1
- Average response for 'My child enjoys the learning they do at school' was 4.5
- Average response for 'My child looks forward to going to school' was 4.8
- Average response for 'My child is developing good social skills' was 5.8
- Average response for 'My child gets on well with other students at school' was 6.2
- Average response for 'My child has been teased recently at school' was 2
- Average response for 'There is good two-way communication between the staff and parents at my child's school' was 5.2
- Average response for 'I have an opportunity to get involved in planning and deciding things at this school if I want to' was 4.9
- Average response for 'My child's school reports are very helpful' was 4.1
- Average response for 'Overall, I am satisfied with the education my child receives from their school' was 5.6

- Average response for 'The teachers at my child's school manage student behaviour fairly' was 4.8
- Average response for 'The teachers at my child's school are very good at making learning fun' was 4.1
- Average response for 'The teachers at my child's school are extremely dedicated' was 5.1
- Average response for 'The behaviour of other students interrupts my child's learning' was 3.7
- Average response for 'The staff in this school collaborate effectively with parents to optimise the learning of students' was 5.1
- Average response for 'My child is well prepared for the next stage of their education' was 5.2
- Average response for 'My child attending a Catholic school is very important to me' was 3.3
- Average response for 'Staff at this school are always fair to others' was 3.6
- Average response for 'Students at this school always care about others' was 3.3
- Average response for 'My child has the opportunity to participate in social justice activities' was 4.2

Leadership & Stewardship

Goals & Intended Outcomes

Leadership in a Catholic school is a significant ministry in the mission of the Catholic Church. It facilitates a positive climate amongst staff and community and promotes a clear sense of purpose and direction. Resources are effectively utilised to improve student learning outcomes and teacher development. Procedures are implemented which meet the accountability requirements of the System and Federal and State Governments.

Leadership at Mercy Regional College is shared with collaboration and consultation prioritised. Staff are supported in their leadership roles and aspirations. Effective procedures are in place to encourage a school-wide, shared responsibility for student learning and success and to encourage the development of a culture of continuous professional improvement. We have an established improvement agenda, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Mercy Regional College practices wise stewardship to apply our resources in a targeted manner to meet the learning and wellbeing needs of all staff and students.

In 2021, governance of Mercy Regional College transferred to the Diocese of Ballarat Catholic Education Limited (DOBCEL). This transfer required many updates to policies and procedures. The College also participated in our CEB School Review culminating in the development of a five-year School Improvement Plan. 2021 was also the first year of our new Positions of Leadership (POL) cycle with many new positions created and new leaders appointed. Developing leadership behaviours and skill to enhance leadership capabilities was prioritised and staff were encouraged and supported to continue professional learning and personal development.

The College undertook a tender and appointment process for architectural services to develop a 10-year Facilities Masterplan. This plan incorporated both campuses and was to focus on designing facilities enabling contemporary pedagogy and learning and collaboration, whilst also meeting the demographic needs of the future. Attention was given to minimising our environmental impact by refurbishing rather than building where feasible and ensuring wise stewardship of resources.

Achievements

- School Improvement Plan 2021- 2025 was developed from School Review. Focus areas identified as:
 - Priority One - Vision and Mission: Ensure all guiding documents are reflective of the College's current context and vision for future provision of Catholic education
 - Review and Renew Vision, Mission, Values and Mantra
 - Develop MRC Learning and Teaching Charter, MRC Wellbeing Framework and MRC Reconciliation Action Plan (RAP)
 - Priority Two - Leadership and Stewardship: Ensure the development of the appropriate structures, roles and facilities to drive a culture of shared leadership, quality learning, expert teaching and learning engagement
 - Priority Three - Learning and Teaching: Enhance the MRC learning culture to inspire and enable all to achieve their best

- Architects Baldasso Cortese were appointed and a new 10-year Masterplan was developed and made available to the community with Stage 1 to commence at O'Keeffe campus in 2022.
- Court cover of sports court at O'Keeffe campus completed with oval refurbishment and sprinkler system and resurfacing of court to occur at end of year.
- Deputy Principal Learning, Teaching and Innovation was appointed: Natalie Stephenson.
- New POL positions developed:
 - Pedagogy and Practice Leader
 - Learning Design Leader
 - VCAL Coordinator- to transition to VCE Vocational Specialisation
- Staff continued Post Graduate and leadership development:
 - Religious Education Accreditation Program - REAP (7 staff - continuing)
 - Master of Business Administration Executive - ACU (2 staff-continuing)
 - Master of Religious Education - 1 staff continuing
 - Graduate Certificate in Career Development Practice - 1 staff completed
 - CEB Leading for Learning - 3 staff completed
- The College Leadership Team began partnership with Dr Bern Nicholls, Lead Learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Meet the Assessor PD Session, Online. VATE Meet the Assessors professional development session to review and discuss examination marking
- DAV Online Debating Introduction and Training, Online. Introduction to Debating
- Edrolo - Advanced training, Online. PD will cover areas such as flipped learning, formative assessment, & using data to inform what happens in your classroom.
- STAV Biology Conference, Virtual Conference
- STAV VCE Chemistry Conference, Online. Participate in a variety of workshops / lectures regarding research, teaching and learning of the VCE Chemistry
- VCAA - Planning for assessment in VCE Psychology, Online. This webinar will support teachers to assess students' satisfactory completion of Outcomes in Units 1-4 of Psychology, as well strategies to assess levels of achievement in Units 3 and 4 of VCE Psychology
- FAST FORWARD: Meet the Maker and Distributor, Webinar. Participants will gain exclusive access to different short films across two different sessions with an in depth panel discussion between film-makers and festival programmers. Following the discussions, there will also be a live student Q & A session with the panelists.

- VIT Mentor sessions, online. How to support graduates with their VIT registration and process
- VCAA Data service and adjusted scores
- CDES Psychology Teacher's Conference, Online
- VCE Legal Studies Teacher's Toolkit PD, Webinar. Unit 3 session to review the exam and look at the year ahead. Focus on contemporary sources, which is a component of the course, and techniques for skill development
- Indigenous Perspectives, Warrnambool College. Local indigenous elders, artists and education officers will present a range of seminars to staff regarding local indigenous cultural heritage and embedding indigenous perspectives in the curriculum and teaching and learning
- Otway Region Laboratory Technicians Annual Meeting, Lorne P-12 College
- VCAA PD. Study score and statistical moderation
- VCTA reviewing the 2020 Legal Studies exam, Webinar. Review of the 2020 Legal Studies 3-4 exam with examiner Lisa Filippin.
- Regional Career Network Meeting, SW TAFE Warrnambool
- Career education: every teacher has a role, Online. In this Insights webinar Professor Tristram Hooley will discuss how all teachers can support young people to think about and develop their careers, and ways to embed career learning in your subject/s
- CECV Work Cover 101, Online
- Digging Deeper - Principles for grazing that cover crop, Barongarook. Conference involving professionals in the industry on regenerative agriculture and grazing to suit a number of farming systems
- Improving Literacy in the Secondary Years, Ballarat
- VIT Effective Mentoring Program EMP, Online
- VCE Legal Studies Teacher's Toolkit PD, Webinar
- Responding to Student Disclosures of Family Violence Intensive, Online
- UpStart Program info session, Webinar
- Youth Mental Health - Course, Killara Centre - Camperdown
- ICan Breakfast, Warrnambool PS
- Faith in the Future: Pastor and Principal Forum, Ballarat
- Koori Court information session, School. The Koori Court in the Magistrates' Court of Victoria is designed for Aboriginal and Torres Strait Islanders who have taken responsibility and pleaded guilty to a criminal offence. It operates in a more informal way and has been developed to reflect cultural issues. Magistrate Rose Falla will talk about how Koori Court operates, why it was introduced and its importance in our justice system
- Cultural Perspectives Seminar 2, Warrnambool College. This is the second seminar in the Cultural Perspectives PD series at Warrnambool College. Local indigenous elders will

share knowledge and language and Aboriginal artist Emma Stenhouse will facilitate a workshop

- RRRR - Curriculum Program Overview - Secondary (4hrs), Online
- EAL Reporting Webinar, Online. Free online webinar from CEOB on reporting on the EAL continuum
- County Court PD - the courts and technology, Webinar, online. How are courts keeping up with technology, and how is technology incorporated into the court system, from the registry to the courtroom? Hear from a panel of judges in a session moderated by one of the Court's technology staff about how technology is being used in the Court, and how it can be applied in the future
- Year 12 English SAC preparation session
- SLAV Masterclass series 2021 - School library spaces - case studies (online), Mercy Regional College - McAuley campus
- KU Leuven ECSI intensive, Online
- ILSY Coaching Conversation, McAuley Campus/online
- Ten Characteristics of Prayer in the Recontextualising Catholic Dialogue School. Explanation, Online
- CSSS 2021 Conference, Virtual Conference
- VCAA Senior Secondary Certificate reform webinar, O'Keeffe Campus
- Mercy Education Business Managers Forum, Online
- The Power, Potential and Practice of Resilience - Maggie Farrar, Online
- Youth Mental Health First Aid Training, Warrnambool Lighthouse Theatre
- IEU PD - Dyslexia, Webinar
- TAE Academy - Certificate IV in Training and Assessment, Online
- Seasons for Growth Training, ZOOM
- Tribal School Edge Accounts Receivable Refresher, Online
- FAITH IN THE FUTURE: As we celebrate 200 years of Catholic Education in Australia, we invite you to join our Faith in the Future Conference, where we will explore faith education today and into the future. Over this two-day conference, keynote speakers Rev Dr Kevin Lenehan, Prof Mary Coloe pbvm and Dr Emmanuel Nathan will provide invaluable insights into the future of RE and faith education in our Catholic schools
- The proposed VCE English study design and what it means for curriculum planning at Years 7-10, Online
- Consent Education through the Fullness of Life S&S, Online
- Consideration of Educational Disadvantage (CED) for VASS Administrators, Online Webinar
- Vocational Specialisation Curriculum Webinar 2, Online
- HHD Teacher Exam Preparation, Webinar

- 2021 VCE Media School-assessed Task Moderation Webinar, Online
- CECV Panel - Positive Gender R'Ships and Sexual Consent, Online
- Grants Toolkit Webinar, Online.
- Mercy Education - MEL Leadership Day & Mass, Online
- Legal Studies revision lecture, Online
- MTLC Maths Master Class - Creating problem-solving lessons based on relevant community contexts, Webinar
- The Science of Language and Reading - The Secondary Perspective, Online
- Sexual consent, sexting, and the law - Professional learning, Online
- VCAA VCE Principal 's Update, Camperdown
- Mercy Education: Faith and Mission Seminar, Online
- Stephanie Alexander Kitchen Secondary PD, Online
- MRC Leadership : Making a Difference Planning, MRC
- ASSIST Training, Ballarat
- This initiative is funded by the Multi-Agency Support Team MAST - a Victorian State Governments Justice and Community Safety, Youth Crime Prevention Project in Ballarat
- Teaching VCE History in 2022,Online
- Chemistry November Lecture Series, Online
- Recontextualising Pedagogy National Conference, Moved Online
- Chemistry November Lecture Series, Online via Zoom
- VCAL Induction 2021 - Literacy Skills, Webinar
- VCAL Induction - Personal Development Skills, Online
- VCAL Induction - Numeracy, Online
- Active learning strategies for the revised VCE Biology study design 2022-2026,Online.
- CPR & First Aid Training
- Middle Leaders - Making a Difference

Number of teachers who participated in PL in 2021

60

Average expenditure per teacher for PL

\$491

TEACHER SATISFACTION

Results from our School Improvement Teacher Survey as follows:

Scale for Survey is 1 - Not at All to 7 - All the Time

- Average response for Teachers feeling positive at school was 5.1

- Average response for Teachers feeling stressed at School was 3.5
- Average response for Teachers feeling depressed at School was 2.2

Scale for Survey is 1 - Strongly Disagree to 5 - Strongly Agree

- Average response to 'There is good communication between staff and leaders in this school' was 3.5
- Average response to 'The leaders in this school can be relied upon when things get tough' was 4.1
- Average response to 'The school's leaders have a good understanding of the challenges which occur at my school' was 3.6
- Average response to 'I am always clear about what others in this school expect of me' was 3.5
- Average response to 'I am clear about my professional responsibilities' was 4.2
- Average response to 'There is good teamwork in this school' was 3.7
- Average response to 'Staff frequently discuss and share teaching methods and strategies with each other' was 3.8
- Average response to 'The staff are committed to the school's goals and values' was 3.8
- Average response to 'I am encouraged in my work by praise, thanks or other recognition' was 3.6
- Average response to 'I receive regular feedback from a range of sources about my performance in this school' was 2.7
- Average response to 'There are opportunities in this school for developing new skills' was 3.7
- Average response to 'Staff in this school experience a lot of stress' was 3
- Average response to 'The rules and sanctions relating to discipline in this school are well understood by staff and students' was 3.7
- Average response to 'Students are treated with respect in this school' was 4.4
- Average response to 'Students are generally well-behaved in this school' was 4.1
- Average response to 'Students in this school are always focused on school improvement' was 3.6
- Average response to 'Students at this school are really motivated to learn' was 2.7
- Average response to 'Teaching practice in this school engages students in their learning' was 3.3
- Average response to 'The staff in this school collaborate effectively with parents to optimise the learning of students' was 3.2
- Average response to 'The curriculum in this school is well planned' was 3.4
- Average response to 'Teaching at a Catholic school is very important to me' was 3.9
- Average response to 'This school provides opportunities for me to show compassion to others' was 4.5

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	17.1%
Graduate	39.0%
Graduate Certificate	9.8%
Bachelor Degree	78.0%
Advanced Diploma	7.3%
No Qualifications Listed	14.6%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	46.0
Teaching Staff (FTE)	35.7
Non-Teaching Staff (Headcount)	38.0
Non-Teaching Staff (FTE)	30.9
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

To improve student engagement, feelings of success and achievement of learning growth through the development, adaptation and creation of meaningful learning programs with particular focus on the academic learning program at Years 9 and 10, as well as enhancing Social Emotional Learning for all students.

Achievements

Continuation of Remote Learning

The school continued to reflect on and review the Remote Learning experience from 2020 and identified what worked best for our students & staff. It was short explicit instruction, with modelled examples and guided independent learning tasks. Adjustments were made. As Remote Learning continued, our Learning team developed an in-house Professional Learning platform within Google Classroom. It was a space for staff to share and support each other.

We developed clear and explicit expectations around student participation and engagement and produced easy to read info-graphics for students and families to refer to.

REMOTE LEARNING 4.0

Class Times



Homeroom 9.05 - 9.10 am	Google meet with your Homeroom teacher to check in. Check Google Classroom, Simon and emails.
Period 1 9.10 - 10.00 am	Open up your Google Classroom for Lesson 1. Check for Google Meet and teacher instructions. Email or ask questions about the tasks you need to do. Work on tasks allocated by the teacher. You may be using your textbooks or other materials in addition to digital resources.
Period 2 10.00 - 10.50 am	If double lesson: keep working, and check back in or email your teacher if you need help. Check feedback in any Google documents you are working on. If single lesson: open up your Google Classroom for Lesson 2. Check messages in the Stream and on Google Meet. Work on tasks allocated by the teacher.
Recess 10.50 - 11.15 am	Take a break! Be active, eat healthy food and drink plenty of water.
Period 3 11.15 - 12.05 pm	Open up your Google Classroom for Lesson 3. Work on tasks allocated by the teacher. Refer to notes for Lesson 1.
Period 4 12.05 - 12.55 pm	Continue with the double lesson or begin Lesson 4.
Lunch 12.55 - 1.30 pm	Take a break! Get moving, go outside, have a healthy lunch, drink plenty of water, and chat with your friends.
Period 5 1.30 - 2.20 pm	Open up your Google Classroom for Lesson 5. Work on tasks allocated by the teacher. Refer to notes for Lesson 1.
Period 6 2.20 - 3.10 pm	Continue with the double lesson or begin Lesson 6.
After School	Use this time to practice skills - work on Maths Pathway, Edrolo (VCE), Stile, Oxford; complete writing tasks, read new books, watch a film or documentary (use Mercy Media via Simon), cook for your family, create some art, practice PE skills, etc.

REMOTE LEARNING

Student Guide



Keep your routine

Follow your normal school timetable for most classes - your subject teachers will be available at the normal scheduled times.

Check Google Classroom, Simon and emails regularly. Turn notifications on for Google Classroom.

Attend, as much as possible, the Google Meet sessions offered by your teacher/s.

Submit tasks and assignments in accordance with due dates, where possible.



Set up your learning space

Choose a comfortable and quiet space to work, with your textbooks, workbooks, handouts & computer. Make sure your laptop is charged and connected to WiFi if possible.

Keep your phone out of sight - this will help your concentration.

Ensure that you dress and behave appropriately whilst working online and in Google Meet sessions.



Maintain balance

Ensure your own social and emotional balance by keeping healthy habits.

Go for a walk (if possible), read, draw, write, play games, cook dinner, keep in touch with your friends.



Ask for support

Be aware that students can access assistance in various ways: technical support from the school's IT team, emotional support, learning support as per contacts below.

Who to contact?

Subject specific questions >> Email relevant teacher

Technology issue/request >> Email daniel@mercy.vic.edu.au or leigh@mercy.vic.edu.au

Wellbeing issue/query >> Email your Community Leader - Ms Stephens, Ms Rix or Mr Baker, College Pastoral Worker - Ms Suhan - at ssuhan@mercy.vic.edu.au, College Wellbeing Support Worker - Mr Crane - at mcrane@mercy.vic.edu.au or College Learning Diversity Leader - Mrs Walsh - at cwalsh@mercy.vic.edu.au

Remember to check your email and SIMON for the latest updates on Remote Learning.

Curriculum Review and new subject offerings at Year 10

In efforts to enhance learning engagement in Year 10, a curriculum review resulted in a suite of new elective offerings. For the first time in 2021, students were able to select from the following subjects:

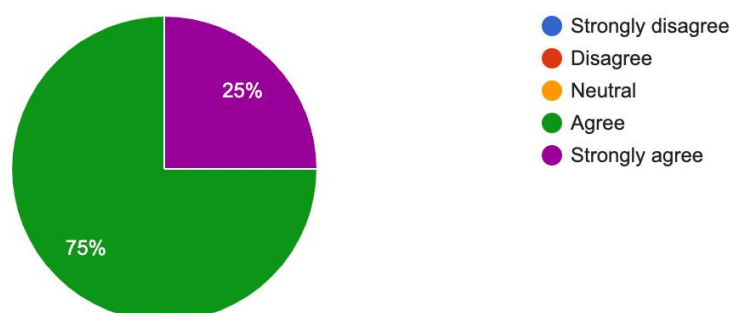
- Paddock to Plate

- Good Foods, Great Health
- People and the Environment
- Ancient History
- \$20 Boss
- Holocaust Studies
- Energy for Exercise
- STEAM
- Ag in Focus
- Analytical Problem Solving
- Introduction to English Literature

A review of these subjects undertaken at the end of 2021, found that students were able to find greater meaning and purpose in their learning, experience choice and enhanced motivation and made concrete links between what they were learning in class and the real world.

I was excited to develop my learning and explore new ideas and topics in this class

12 responses



ILSY

Project

In 2021, key Mercy teachers participated in the Improving Literacy in the Secondary Years (ILSY) project. A partnership between DOBCEL and leading literacy and leadership experts from The University of Melbourne, ILSY aims to improve student learning outcomes through a whole school approach to disciplinary literacy. Participants engaged in a series of face-to-face and online workshops, team coaching and action learning to build disciplinary literacy practices in their own schools.

The initial goal of the team was to focus on improving speaking and listening (having constructive conversations around learning) in the classroom. The move to yet another prolonged period of remote learning, prompted the team to re-think their goals. It was decided to focus on low stakes writing in Science. Anecdotally teachers reported that students experienced difficulty with extended responses, characterised by poor use of subject specific vocabulary, articulating responses with additional information and connecting ideas. Science teachers in Year 8 engaged in explicit teaching around having students explain scientific concepts in writing in a way that a 7-year-old would understand. The team also led a whole school staff professional development workshop in term 3 that aimed to build a culture of literacy as being central to every teacher's

work. Staff were encouraged to choose one of these areas to focus on in their own classroom practice:

- Writing: Building a habit of low-stakes writing among staff & students
- Speaking: Fostering a dialogic classroom
- Reading: Developing a culture of reading at Mercy

A review of the school's participation in ILSY at the end of 2021 found that the second year of the program needs to ensure that learning outcomes are more explicit and measurable and that efforts can be scaled up across the school.

NCCD Mentoring and Universal Design for Learning

In 2022, a staff member was given time and support to implement professional learning for staff to enhance their efficacy in supporting diverse learners. This project broadly included supporting staff to make necessary adjustments and modifications for students receiving NCCD funding and to adequately document these adjustments. The teacher facilitated whole-staff professional learning and small group/individual mentoring

Achievements include:

- Completed NCCD modules at the beginning of the year.
- Completed a staff survey to gauge understanding around Learning Diversity & NCCD
- Implemented an Action Plan to address needs identified by the staff survey:
- Education on levels of adjustments (QDTP, Supplementary, Substantial, Extensive)
- Education on categories of disability (cognitive, sensory, physical and social/emotional)
- NCCD Entry guide created and distributed
- Mentor meetings
- Staff training completed on using S.M.A.R.T goals in PLPs
- I.C.T Apps and literature on catering to diverse learners distributed to teachers
- Introduction to Universal Design for Learning (UDL) with a focus on the principle of 'ENGAGEMENT'
- Teachers sharing UDL principles in their teaching and learning practices at Learning Diversity workshops
- NCCD time allocated several times per term
- Learning Diversity Meetings and workshops held this year
- Articles in the school newsletter
- Presence at our info nights with display board
- Teacher handbook being finalised. This will be shared at the beginning of next year
- NCCD funding % growth in 2021
- Rebranding of Learning Diversity on SIMON

Work undertaken on UDL (Universal Design for Learning) as a learning design tool to enable all teachers to ensure that their units and lessons are meeting the needs of all learners was also introduced. A review completed at the beginning of 2022 showed that the NCCD mentoring was highly effective in supporting the NDDC process at Mercy but the UDL as a learning design framework needed much more development on a whole school level. The Leadership Team have decided that, in light of the 2022 AAP Goals around a new mission and vision for learning and teaching, we would need to revisit a suitable pedagogical framework that would enable our new vision to come to life. This will be picked up again in late 2022.

NCCD GUIDE FOR TEACHERS

Supporting students of concern in the classroom and evidencing this is a teacher's legal obligation under the Disability Discrimination Act 1992 (DDA), and the Disability Standards for Education (2005).

Guidance on Adjustment Level Selection

Quality Differentiated Teaching Practice, Supplementary, Substantial or Extensive?
Click on the link below to guide you on which level of adjustment and then bookmark it on your MAC.

[Click to view the NCCD Endorsed Levels of Adjustment](#)

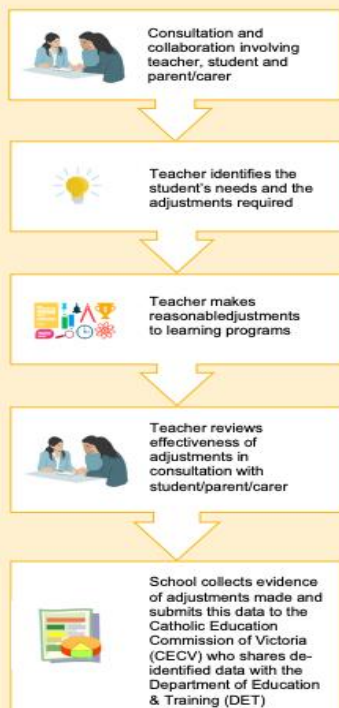
Steps

- 1 Identify student who needs extra support
- 2 Make entry on NCCD Portal
- 3 Choose between 'Parent contact' or 'Type of Adjustment'
- 4 Enter evidence of adjustments made
- 5 Upload any 'paper' evidence you have.
(This can also be given to Claire Walsh as a hard copy)
- 6 Follow the MRC Students of Concern process

[Click to view the MRC Students of Concern process](#)



The Nationally Consistent Collection of Data Process



Tutor Learning Initiative

The Tutor Learning Initiative is designed to support students whose learning has been disrupted as a result of the COVID-19 pandemic. Schools were provided with funding to engage tutors to provide targeted teaching to students identified as needing support. Mercy Regional College leaders used schools ACER data to target students in Junior, Middle and Senior School with support in English/Literacy and Mathematics. Five tutors were engaged at various times throughout the year. Junior and Middle school students were selected and worked with students in small groups on targeted areas of practice. Senior school students in need of support were provided with tutoring opportunities on Wednesday afternoons and after school. At junior school, the tutors worked on specific skill gaps for a period of time using pre and post testing. Feedback was provided on SIMON to engage and inform parents of progress. In Middle school, students worked on vocab extension and written expression and in Senior school the focus was on critical thinking, consolidating classwork and preparation for SACs and exams.

MERCY Social and Emotional Learning Programs

A renewed pastoral care program of Social and Emotional Learning for all students from Years 7 to 12.

Development of the MERCY (Mindfulness, Empathy, Resilience, Care, You) program in the school through the inclusion of components of Resilience Project, Respectful Relationships and Positive Education.

Enhanced VET Offerings

In 2021, Mercy extended the number VET subjects being offered on site:

- Certificate III in Allied Health - new in 2021
- Certificate II in Building and Construction
- Certificate II in Hospitality & Kitchen Operations
- Certificate II in Furnishing

STUDENT LEARNING OUTCOMES

NAPLAN 2021

2021			
Year 9	State Mean	School Mean	School Spread
Reading	584	578	504-661
Writing	554	552	478-620
Spelling	586	581	490-663
G&P	583	572	482-654
Numeracy	593	583	523-638
Year 7	State Mean	School Mean	School Spread
Reading	552	533	468-619
Writing	529	507	438-582
Spelling	552	532	450-622
G&P	539	529	438-608
Numeracy	559	540	456-624

WORTH CELEBRATING:

- 30% of Year 9s experienced high growth in reading (state average 25%)
- 31% of Year 9s experienced high growth in spelling
- Writing growth from Year to 7 to 9 is relative the state
- Numeracy growth rates have increased for the middle bands

INTERESTING TO NOTE:

- Growth data over time is flat graphically – MRC has not seen any significant changes in data over the last 5 years
- Reading has been a targeted area of intervention in the last few years – this is evident in the growth data

OPPORTUNITIES FOR GROWTH:

- Overall mean scores are slightly below the state (though not always statistically significant)
- Opportunities for growth particularly in Numeracy and Writing
- Lift the bottom and the middle bands
- Provide enhanced opportunities for higher achieving students

Percentage of students making above average progress



The table below shows the percentage of students at the school who achieved above average progress, compared to students of a similar background and who had the same starting score on their previous NAPLAN test.

Year 7-9							Submit
	2012-2014	2013-2015	2014-2016	2015-2017	2016-2018	2017-2019	2019-2021
Reading	44	48	52	50	50	53	53
Writing	60	57	54	53	53	53	46
Numeracy	48	48	41	43	48	54	39

^{NB} In 2020 education ministers decided that NAPLAN testing would not proceed that year due to the COVID-19 pandemic.

Interpreting the table

Selected school's average when compared to students with the same starting score and similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

State Averages		Mercy Regional College Results	
45+	2%	45+	0
40+	9%	40+	1.4%
35+	26%	35+	6.6%
30+	53%	30+	26.8%
25+	78%	25+	58%
20+	93%	20+	87.5%

ATAR Rankings	No. of Students	Percentage of Students
90 - 100	0	0
80 - 89	1	2.85%
70 - 79	6	17%
60 - 69	9	25.7%
50 - 59	6	17%
40 - 49	7	20%
30 - 39	3	
20 - 29	3	8.5%

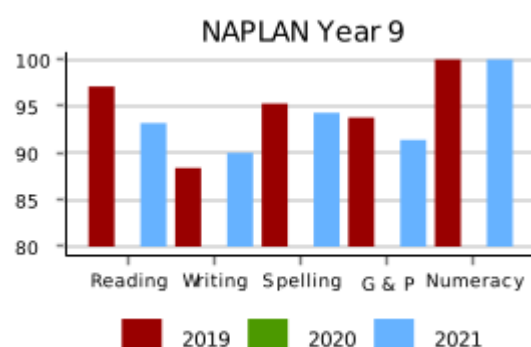
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	582.7
Year 9 Numeracy	579.8
Year 9 Reading	580.3
Year 9 Spelling	587.3
Year 9 Writing	547.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	93.8	-	-	94.4	-
YR 07 Numeracy	98.8	-	-	97.2	-
YR 07 Reading	98.8	-	-	98.6	-
YR 07 Spelling	96.3	-	-	94.4	-
YR 07 Writing	87.8	-	-	91.4	-
YR 09 Grammar & Punctuation	93.8	-	-	91.4	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	97.1	-	-	93.2	-
YR 09 Spelling	95.3	-	-	94.3	-
YR 09 Writing	88.4	-	-	90.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Wellbeing

Goals & Intended Outcomes

Through the Mercy tradition, we commit ourselves to caring for each other.

We will endeavour to:

- Support students and their families upon returning from Remote Learning
- Build on the implementation of the Positive Behaviour management program
- Consolidate student voice and agency
- Continue to grow the M.E.R.C.Y class and wellbeing program building on a curriculum based around Positive Education, Resilience Project and Respectful Relationships. The implementation of these programs respond to current student community issues that may arise throughout the year

Achievements

CANCELLATION - TEEN MENTAL HEALTH FIRST AID

2021 was the first year that TMHFA was unable to be offered for our Year 10 students. Again, funding was secured but will be used for the 2022 course. The course teaches our students how to provide mental health first aid to support their friends. The course has been developed in response to research indicating that young people have a preference for sharing problems with peers. Students will be equipped with skills and knowledge to help them address mental health challenges faced by teens. 2021 Year 10 students will now complete this course in 2022, Term 2.

LIVING WITH TEENS

It is with much gratitude that we can say Helen Diamond has been able to visit our community. Helen shared with us some understanding of the developmental changes that occur in the brain of the teenagers in our lives and community and the ways we can connect with them and assist in their journeys as they navigate a need for greater independence. One of the key take-aways from the evening was that when children are young, parents / carers take on the roll as boss, being the organisers and leaders of their child's life, but as they transition into their teens, parents/carers can start to take on a consultant roll in their teen's life, providing support and guidance.

MICHAEL CARR-GREGG

Michael Carr-Gregg joined our community with an opportunity to further understand and support young people and their mental health. He spent this time speaking on a recent article he had written. This article was quite hard hitting with some of the data around young people's mental health needs and the pandemic; however, he also shares things we can focus on. These are:

- Choosing our battles with the young people in our lives; suggesting we focus on health & safety, rather than tidy bedrooms.

- Placing the focus on the young person's wellbeing, although education remains important. Encouraging us to place our attention on the things that can be controlled, such as sleep, diet, exercise and socialising/contact with friends.
- To see life as it is and looking at the positives, similar to what was mentioned last fortnight; each day reflecting on what went well and why.
- Remind our young people (and ourselves), that whilst we are unable to choose what happens we can choose our response.
- Help to keep our thinking hopeful and positive.
- Lastly, but extremely important, is the point to take care of yourself as a caregiver and support. It is vital that we keep as well as we are able, so we can be there and able to care for others.

POSITIVE BEHAVIOUR PROGRAM

Lunchtime behaviour reflection sessions continued into the 2021 school year. This is based around Restorative Practice and was used throughout the program to ensure personal student growth in their social/emotional behaviour. This system supported both staff and students by developing student engagement and positive relationships between all students and staff. It allowed opportunities for students to reflect on their behaviour with the support of staff. The Positive Behaviour Program has supported young people in their transition back into school structure as they have moved away from remote learning in the home setting.

CHILD SAFETY COMMITTEE

The Child safety committee (representatives of both MRC and St Patrick's) was to meet once a month to discuss any child safety matters that may arise and have effect on each other's schools. It was imperative that both schools came together to discuss issues of concerns shared by both parties. The committee members are the Principals of Mercy Regional College and St Patrick's Primary School and Mercy Regional Colleges Acting Assistant Principal and St Patrick's Primary School Assistant Principal. These meetings were sporadic and occurred infrequently due to COVID-19. There were not as many issues concerning both schools due to remote learning. Often phone calls and incidental conversations took place instead.

STAFF WELLBEING

Throughout remote learning, staff were once again supported by leadership team buddies. Contact was made with our staff to ensure a strong connection with school continued even during time away from the physical environment of school. Visits were also made to all staff during remote learning by one of the leadership team members. Staff also had the opportunity in remote learning to join in on "Cuppa Tea and Talk" sessions on Thursday afternoons. This was an opportunity for staff to connect with each other online. The idea was to make a cup of tea/coffee, jump online and chat/debrief with colleagues and keep connected with one another. RUOK? Day was also used to offer staff the chance to switch off, go for a walk (around several areas) and take time for themselves as well as supporting each other.

Upon the return to on-site, we ran an afternoon for staff to reflect on their own health and the effects of returning to school had on them both personally and professionally. This was run by our school Chaplain and Councillor. This allowed us a chance to listen to staff and commence working on a pathway for 2022 that would help support our staff.

M.E.R.C.Y (Mindfulness, Empathy, Resilience, Care, You)

Throughout the year we developed and planned a MERCY pastoral care program that included programs such as Resilience Project, Respectful Relationships and Positive Education for 2021. This program has been designed with content in the current program and further developed with a focus on respectful relationships. Staff have access to a program from Year 7-12 that have varied themes to assist with the wellbeing of our students. This program will be completed with a school diary from Year 7-9 that will include lessons from the Resilience Program to complete the MERCY lessons.

VALUE ADDED

A selection of Staff Wellbeing programs offered during the year:

- Mercy Regional College staff induction programs
- Celebrating milestones within the staff as well as taking time to remember those who have passed away.
- MRC RUOK? day activities/Diversity Days
- Workplace Mental Health First Aid course
- Various staff activities such as staff challenges, staff appreciation activities and social gatherings
- Remote learning staff support program
- Trauma workshop lead by College Social Worker

A selection of Parent Wellbeing programs offered during the year:

- Junior school - Welcome evening
- Access to Wellbeing information and e-safety information on the Mercy website, giving parents up-to-date information as well as after hour phone numbers they may need.
- Regular information on college newsletter
- Access to information via Google Meet and virtual presentations
- Acknowledgement Days
- Michael Carr-Gregg presentation
- Living with Teens presentation

A selection of Student Wellbeing programs offered during the year:

- Year 7 Camp

- Year 8 Camp
- Year 11 Road safety presentation
- Year 9 Camp - Halls Gap replaced the Melbourne Experience
- Year 11 Job Camp (held at School) & single day Melbourne University/TAFE excursion
- Year 12 Retreat
- Resilience Project Lessons
- Positive Education Lessons
- Mental health presentations from Wellways
- Presentation from Legal Aid - Online laws
- Presentation for Year 11 students from Headspace and DARE
- RUOK? Day
- Bullying No Way Day
- The Flip side - Targeting online behaviour (Years 7 to 10)
- Junior Boys and Girls Health Talks
- Funding and appointment of NSCP Chaplain (Pastoral Worker)

STUDENT SATISFACTION

Results from our School Improvement Student Survey as follows:

Scale for Survey is 1 - Strongly Disagree to 5 - Strongly Agree

- Average response for 'I feel good about being a student at this school' was 3.4
- Average response for 'My teachers provide help and support when it is needed' was 3.4
- Average response for 'My teachers put a lot of energy into teaching our class' was 3.4
- Average response for 'My teachers make learning interesting' was 3
- Average response for 'I think I am generally successful at school' was 3.2
- Average response for 'Continuing or completing my education is important to me' was 3.7
- Average response for 'I get on really well with most of my classmates' was 3.9
- Average response for 'I have been teased in an unpleasant way recently at my school' was 2
- Average response for 'The behaviour of some students in class makes it hard for me to do my work' was 2.8
- Average response for 'Being at a Catholic school is very important to me' was 2.1
- Average response for 'At this school I have the opportunity to learn about the Catholic faith' was 3.7

- Average response for 'Staff at this school always care about others' was 3.6
- Average response for 'This school provides opportunities for me to show compassion to others' was 3.4
- Average response for 'This school raises my awareness of social justice issues' was 3.2

STUDENT ATTENDANCE

Attendance rolls are kept for all classes and study periods. Parents of students who are absent are required to contact the College on the day of the absence by 9.00am via phone or PAM. Extended absences must be requested in writing to the Principal. Students who arrive late are required to sign in at reception. If a student is absent from school and no reason has been provided, this will necessitate a SMS message from the College. Parents are requested to respond to the SMS message with an explanation for the student's absence.

During periods of remote learning (due to COVID-19) there were times when roll marking shifted from face-to-face acknowledgement and moved towards students submitting tasks or a question online. This was an indication that students were in class and working; however, not always on a Google Meet.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	80.9%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.5%
Y08	91.0%
Y09	90.5%
Y10	90.1%
Overall average attendance	90.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	27.0
VCE Completion Rate	98.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	18.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	24.0%
Deferred	24.0%
Employment	21.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%

Child Safe Standards

Goals & Intended Outcomes

As a result of Ministerial Order No. 870, all schools (Catholic, Government and Independent) were required to respond to a number of Child Safe Standards - seven in total. The Catholic Education Office Ballarat provided all diocesan schools with significant support in this endeavour in the form of templates, workshops - in person and through videoconferencing - as well as the support of Education Consultants.

The second year of COVID-19 and continued remote learning highlighted the fact that MRC needs to continue to be vigilant and compliant around Child Safety and the digital classroom and world.

Achievements

Standard 1: Strategies to embed an organisational culture of child safety, including effective leadership arrangements

- College website includes a statement of commitment to child safety
- Acting Assistant Principal, Ben Brisbane, gave a presentation to all students about child safety and help seeking advice for any child abuse matters
- Formation of the e-safety committee
- Child Protection Officers - Berni Sinnott, Chadley Peerman (Terms 1-3) and Sharon Suhan
- Continuation of the Child Safety Standing Committee at Leadership level in collaboration with St Patrick's Primary School

Standard 2: A child safety policy or a statement of commitment to child safety in the school

- We have adopted and accepted a child safety policy (found on the school's website)
- We have developed and adopted a child-friendly version of the Child Safety Policy

Standard 3: A child safety Code of Conduct

- All staff sign the Code of Conduct annually
- All CRTs and Short Term contracts sign the Code of Conduct prior to commencing work at Mercy Regional College
- This Code is explained annually to all staff of the College

Standard 4: School staff selection, supervision & management practices for a child safe environment

- MRC is complying with the new CECV Guidelines on the Employment of Staff in Catholic Schools
- Include processes for advertising, a new teaching role description, reference checks, induction program
- A school register for contractors, cleaner and visitors to the College
- Staff Induction program, outlining of Child Safety Policy and Staff Code of Conduct
- Relevant staff and volunteers have current working with children checks

Standard 5: Procedures for responding to and reporting allegations of expected abuse.

- Processes as recommended by CEBallarat
- Complaints Policy is available for staff
- Staff informed of child safety procedures at a Staff Meeting in Term 1
- Key to these is a new 'PROTECT' document developed across systems
- The students have access to information, support and complaints processes
- Students are made aware of the online environments and the physical environment available to promote child safety and wellbeing

Standard 6: Strategies to identify and reduce or remove risks of child abuse

- A risk management strategy has been introduced that identifies risks to children and to grade & allow action on these risks in a timely manner
- Risk management strategies in place to prevent abuse
- Recognising indicators of harm and responding effectively to child safety
- The formation of the Child Safety Committee
- Staff complete a mandatory reporting online module annually
- The College makes a public commitment to child safety

Standard 7: Strategies to promote child empowerment and participation

- Mercy Regional College has a range of pre-existing programs, policies and resources that already act to facilitate this standard
- Students are invited to the opportunity to participate in the Student Voice Committee at the College
- Students ability to express culture and enjoy their cultural rights is encouraged and actively supported
- The College is involved in The Healthier Achievement Program which helps create a healthier environment for working and learning.