



# 2024

## Annual Report to the School Community



### Mercy Regional College

Henderson Street, CAMPERDOWN 3260

Principal: Sharon Gillett

Web: [www.mercy.vic.edu.au](http://www.mercy.vic.edu.au)

Registration: 690, E Number: E2033

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## Principal's Attestation

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I, Sharon Gillett, attest that Mercy Regional College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 31 Mar 2025

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## About this report

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Mercy Regional College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and State Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

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## Vision and Mission

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Inspired by faith and our Catholic heritage, we nurture growth through purposeful and empowering learning.

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## College Overview

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### 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 353 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 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 community, inclusiveness, respect and excellence.

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.

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## Principal's Report

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We commenced the year with the launch of our new Vision and Mission, Mercy Core Values, and school mantra, as well as a community-developed Reconciliation Action Plan (RAP) and Vision for Learning. These foundational documents unify the school community by clearly defining our purpose, values, and educational goals. The Vision and Mission outline the school's aspirations, while the Mercy Core Values and school mantra foster a shared identity and positive culture. The RAP commits the school to inclusivity and respect for Indigenous perspectives, and the Vision for Learning guides teaching and learning practices. Together, they support a cohesive, inclusive environment focused on personal growth, shared values, and academic success.

Our focus this year has been driven by the student-crafted theme of "Harmony in Community, Excellence Within," inspired by the motivating words of Catherine McAuley RSM: "We must strive to do ordinary things extraordinarily well." Our student leaders have worked tirelessly to bring this theme to life through all school events and activities. Their outstanding effort to raise awareness and much-needed research funds for the Breast Cancer Network Australia was a sign of support and respect for staff members Kym Penry and Jude Murfitt after their diagnoses early in the year. It was inspiring to see these young leaders working together to bring about positive change.

The Mercy spirit of service to community was again recognised at our Spirit of Mercy Alumni awards with 8 most worthy recipients. This year we also recognised the service of both former and current staff of our school by commemorating milestone years of service from 15 years through to more than 43 years.

I recognise the work of our Catholic Identity Team who initiated the formation of MRCs MADJAM (Mercy Students Making a Difference: Justice and Mercy) student group. This group was most active across both campuses planning and leading social and ecological justice initiatives.

As part of our work for school improvement, our teachers immersed themselves in new learning facilitated by their colleagues on the Science of Learning, the interdisciplinary study of how people acquire, retain, and apply knowledge. It draws from neuroscience, psychology, and education to understand how the brain processes information and how environmental and cognitive factors influence learning. Together they explored strategies that enhance memory, problem-solving, and critical thinking, focusing on effective teaching methods, motivation, feedback, and learning environments. By applying insights from the science of learning, our teachers can create evidence-based practices that improve student engagement, comprehension, and retention, leading to more effective and equitable



education outcomes. Our English teaching team continued their work on the English Curriculum Project which is bringing about sustained improvement in English learning.

This year was the first year of MRCs involvement in the competitive Ballarat Associated Sports (BAS) competition. Mercy was represented in Open Girls Netball and Boys Football. Our boys were most successful, finishing Premiers in the Division 2 Football defeating Damascus College in the Grand Final. Our girls played out a very competitive season and are looking forward to 2025. I am most grateful to our volunteer football coach, former parent Wayne Roberston who gave his time to work with our boys. Our Boys Football will compete in the Division 1 competition in 2025.

Our Annual Car Raffle was once again well supported by our extended community. We were very excited to finally be able to share the purchase of our MRC Coffee Trailer which was purchased with the proceeds from our 2023 raffle. We know this will be a great asset to learning particularly for our VCE-VM class who create their own small business utilising their barista skills.

We welcomed to our Mercy community many new staff. A point of difference this year was the arrival of new teachers as part of a new DOBCEL supported international teacher recruitment initiative. Ms Sarah Gilchrist joined our English teaching team from Wexford in Ireland and Mrs Laura Flanagan joined us from Texas to teach Music, Humanities and Religious Education at our O'Keeffe campus. Laura is concurrently studying a PhD in Music of South West Victoria. Our community is certainly richer and more diverse from their presence and their experience and expertise is making a positive contribution to our learning programs.

2024 sees us bid a fond farewell to two long serving members of our teaching community Joanne Saunders (19 years of service) and Fiona Sargeant (20 years of service), both who will commence 2025 with long service leave before embarking on retirement journeys. We are indebted to them both for their commitment and service. Their positive contribution to the lives of our young people and life of our school will be greatly missed and fondly remembered.

It continues to be my great privilege and pleasure to reflect on our school year as Principal of Mercy Regional College.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- To continue to recontextualise our Catholic Identity
- To lead, participate in and act for social and ecological justice, community outreach and sustainability
- To engage our community in meaningful, faith filled experiences

### Achievements

#### Social Justice

The MADJAM (Making A Difference: Justice And Mercy) Group met every fortnight on each campus to collaborate, plan, and execute various social and eco-justice initiatives. They were central in driving programmes around our fundraising events as well as raising concerns for our schools contribution to environmental changes. Key initiatives driven by the MADJAM group included: Close the Gap Day, ANZAC Memorial Services, Reconciliation Week, Refugee Week, Winter Woollies and Food Drive Appeal, Reduction in Rubbish Campaign, Project Compassion, Laudato Si' Week, and McAuley Family Services Awareness Activity. Overall, students were very engaged in their commitment to raising awareness and acting on their drive for social and environmental justice.

#### Winter Woollies

Our key fundraiser and initiative in Term 2 was for the Winter Woollies Appeal. On the last day of term, students wore their warm and woollie clothes and brought a gold coin donation for St Vinnie's Winter Appeal. In addition to this, in the final weeks, each homeroom was to collect a variety of non-perishable grocery items that were then donated to the Camperdown Community House Food Bank. This was the first time we have done this and it was received with great enthusiasm.

#### Retreats, Seminar Days and Faith Days

Our Retreat programme in 2024 included some new experiences as well as some familiar speakers.

Year 7 participated in their Retreat Day at the Noorat Recreation Reserve with Sam Clear from Walk4One. Sam's story is one of resilience and hope for unity. He walked 15,600km on foot through South America, Central America & North America, across Siberia by train, and on foot again from Moscow to the western most point of Spain. The first Year 7 Faith Days was the Special Person's Day where grandparents, elders and mentor figures were

welcomed to the O’Keeffe Campus to celebrate their relationship and wisdom with the Year 7 students. The second day took the Year 7s around local worship spaces to learn about how sacred spaces help and aid in the prayer life of the participants. We visited St Mark’s Benedictine Abbey, St Paul’s Anglican Church, and St Patrick’s Catholic Church. Students also utilised the VR headsets to experience some world famous cathedrals and mosques.

The Year 8 Retreat focused on social justice in the modern world. The guest speaker, Kristi Davidson from the Offspring Project, delivered an informative talk about her experience starting the enterprise to assist trafficked women in India. She also ran an activity with the students with sari scraps for students to make a key ring as a touchstone to remember the day and the learning. Due to the inclement weather, students were unable to complete the task of tree planting at the reserve.

The Year 9 Retreat focused on the need for mercy in our local and broader communities. The guest speaker for the day, Danni, was from the One Humanity Shower Bus based in Ballarat. Students made fleece blankets and collected toiletry donations for the guest speaker to return to the organisation. In the afternoon, students participated in a range of activities that were of service to our local community.

Luke S Kennedy was the key facilitator for our Year 10 Retreat Day. Luke’s experiences shone a light on the need to be true to ourselves and be careful of the masks that we wear.

Year 11s journeyed to St Mark’s Benedictine Abbey for their Retreat. The day was centred around modern ethical issues and what our response could be. Fr Matthew Jones and Sr Giovanna Danza were keynote speakers. Fr Matthew spoke about his experiences with refugees in Germany. Sr Giovanna spoke about her time as a prison chaplain. Both brought a level of lived wisdom that engaged students to think about their position.

Year 12 students began their year with a 2 night Retreat to Cave Hill creek. The time was spent coming together as a cohort to build a strong foundation for the year ahead. Year 12s also participated in Seminar Days to supplement their learning in Religious Education. The first Seminar Day included alumni speaking to them about their pathways. Sam Clear spoke about resilience and a drive for unity. Dr Ernesto Viliente who spoke about Oscar Romero: A Revolutionary Saint for Today’s Suffering World, and Rev Dr Elio Capra SDB explored “Jesus’ Revolution of Love in the parable of the Good Samaritan (Luke 10:25-37) through art and recontextualization”.

Some students were lucky enough to be selected to represent our college on the Seeds Regional Retreat in Anglesea. Being part of the broader Mercy Education community and working alongside like minded students, engages our students in broader learning experiences.

### **Masses & Liturgies**

As a school community we celebrated several masses and liturgies. These included our Staff Commencement Mass with our fellow HCSN schools, Commencement Mass at the beginning of Term 1 to welcome staff and students to the new academic year, our Feast Day - Our Lady Help of Christians in Term 2, and Our Lady of Mercy Mass in Term 3. Term 4 was especially busy with our Mass of Thanksgiving which concludes with a celebration of student achievements, and the Year 12 Graduation Mass held at St Thomas' Terang. Our staff year concluded with a celebration of the Mass in Timboon.

Many liturgies were held throughout the year to celebrate coming together for retreats, Ash Wednesday, ANZAC Day, Faith days, and Leader Investiture Ceremonies. As a community we have many opportunities to celebrate together and ground that celebration in our faith.

### **Feast Day**

Our Feast Day in 2024 was celebrated with a Mass at St Patrick's Church and followed by some lunch time activities. Year 12 students played against the Staff in an epic game of soccer. This was a thrilling game to watch with all the Year 12s taking on a role to make the most out of their school spirit.

### **Value Added**

#### **Display of School Prayer in Classrooms**

After the completion of our school prayer, these have been added to our school values and Mission, Vision and Motto in displays in all the classrooms. Having these on display allow staff and students to have each easily accessible and usable on a daily basis.

### **Staff Formation Day**

The Catholic Identity Professional Learning Day was held in August and coincided with the Year 12 Seminar day. As such, we were able to engage two world renowned experts to speak on their topics for each group. Dr Ernesto Viliente explored the life of Oscar Romero with both staff and students, highlighting how he was a "Revolutionary Saint for Today's Suffering World". Additionally, Rev Dr Elio Capra SDB delivered a workshop entitled: "Jesus' Revolution of Love in the parable of the Good Samaritan (Luke 10:25-37) through art and recontextualization". Staff were able to gain hours for these sessions for their Accreditation to teach in Catholic schools.

### **Days of Recognition**

As part of our cultural recognition program, we held events or distributed information on significant days of recognition. These days included: Ash Wednesday, St Patrick's Day, Close the Gap Day, the Lenten Period, ANZAC Day, Reconciliation Week, Refugee Week, All Saints Day, Remembrance Day, and Advent. The recognition of these events varied in style,

but included: distribution of information, activities, coming together to celebrate, and displays.

### **House Days**

Each house day was celebrated with the students of those houses. Students of each house now receive a donut in the colour of their house. Students were able to wear a 'touch of' colour to signify their house spirit on that day. Students report a lot of joy for their House Days.

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## Learning and Teaching

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### Goals & Intended Outcomes

- To develop MRC Behaviour and Engagement Norms for Learning (Running the Room)
- To introduce staff to an evidence based instructional model based on the Science of Learning.
- To review Year 9 / 10 structure and electives.
- To review grading and assessment processes to support data analytics.
- To continue Strive for 25 - Year 12 English
- To continue the re-development of 7-10 courses using the writing frames and ECP materials
- To introduce MLT - Mercy Learning Time (built into Professional Calendar) - Science of Learning
- To continue to embed the PLC structure established in 2023
- To Introduce SIMON analytics.
- To enhance our identification, understanding and support of diverse learners through the PLC process and NCCD report run.

### Achievements

#### **MRC Behaviour and Engagement Norms for Learning (Running the Room)**

The Student Behaviour & Classroom Management conference unpacked current issues and presented school leaders with practical approaches to help teachers confidently lead classrooms and implement evidence-based classroom practices. This conference explored school-wide behavioural frameworks and intervention strategies, underpinned by behavioural science referencing successful school case studies.

Staff also attended workshops on practical and evidence-informed ways to build the best classroom habits, led by Tom Bennett, one of the world's leading voices in student behaviour and classroom management. Four Mercy staff including the Assistant Principals of Wellbeing and O'Keeffe Campus attended this training. A behaviour management framework has been designed at the junior campus called 'Running the Room' (based on the books of the same name). AP O'Keeffe Matt Irving led the team to develop a consistent framework of expectations for staff and students.

#### **Introduction to the Science of Learning**

In Semester 1, time was provided after school to focus on teacher professional learning on the fundamental principles of The Science of Learning (SoL). The learning was consolidated by a whole staff PL day with Teach Like a Champion. Sessions included:

- Introduction to Cognitive Load Theory
- The formation of memory and retrieval
- Cold Calling techniques
- Explicit Direct Instruction

### **Review of Year 9 / 10 structure and electives**

In addition to the Core Curriculum subjects, students in Year 9 and 10 are able to select 4 elective subjects each year. These electives are designed to introduce students to new ideas and subjects they may not have fully explored before as well as provide students with an opportunity to spend some additional time in areas of particular interest. Furthermore, Year 10 electives have been designed to offer an introduction to many of the subjects and ideas the students will encounter in their senior VCE and VCE VM studies, and therefore have 8 class periods a cycle rather than the 6 at Year 9.

A review of the year 9 & 10 electives was conducted. Consultation was carried out with key stakeholders to ensure that all voices were heard and considered. Consideration was given to:

- Number electives offered
- Number of lessons allocated to each elective
- Domains to which the electives are linked
- Academic rigour of the electives
- Opportunities for acceleration (VCE/VET)
- Pathway opportunities to VCE
- Pathway opportunities to employment
- The electives offered were updated to reflect the result of the review.

### **Review of 7-10 grading and assessment processes to support data analytics**

A Review of the Year 7 to 10 Grade Descriptors was conducted in order to ascertain if the 7 to 10 grading system was fit for purpose. It should be noted that the 7 to 10 grading system does not operate separate to or in isolation from many other systems within the college. Consideration was given to all aspects of education which work in conjunction with assessment. E.g. reporting, modes of assessment, domain needs, parental understanding, VELs, etc SIMON Analytics provides effective data when a numeric grade is used. Consultation with staff identified areas in our existing 7 to 10 Grade Descriptors that could be improved upon. These shortfalls in our existing 7 to 10 Grading system were considered, resulting in changes to our 7 to 10 Grading system for 2025. The following items will work in conjunction to form our 2025 Year 7 to 10 Grade Descriptors.

1. Combination of Grade Descriptors and Percentages. Both percentage and Grade descriptor are the first thing the student sees. Percentage allows students to see growth within each Grade Scale.

## 2. Grade Descriptors and associated Percentages

Proposed Grade Descriptor	Proposed Percentage
Exceptional	90-100
High Skilled	80 - 89
Skilled	75 - 79
High Proficient	70 - 74
Proficient	65 - 69
Low Proficient	60 - 64
High Developing	55 - 59
Developing	45 - 54
Requires Improvement	Below 45

Adding to our existing Grade Descriptors maintains the understanding that already exists within the key stakeholders.

## 3. Modified button on SIMON to be used to record variations to assessment:

Modified - Level at which the task is focused is reduced to suit the needs of the individual.

- The grade descriptor and percentage is assigned as a percentage of the modified task.
- When comparing percentage results from student to student consideration must be given to the level at which the student was assessed.

Accommodated - Focus level is 'at standard' however accommodations have been made to suit the learning style of the individual.

- The purpose of this note on a report is to inform of accommodations which were made to suit the learning style of the student without changing the level of the task.

Extended - Level at which the task is focused is extended to allow the student to demonstrate understanding one or more years ahead.

- The grade descriptor and percentage is assigned as a percentage of the extended task.
- This will mean that high achieving students will be challenged and their percentage scores should allow for them to demonstrate growth in the subject area.



Practical subjects have the option of using Word Descriptors without percentages for practical tasks which do not easily fit into a percentage grading system.

- Use of the word descriptors will be limited to a small subset of subjects and tasks as decided by the Learning Leaders Team.

### **Home Learning Program**

Mercy Regional College believes home learning is important to engage students in learning outside of the classroom. It carries the educational benefits of time management, organisation, rehearsal and reinforcement of learning, and an ability to think beyond what is taught in the classroom. Leadership worked with teachers to develop a set of home learning guidelines and processes to be used at the O'Keeffe campus in 2024 with the following purpose.

- Establish behaviour patterns involving work outside formal school time
- Establish a habit of revising or studying work on a regular basis to improve retention, conceptualisation, recall, and understanding
- Consolidate and extend learning
- Establish organisation skills which involve planning time to meet various commitments (personal, leisure, work deadlines, etc)
- Reinforce learning from that day's lesson
- Prepare students for assessments including tests and exams

### **Strive for 25 - Year 12 English**

In the second year of this project, Kirstin continued to work with Year 12 English students and teachers to maximise student learning outcomes and to provide expertise on the implementation of the new study design. Kirstin regularly presented to our students on the various texts and areas of study as well as exam preparation and supported our staff by preparing SACs and writing SAC essay prompts. Our external marker accurately ranked our students and provided detailed individual and cohort feedback. We also worked with the cohort on assisting them to understand the role and purpose of the GAT and how this may impact on their overall results. Data reveals that this cohort is on track to achieve results commensurate with the state average and a couple of students are also predicted to score over 40.

### **English Curriculum Project**

Kirstin Bourne continued this project into 2024 and coached our teachers in how to deliver a unit of work based on the principles of explicit, direct instruction (EDI). EDI approaches to instruction are characterised by carefully planned and sequenced lessons, clear and detailed instructions and modelling, and frequent and systematic monitoring of student progress and feedback to students. The students worked in booklets and returned to handwriting and tackled texts and literary ideas that were sophisticated and beyond anything that they thought

was possible. Our teachers noticed an improvement in student attention, effort and behaviour and students reported feeling proud of their work and as one student said, 'I can feel my writing getting better each day.'

Due to the success of this project, DOBCEL engaged Kirstin to do similar work with the other secondary schools across the diocese in the form of The English Curriculum Project (ECP). This work has now been scaled up and Kirstin worked with our 2024 junior school teachers to plan and adopt this approach in both 7 and 8 alongside a reading program. The DOBCEL work continues in 2025 with Mercy as the exemplar school working in this space.

### **Professional Learning Communities**

In 2023 we designed a Professional Learning Community process to support staff and student learning. Following a review of the process it was agreed that PLC structures in 2024 were best formed by Community groups and co-led by Community and Learning Leaders. Each PLP (Senior, Middle and Junior) met twice per term to interrogate student data in order to facilitate discussion, decision making and intervention.

### **Introduction to SIMON analytics.**

SIMON Analytics was added to our SIMON functionality to enable teaching teams to access real time data in one place. This has become a focus of the work undertaken in PLCs.

Identification, understanding and support of diverse learners through the PLC process and NCCD report run.

At the time of the last review, MRC was identified as being underrepresented in NCCD funding. Much has been done over the last 5 years to further identify students requiring additional support, documenting evidence and catering to diverse learners.

- Universal Design for Learning professional development
- Staff given special project time to support teachers to cater for diverse learners
- A range of strategies and means of gathering NCCD evidence and data
- Targeted tutoring and intervention programs from 7-10 using TLI funding.
- Dedicated ADHD coaching

In 2024 we used the SIMON report run system to screen for adjustments across the entire school. This data has led to us identifying a further 25 students for whom we will develop PLPs. Should we successfully gather the evidence for these students, this will lead to a significant increase in NCCD funding in 2025. TLI funding has now been allocated more formally to develop targeted intervention programs at Junior school (MacLit and Corrective Reading) and at 9 and 10 we have extra study periods and support allocated to students who miss classes due to VET and RIST. Intervention at 9 and 10 uses the Smart Lab online program. SIMON Analytics is now enabling us to triangulate our ACER, NAPLAN and teacher judgement data to develop more nuanced understandings of our learners and their

lagging skills. Tania Rowan, ADHD coach has also been contracted to Mercy to work with students and families on executive function skills and behaviour support. A new Learning Diversity POL has been created for 2025 and will be shared.

## Student Learning Outcomes

### NAPLAN 2024

NAPLAN testing in 2024 was conducted wholly online and Mercy Regional College was able to successfully test over 95% of students within the testing window. The new reporting scale was also introduced which does not enable growth data to be examined.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	551	74%
	Year 9	553	54%
Numeracy	Year 7	539	80%
	Year 9	576	76%
Reading	Year 7	549	86%
	Year 9	580	78%
Spelling	Year 7	540	84%
	Year 9	542	56%
Writing	Year 7	549	73%
	Year 9	572	68%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	27
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

<b>Post-School Destinations as at 2024</b>	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

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

We will endeavour to:

- 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. This will be a stand alone program designed at the end of 2024 for implementation in 2025. This will include consent labs, RRRR and positive education. The implementation of these programs respond to current student community issues that may arise throughout the year

### Achievements

#### **Breast cancer awareness fundraiser:**

At the beginning of the 2024 school year Mercy had two much loved staff members be diagnosed with Breast Cancer. This has been traumatic and devastating for our staff and our students.

Our Year 12 cohort banded together to put on a fundraiser to raise money for Breast Cancer foundation.

There were 18 young Year 12 students and one staff member that raised their hand to either shave their heads, shave their beard, cut their hair and have their legs wax. In a show of solidarity our students raised over \$30,000 for the cause. This was an incredible feat and extremely heartening to be part of.

#### **Do It For Dolly Day**

"Do It For Dolly Day 2024" is an annual event aimed at raising awareness about the impact of bullying and promoting kindness, compassion, and respect in schools and communities. The day is named in honour of Amy "Dolly" Everett, a young girl who tragically took her own life in 2018 due to bullying. Organised by Dolly's Dream, the event encourages people to wear blue, and create a fundraising event and spread positive messages to support anti-bullying initiatives and mental health awareness. This year painted nails blue, sold wristbands, made blue cookies and cupcakes selling them to raise money and enjoyed sharing lunch together to spread the gift of kindness.

## **Mercy Dip for Mental Health**

This is our third year running the Mercy Dip for Mental Health. This involves creating awareness for mental health and utilising Lake Bullen Merri. The research around the benefits of a cold plunge and how this can have added positive benefits to mental wellbeing. VM students organised and ran the morning involving invitations, catering, risk assessment, logistics, and promotion.

The morning involved a 10 minute plunge into Lake Bullen Merri at 7am in the morning, prior to heading for a bacon and egg roll and coffee/hot chocolate back at school to begin the day. Staff were involved either via donations cooking, dipping, driving buses, setting and packing up. Approx \$800 was raised for the Let's talk foundation which is locally based in Warrnambool.

## **Time and Space**

The Time and Space program, delivered by Bill Jennings, is designed to create meaningful conversations and connections between parents and their children, particularly during key transitional stages of adolescence. Through guided activities and structured discussions, the program provides a "time and space" for parents and their children to reflect, share, and strengthen their relationship. This year the focus was on fathers and father figures/mentors. It focuses on fostering open communication, building understanding, and deepening the bond between generations. The program typically encourages families to engage in important conversations about life, growth, and values.

## **Respect Cup**

The Respect Effect program, delivered in Year 9, is designed to educate students about the importance of respectful relationships, both in school and in their broader social lives. The program focuses on building empathy, understanding diversity, and promoting positive, respectful interactions. Through discussions, workshops, and activities, students explore topics such as consent, communication, conflict resolution, and the impact of harmful behaviors like bullying and discrimination. The goal is to help students develop the skills and mindset necessary to create and maintain respectful, healthy relationships in all aspects of their lives.

## **Bullying No Way!!**

"Bullying NO WAY Day for 2024" is an annual event dedicated to raising awareness and taking a stand against bullying in schools and communities. It aims to empower individuals to speak out against bullying, promote kindness, and foster a safe environment for everyone. The day typically involves various activities such as educational workshops, discussions, and campaigns to educate people about the impacts of bullying and encourage positive behaviours and inclusivity.

## **School Wide Positive Behaviour Program**

The School Wide Positive Behaviour (SWPB) program is a proactive, school-wide approach aimed at improving student behavior and creating a positive, inclusive learning environment. It focuses on teaching and reinforcing positive behaviours through clear expectations, consistent rewards, and consequences. The program involves all staff, students, and the school community working together to promote values such as respect, responsibility, and safety. Data is used to track behavior trends, address issues early, and ensure that interventions are tailored to the needs of individual students. The overall goal is to foster a positive school culture that enhances student engagement and well-being.

## **Running the Room - O'Keeffe campus**

"Running the Room" is a structure that focuses on managing classroom behaviour effectively and positively. It emphasises the importance of creating a calm, orderly environment where students can focus on learning. Staff utilise strategies in setting clear expectations, building routines, and maintaining consistency in managing both low-level disruptions and more challenging behaviors. This aims to establish authority and foster positive relationships with students, helping them succeed in a structured, respectful classroom environment.

## **Staff Wellbeing**

Staff wellbeing became a focus throughout the year, with a more explicit agenda to support the wellbeing of staff at Mercy. We felt burnout and stress were becoming a concern across both campuses. We engaged with Meg Durham (School of Wellbeing) who provided an interactive and informative PD for our staff.

## **Value Added**

### **A selection of Staff Wellbeing programs offered during the year:**

- Mercy Regional College staff induction programs
- Middle leaders coaching - Bern Nicholls
- Celebrating milestones within the staff (and Spirit of Mercy awards evening) as well as taking time to remember those who have passed away.
- MRC RUOK? day activities/Diversity Days
- Meg Durham workshop - School of Wellbeing PD
- Various staff activities such as staff challenges, staff appreciation activities and social gatherings

### **A selection of Parent Wellbeing programs offered during the year:**

- Junior school - Welcome evening
- School TV platform on website
- Week ahead document - Junior, Middle, Senior

- 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
- Time and Space evening

A selection of Student Wellbeing programs offered during the year:

- Year 7 Camp
- Year 8 Camp
- Year 11 Road safety presentation
- Year 9 Camp - 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
- Man Cave program - Year 8 boys
- P.A.R.T.Y program - Year 11's
- RUOK? Day
- Bullying No Way Day
- Mental Health Social Worker onsite at both campuses
- VANGUARD COACHING

## 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 **3.3**
- Average response for ***I feel I belong at this school*** was **3.2**
- Average response for ***My teachers provide help and support when it is needed*** was **3.5**
- Average response for ***My teachers understand how I learn*** was **3.0**
- Average response for ***My teachers put a lot of energy into teaching our class*** was **3.3**
- Average response for ***My teachers make learning interesting*** was **2.9**
- Average response for ***I think I am generally successful at school*** was **3.4**
- Average response for ***I get on really well with most of my classmates*** was **3.8**
- Average response for ***It's often hard to learn in class, because some students are really disruptive*** was **3.4**
- Average response for ***Being at a Catholic school is very important to me*** was **2.3**



- Average response for ***Students at this school always show respect to others*** was **2.9**

## 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, email 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. If no response received from the family, a follow up call is made.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	66.67

Average Student Attendance Rate by Year Level	
Y07	87.7
Y08	87.0
Y09	86.5
Y10	86.5
Overall average attendance	86.9

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## Leadership

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### Goals & Intended Outcomes

At Mercy Regional College, leadership is central to our Catholic mission and forms the foundation of our ministry. We cultivate a culture of shared leadership, collaboration, and positivity, fostering a unified sense of purpose and direction within our staff and community. A key element of our approach is the thoughtful allocation of resources to improve student learning outcomes, support teacher development, and maintain high external accountability standards. Through responsible stewardship, we ensure that the diverse needs of our community are met while securing the future sustainability of our College.

Our leadership philosophy at MRC is centred on service, collaboration, consultation, growth, and transformative practices. We empower staff to thrive in their roles and achieve their aspirations, positively impacting student learning outcomes. Our commitment to student success drives continuous professional development and enhances teacher effectiveness. By leveraging research, data, and measurable outcomes, our improvement strategies ensure informed decision-making and the effective use of resources to meet the diverse needs of both staff and students.

Aligned with the MRC School Improvement Plan 2021-2025, the leadership and management goals are guided by the following strategic priorities:

Priority One - Vision and Mission: Ensure that all guiding documents are aligned with the College's current context and future vision for Catholic education.

Priority Two - Leadership and Stewardship: Develop structures, roles, and facilities that foster a culture of shared leadership, quality learning, expert teaching, and meaningful engagement.

Priority Three - Learning and Teaching: Strengthen the MRC learning culture to inspire and enable all individuals to achieve their fullest potential.

### Achievements

Our renewed Vision, Values, mantra, and school prayer are now proudly displayed in every classroom, providing students, staff, and families with an opportunity to engage with these guiding principles in their daily interactions. These visible reminders serve as constant touchstones, reinforcing the core beliefs that shape our school community. While we have made significant strides in embedding these elements, there is still work to be done in

bringing them to life—infusing deeper meaning into the everyday experiences of our school and ensuring they resonate in the actions, relationships, and decisions of our community.

Enhancing and building leadership skills, behaviours, and capacity to strengthen leadership capabilities has remained a key priority at MRC. Building leadership confidence is fundamental to improving student learning outcomes and achieving our school improvement goals. With the commencement of a new three year Position of Leadership (POL) cycle, many new middle leaders have embarked on a fresh and dynamic approach to their development whilst those continuing in roles have continued their development.

In line with this, we have continued and enhanced our cognitive coaching model of support, guided again by Dr. Bern Nicholls. Cognitive Coaching involves helping leaders explore the reasoning behind their leadership practices, recognising that each leader has unique styles and philosophies. This reflective process allows leaders to better understand their cognitive patterns, identify areas for growth, and ultimately build autonomy and self-sufficiency in their roles. 15 middle and senior leaders were part of this development in 2024.

Our College Leadership Team collaborated with psychologist Alan Hutchinson to complete and analyse individual Personal Style Indicator (PSI) assessments. Collaborating with psychologist Alan Hutchinson to complete and analyse the Personal Style Indicator (PSI) assessments offers valuable insights into the unique behavioural styles and preferences of our College Leadership Team. This process enhances self-awareness, improves communication, and enables leaders to tailor their approaches for greater effectiveness in diverse situations. By understanding each other's strengths and areas for growth, the team fostered stronger collaboration and a more cohesive leadership culture, ultimately driving greater success and unity within the College.

Coaching and mentoring remain essential to achieving our school improvement goal of attracting and retaining high-quality staff while staying focused on enhancing student learning outcomes. To further this objective, two additional experienced teachers and leaders completed the Instructional Coaching (Step Lab) course. This approach helps teachers continuously refine their pedagogical practices, lesson design, and assessment creation. The coaching is tailored to meet the specific needs of each individual teacher and is particularly effective due to the cumulative impact of consistent practice. The Instructional Coaching Team will collaborate closely initially with graduate teachers, interns with Permission to Teach, new international teachers, and those who are new to the College, ensuring ongoing support and professional growth for all staff members. This involves classroom teacher observations and feedback for continuous growth.

Staff members are regularly provided with a wealth of onsite professional development opportunities, ensuring that their expertise and practices remain aligned with the latest school improvement and development priorities. This is achieved by strengthening the skills and knowledge of all staff, integrating professional learning into everyday work settings and promoting collaboration to facilitate the sharing of skills, knowledge, and expertise across

their teams. These onsite opportunities included Personal Wellbeing - Meg Durham, Teach Like a Champion The Science of Learning for effective teaching, Principles of Explicit Direct Instruction (EDI) and Enhancing Catholic Identity - Rev Dr Elio Capra and Fr Ernesto Valiente. Staff also had access to and participated in many professional learning opportunities offered by external agencies either online or offsite. Finally, financial support continues for staff to engage with post graduate and certificate study through tertiary institutions with four staff and two trainees accessing this in 2024.

Our English teaching team demonstrated exceptional dedication to improving student learning outcomes. They actively participated in the Year 7 to 10 English Curriculum Project (ECP) and the VCE English Catholic Network (VECN), both facilitated by Kirstin Bourne through DOBCEL. The ECP focuses on English curriculum planning and design, effective pedagogy to enhance learning in the English classroom, and the ongoing development of a network to share best practices across participating schools. Additionally, the VECN guides educators and their teams through the VCE English course, providing support to make informed decisions and deliver the best teaching practices, ultimately maximising student learning outcomes.

The wise stewardship of resources is vital to maintaining and developing facilities that support both student learning outcomes and the wellbeing of staff and students. By effectively managing resources, we prioritise the upkeep and enhancement of our physical environment, creating spaces that foster a positive and productive learning atmosphere. This commitment includes investing in modern facilities, ensuring both staff and students have the tools and resources necessary for success. Through thoughtful planning and continuous investment in our infrastructure, we support academic excellence while promoting a safe, supportive environment that nurtures the overall wellbeing of our school community.

In 2024, we finalised a significant upgrade of our facilities at the O’Keeffe campus. Key improvements included the construction of new external toilet facilities and the refurbishment of existing internal spaces. Additionally, we introduced a worm farm waste system, which uses innovative worm technology to treat sewage, grey water, food waste, and wastewater, further reinforcing our commitment to environmental stewardship. Looking ahead, the continued development of our facilities to create an outstanding learning environment is made possible by the generous support of the Federal Labour Government through a \$5 million Catholic Capital Grant. This funding will support the planned and needed extension and refurbishment of our Arts and Technology facilities, as well as ensuring greater accessibility for all students and staff in the Middle School building through the installation of a lift.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<ul style="list-style-type: none"> <li>• MRC CLT Gathering, Santa Casa Queenscliff</li> <li>• ECIS 30.01.2024, MID01/02</li> <li>• VCE English Improvement Network, online</li> <li>• NCCD Census Post Enumeration Meeting, McAuley</li> <li>• HCSN Principals Meeting, St Patrick's PS Camperdown</li> <li>• Beanstack Meeting, Online</li> <li>• STAV VCE Chemistry Conference, Melbourne University Parkville</li> <li>• Timetabling Solutions - Daily Organiser Course, ONLINE</li> <li>• Wellbeing and engagement meeting with CEB, McAuley campus</li> <li>• DOBCEL SLLN Meeting, Online</li> <li>• DOBCEL Principals Leadership Gathering, Horsham</li> <li>• New LDL Network Day, Horsham</li> <li>• Psychology Conference, online</li> <li>• CDES Psychology Conference, Zoom</li> <li>• PHYSCON 2024, Swinburne university</li> <li>• Unit 3 Biology 2024 Teacher's Toolkit online PD, Mercy Regional College</li> <li>• Bernie T visiting for RE Leadership and Curriculum support, Online</li> <li>• Man Cave Webinar, Online</li> <li>• BDSP Meeting - MRC Hosting, McAuley Campus - Library</li> <li>• BDSP Leadership Gathering #1, MRC Camperdown</li> <li>• NEIL PORTER LEGACY CAREERS EXPO, Warrnambool</li> <li>• VCE English Improvement Network, Online</li> <li>• MERCY ED LTD DP Seminar #1, St Aloysius College North Melbourne</li> <li>• DOBCEL Graduate Staff PL, Ballarat</li> <li>• VCE English Improvement Network, Online</li> <li>• Mercy Principals Professional Learning, Geelong</li> <li>• ACU Graduate Teachers Forum, Fitzroy</li> <li>• MEL Principals Seminar, Geelong</li> <li>• Learning and Behaviour Conference, Online</li> <li>• Secondary Wellbeing Leaders Network, St Patricks College</li> <li>• DOBCEL Principal Leadership Briefing, Online</li> <li>• School Library Association of Victoria Branch Meeting, Warrnambool Library</li> <li>• VASS training, Online</li> <li>• Southern Zone LDL Meeting, Colac</li> <li>• Careers teachers/staff meeting, Jobs and skills Centre, Warrnambool</li> <li>• RE VM PL with Bernie T &amp; Carmel from DOBCEL, McAuley</li> <li>• DOBCEL SLLN Meeting, Online</li> <li>• Information Sharing for Education Workforces Webinar, ONLINE</li> <li>• Staff Training 22.04.2024, The Chapel - O'Keeffe Campus</li> </ul>

### **Expenditure And Teacher Participation in Professional Learning**

- English Planning with Kirstin Bourne, onsite
- MLT - Science of Learning, onsite
- Intellischool Webinar: Conversations with Data, Virtual
- Yr 11 Retreat Planning, RE Office
- YML Advisory Committee Zoom Meeting, Zoom
- Grow community garden program meeting, McAuley
- Secondary RE Teachers Gathering, Monivae, Hamilton
- Information sharing and reform child link webinar, online
- Unit 4 Biology 2024 Teacher's Toolkit PD, Mercy Regional College
- Garden Meeting, Community Garden
- DOBCEL Principals Leadership Gathering, Horsham
- Learning Leaders Meeting - VCE Pathways, MRC Boardroom
- Child Link: Information Sharing Webinar, Online
- Unit 2 Legal Studies - New Study Design, Online
- Timetable solutions online course, Online
- All Staff Meeting - NCCD, MID01/02
- Wellbeing Meeting DOBCEL, McAuley Campus
- Tom Bennett - Running the Room, Bentleigh
- DOBCEL Child Safe Standards Workshop, Koroit
- DOBCEL Graduate Teacher PL - Day 2, Ballarat
- Timetable Development Semester 2 meeting with DG & DL, McAuley
- DOBCEL Child Safe Standards PL, Ballarat
- Law for Life: Teaching legal capability and civic engagement, Online
- MARAM collaborative practice, Online
- Child Link Webinar, Online
- Timetable Development Semester 2 meeting with DG & DL, McAuley
- DOBCEL NCCD Collaboration Meeting, Boardroom
- User Level B Training, Online and Warrnambool
- ABLES: User B Level Training, Day 1 - Online Day 2 - Mercy Regional College
- User B Training
- ABLES: User Level B Training, Day 1 - Online Day 2 - Warrnambool (TBC)
- Assistant Principal Review Chair, Clonard College Geelong
- Business Breakfast Networking Event with Lisa Gorman, Camperdown
- Andrew Weir - SIMON (NCCD Reporting), Boardroom
- DOBCEL - HR - Addressing Staff Performance, Ballarat
- Cambridge Essential Maths 2.0 Webinar, Virtual
- RACI VCE teachers professional learning day, RMIT Melbourne campus
- DOBCEL Principal Leadership Briefing, Online
- Southern Zone Catholic Library Network Meeting, Warrnambool Library
- SLLN Meeting P 5 / 6, Online
- Staff Training 12.06.2024, MID01

<b>Expenditure And Teacher Participation in Professional Learning</b>
<ul style="list-style-type: none"> <li>• Physical Education new study design Webinar, Online</li> <li>• DOBCEL Strategic Planning Meeting, Ballarat</li> <li>• SLM Meeting - DOBCEL and Learning Diversity Team, Boardroom at Mercy</li> <li>• Careers Meeting at Deakin University, Warrnambool, Deakin University</li> <li>• VCE English Improvement Network, Online</li> <li>• Teach Like a Champion, MID01/02</li> <li>• All Staff Training, MID01/02</li> <li>• Class solver demo, Online</li> <li>• NCCD Report Run Set Up 11am 12 noon, Online</li> <li>• Term 3 Steplab Instructional Coaching Intensive - Melbourne</li> <li>• Mercy Education Business Managers Forum, Kyneton</li> <li>• NCCD Moderation, McAuley</li> <li>• SLLN Network Day, Damascus College Dunstons</li> <li>• Understanding the revised Science curriculum 7 to 10 - Webinar</li> <li>• NCCD Moderation MK and BS, Boardroom</li> <li>• Inspiring Alumni Meeting, Emmanuel College</li> <li>• The NEW Study Design - Units 3 &amp; 4 - HHD, Online</li> <li>• All Staff Meeting - Insight Survey, MID01/02</li> <li>• DOBCEL Principals Leadership Gathering, Horsham</li> <li>• Catholic Identity and Culture whole staff day, MID01/02</li> <li>• Pulse onboarding, Online</li> <li>• Health Teachers Network - The NEW Study Design - Units 1 &amp; 2, Online</li> <li>• DOBCEL Board Visit to O'Keeffe, Noorat</li> <li>• Test &amp; Tag, Caroline Springs</li> <li>• Energise - PL interactive workshop program for Mel K, MCG, Melbourne</li> <li>• Staff Retreat, Santa Casa</li> <li>• BDSP Term 3, Ballarat</li> <li>• Preparing Students for the Psych exam, Online</li> <li>• YML Advisory Committee, zoom</li> <li>• REL Retreat, Halls Gap</li> <li>• Continued NCCD adjustments, Office</li> <li>• Health Teacher Network - The NEW Study Design - Unit 1 &amp; 2, Online</li> <li>• MACS Lit Network - Exam Marking and Moderation Session, Online</li> <li>• VDC Maintain Industry Currency</li> <li>• 9/10 English Teachers PL with Kirstin Bourne, P3/4, Boardroom</li> <li>• VASS: Reading and Interpreting Information, Online</li> <li>• Special Minister of the Eucharist course, McAuley Boardroom</li> <li>• Junior English Teachers Planning Day with Kirstin Bourne, P1-4 only, O'Keeffe</li> <li>• General Maths - Guest presenter - Narelle Williams, McAuley Campus SEN11</li> <li>• Seeds of Justice Student Retreat</li> <li>• DOBCEL Principal Leadership Briefing, Online</li> </ul>

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<ul style="list-style-type: none"> <li>• Ballarat Business Managers Meeting, DOBCEL</li> <li>• General maths - Guest presenter - Narelle Williams, McAuley Campus SEN11</li> <li>• SLL Network meeting, Virtual</li> <li>• Consent labs program consult, Online</li> <li>• DOBCEL Network Day PD, Online</li> <li>• Careers Meeting, Dept of Education, Warrnambool</li> <li>• Wellbeing PD - Meg Durham, MID01/02</li> <li>• Meeting with Kate Sadler re PLP's, McAuley Campus MRC</li> <li>• MRC SIF Data unpacking, Online Camperdown Board Room</li> <li>• DOBCEL Principals Leadership Gathering, Horsham</li> <li>• Secondary Learning Leaders network meeting, Virtual</li> <li>• DOBCEL Principal Gathering</li> <li>• VCE English Planning Day, Catholic Leadership Centre, Melbourne</li> <li>• Y 7-10 English Planning, Ballarat</li> <li>• BDSP Meeting #4 - Horsham, Ararat</li> <li>• Catholic Earthcare Zoom Meeting, Zoom</li> <li>• Step Lab Instructional Coaching Intensive</li> <li>• YML Advisory Committee, Zoom</li> <li>• ACU Learning Innovation Expo</li> <li>• White Card Training, Melbourne</li> <li>• Spotlight on Respectful Relationships in Secondary Schools, Online</li> <li>• Psyched Key Science Skills Full day webinar, webinar</li> <li>• Secondary Religious Education Teachers Gathering, CEB Offices</li> <li>• VET Delivered to School Students Teacher Enhancement Skill Set, Online</li> <li>• Secondary Leaders of Learning Meeting, Virtual</li> <li>• DOBCEL Principal Leadership Briefing, Online</li> <li>• School Library Association of Victoria, Melbourne Convention and Exhibition Centre (MCEC)</li> <li>• MAV Conference, LaTrobe University</li> <li>• VET Delivered to School Students Teacher Enhancement Skill Set, Online</li> </ul>	
Number of teachers who participated in PL in 2024	35
Average expenditure per teacher for PL	\$337.00



## Teacher Satisfaction

Results from our School Improvement Student Survey as follows: Scale for Survey is 1 - Strongly Disagree to 5 - Strongly Agree

- Average response for ***The leaders in this school can be relied upon when things get tough*** was 3.7
- Average response for ***There is support from the leaders in this school*** was 3.6
- Average response for ***There is good communication between staff and leaders in this school*** was 3.1
- Average response for ***There is a good team spirit in this school*** was 3.2
- Average response for ***The morale in this school is high*** was 2.6
- Average response for ***Staff take pride in this school*** was 3.9
- Average response for ***The school's leaders do have a good understanding of the challenges which occur at my school*** was 3.3
- Average response for ***I have the opportunity to discuss and receive feedback on my work performance*** was 3.3
- Average response for ***I am encouraged to pursue further professional development*** was 3.5
- Average response for ***Staff in this school experience a lot of stress*** was 3.6

Teacher Qualifications	
Doctorate	1
Masters	7
Graduate	10
Graduate Certificate	6
Bachelor Degree	32
Advanced Diploma	2
No Qualifications Listed	10

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	48
Teaching Staff (FTE)	39.94
Non-Teaching Staff (Headcount)	37
Non-Teaching Staff (FTE)	24.64
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

At Mercy Regional College, we place great importance on fostering genuine engagement with parents and the broader community, as we believe this is essential to enhancing student learning outcomes and supporting the college's sustainability. This partnership between the school, families, and the community is built on a shared vision, common goals, and mutual understanding of the importance of education and student well-being. It encourages active involvement from parents, caregivers, and a variety of stakeholders, including alumni, local organisations, and businesses.

Strong communication and collaboration among all parties are key to creating a sense of belonging and safety for students and community members alike. By maintaining clear communication channels, encouraging participation in school events, and offering opportunities for community members to share their knowledge and resources, we support a well-rounded educational experience.

A meaningful community connection also requires a dedication to inclusivity and diversity. It involves respecting and celebrating the wide range of cultures, backgrounds, and perspectives within our school, while actively working to promote equity and social and ecological justice. We are committed to creating a welcoming environment that values this diversity and ensures everyone feels respected and included.

Our objectives for the year included:

- Strengthening our connections with local organisations, businesses, and community leaders to directly enhance student learning. This could involve community action projects, visits to local businesses and organisations aligned with learning goals, volunteer opportunities, mentorship programs, work experience placements, and integration of VCE VET and VM projects and activities.
- Expanding our involvement in extra-curricular activities with other schools, including debating, public speaking, and higher-level sports, to enrich student experiences.
- Strengthening our connections with local feeder schools, including the Hampden Catholic Network Primary Schools and local State primary schools, to ensure a smooth transition for students entering Mercy Regional College. This initiative aims to create a cohesive Foundation to Year 12 Catholic learning experience, making sure that all students, including those from State primary schools, feel welcomed when they join MRC.
- Playing a key role in fostering a strong, connected school community through family, alumni, and community engagement events, alongside volunteer opportunities. These events promote a sense of belonging and shared purpose, providing individuals with

the chance to contribute their time, skills, and experiences in support of the school's mission, students, and extracurricular activities.

- Expanding opportunities for community service and civic involvement through collaboration with local non-profit organisations and community service projects. This includes volunteer days, events, and fundraising initiatives aimed at enhancing the school's positive standing within the broader local community.
- Continuing to establish an inviting and inclusive school environment that appreciates and embraces diversity. Initiatives such as Diversity and Inclusion Week, diversity training for staff and students, and student-led efforts promoting inclusion and equity will help foster this atmosphere.
- Increasing student engagement and enthusiasm in school events and activities, including educational initiatives, liturgical celebrations, academic competitions, community outreach, social and ecological justice opportunities, as well as sports and arts activities. We will achieve this by proactively promoting these events to the broader community.
- Strengthening our connections with parents, caregivers, families, and the wider community through regular, clear, and timely communication. This will be achieved through various channels, such as our fortnightly Newsletter, weekly Week Ahead, PAM and SMS notifications, targeted letters when needed, and social media updates. By utilising a range of communication platforms, we aim to engage effectively with a diverse, multi-generational audience that supports and enriches our school community.
- Providing opportunity for prospective families to experience and explore an education at Mercy Regional College.
- Continuing our twice-yearly Parent-Teacher-Student learning conversations, providing a valuable opportunity for all parties to engage in meaningful dialogue about a student's progress, strengths, wellbeing, and areas for growth. By offering both face-to-face and virtual modes, we ensure that all parents and caregivers have the best chance to participate and contribute to their child's academic and personal development.
- Continuing to support the effectiveness of our school advisory council by encouraging insightful commentary on school policies, programs, and initiatives. The council will serve as a vital link between parents, MRC, and the wider community.
- Enhancing our standing and involvement in our HCSN, Ballarat Catholic Secondary and DOBCEL school and secondary school communities, and our place as an Mercy Education Limited Affiliate school.

## Achievements

MRC continues to provide a wide range of opportunities for parents, carers, and significant individuals to actively participate in the educational journey of their young people. This year, we again hosted many events to warmly welcome our newest community members and share the educational journey with parents and caregivers.

Throughout the year, parents, carers, and family members joined us at key events such as the much anticipated and enjoyed tradition of the Year 11 Presentation Ball and Year 12 Graduation Mass and Dinner. We celebrated achievements at our annual senior year's achievement assembly and wrapped up the year with a Mass of Thanksgiving and academic and community involvement awards assembly. Additionally, we again extended a special welcome to grandparents, elderly relatives, and mentors at our Junior campus Special Persons Day, fostering a sense of community and inclusion across generations.

We invited our Alumni community and former staff to our now biennial Spirit of Mercy Awards which this year incorporated Spirit of Mercy and Young Spirit of Mercy alumni award recipients as well as recognition of long serving staff members who have served MRC/CRC from 15 years through to more than 40 years of valued service. Recognition is in 5 year increments.

We hosted our second Time and Space evening for our Year 7, 8 and 9 students, this year inviting them to connect with their male parent or mentor. Parents, mentors, and their adolescent children engaged in meaningful conversations with one another and with various members of our school community, creating a rich environment for growth. This program continues to be a valuable opportunity to strengthen family connections and build lasting relationships within our school community and is something we will continue into the future. Feedback from parents, students, and school leaders has again been overwhelmingly positive, highlighting the program's success in deepening relationships and fostering a supportive, inclusive atmosphere within our school. Additionally, our Year 12 students joined with their parents/carers and staff for a Family Bowls Evening hosted at one of the local bowls arenas. This was a new initiative and was well received by all involved.

This year we joined the Ballarat Associated Schools (BAS) Sports program. We entered our senior boys AFL and senior girls netball teams in the competition. It was a most successful trial and we will continue to enter these teams moving into the future. Our boys AFL team were successful in winning the championship in Division 2 and will move into Division 1 in 2026. Our girls netball team was in Division 1. Whilst this was a challenging competition, it is something we look forward to continuing participation in in the future.

We enhanced our opportunities for our young people to engage in Debating and Public Speaking by initiating a South West Secondary schools debating friendly, this year with Emmanuel College Warrnambool. Our senior students again were active participants in the Mercy Education Limited Frayne Speech Festival, this year hosted by Our Lady of Mercy College Heidelberg as well as continuing involvement in the annual Lions Youth of the Year Quest at a local level.

Open Day once again invited prospective families to tour MRC at our "School in Action" Open Day opportunity. Tours were facilitated at both campuses. Separate "Principal's Tours" were held throughout the year to ensure all had the opportunity to tour the school and ask

questions to support their decision making process. Our Information Package was updated to include Frequently Asked Questions.

We have continued to enhance our Hampden Catholic Schools Network (HCSN) Taster Day program, which offers HCSN Grade 5 and 6 students the opportunity to spend a day at our Junior campus each term. This fosters a sense of familiarity and belonging and enhances a positive transition into secondary school. This year, we expanded the program in Terms 3 and 4 to include students who have chosen to attend our school in Year 7 the following year and those who may still be deciding, allowing them to begin forming meaningful relationships with both their peers and teachers ahead of their transition. This initiative has proven to be an effective way to help students settle into our school community, fostering connections early on.

We continue to deeply appreciate our connections within local learning networks, such as the Hampden Secondary Schools Sports District of School Sports Victoria, South West and Colac TAFE, and the Corangamite Trade Training Cluster. These partnerships continue to enrich our educational offerings, ensuring our students enjoy a comprehensive and engaging learning journey and extra curricular sport participation. Through these networks, our students actively participate in community events, benefit from vocational education and training (VET) classes both onsite and at partner institutions, and interact with peers from neighbouring schools.

Our MEL affiliation permits student partition in Seeds of Justice student conferences, this year held in Anglesea. Our 2025 School Captains attended the inaugural MEL Student Leaders Conference in Fitzroy where they had the opportunity to learn and plan with School captains of other MEL and MEL affiliate secondary schools, further enhancing our catholic school identity. These student leaders also attended the local Corangamite Student leaders development day further enhancing their leadership skills and connection to the local community.

Many local community groups visited our campuses to engage with our students. We greatly value this opportunity and welcomed groups such as:- ADF, Sam Clear, Victoria Police, Pat Cronin Foundation, Man Cave and many more.

We took our students out into the community to enhance their learning and connect to communities to such places as - Warrnambool Art Gallery, Lighthouse Theatre and Library, NGV, AKD, Budj Bim, TIS tour, Camperdown Water Treatment Plant, Camperdown Community Lunch, ANZAC and Remembrance Day Services, Melbourne Writers Festival, Spotlight, Ecolink Bacchaus Marsh, Budj Bim, Mt Noorat, Camperdown Water Treatment Plant, Drake's Paddock, Warrnambool Courts, The Little Acorn, Warrnambool Wildlife Encounters and many more.

Our VCE VET Sport, Recreation and Aquatics and VCE VM students have also supported local HCSN primary schools to facilitate their sporting and school events further

strengthening our links to these communities and transition of students from HCSN schools to MRC in the future.

## Parent Satisfaction

Results from our School Improvement Student Survey as follows: Scale for Survey is 1 - Strongly Disagree to 7 - Strongly Agree

- Average response for ***My child feels accepted by other students at school*** was **5.2**
- Average response for ***There is good two-way communication between the staff and parents at my child's school*** was **4.6**
- Average response for ***My child's reports give me a good understanding of how my child is progressing at school*** was **4.1**
- Average response for ***Overall, I am satisfied with the education my child receives from their school*** was **5.0**
- Average response for ***The teachers at my child's school are extremely dedicated*** was **4.9**

Results from our School Improvement Student Survey as follows: Scale for Survey is 1 - Strongly Disagree to 5 - Strongly Agree

- Average response for ***My child attending a Catholic school is very important to me*** was **3.3**
- Average response for ***Staff at this school always show respect to others*** was **3.9**
- Average response for ***Students at this school always care about others*** was **2.9**
- Average response for ***This school raises my child's awareness of social justice issues*** was **4.0**

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.mercy.vic.edu.au](http://www.mercy.vic.edu.au)