



2025

Annual Report to the School Community



MERCY
REGIONAL COLLEGE

Mercy Regional College

Henderson Street, CAMPERDOWN 3260

Principal: Sharon Gillett

Web: www.mercy.vic.edu.au

Registration: 690, E Number: E2033

Principal's Attestation

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 2025 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 2026

About this report

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](#).

Governing Authority Report

From the Murray to the Sea, DOBCEL aims to realise a vision of the 'fullness of life for all' for more than 18,600 students across a community of 63 Catholic primary and secondary schools.

We began 2025 with an uplifting Mass led by Bishop Paul in a packed St Patrick's Cathedral. In his homily, Bishop Paul highlighted our mission as Catholic educators to pursue the fullness of life for every child in our care, reminding us to keep students, staff and mission at the centre of our work.

The January 2025 publication of the DOBCEL Strategy 2035 represents a pivotal moment for the DOBCEL community and marks an important phase in our ongoing development.

The main purpose of this 10-year strategy is to inspire the whole system to commit to and move towards a high performing system of Catholic schools. The system is strong and well-performing, but we can do better.

Underpinned by our Catholic Identity, the strategy identifies five strategic pillars that reflect primary areas of focus.

- Collaborative Cultures
- Engagement and Belonging
- School as Community
- Rich Pedagogical practices for Deeper Learning and Wellbeing
- Sustainable Stewardship

The strategy was co-designed with teachers, school leaders, non-teaching staff, students, parents and those working in Catholic Education Ballarat offices.

I had the great privilege of participating in these co-design sessions, which showcased the professionalism and passion of all those in our system that devote their working lives to provide a great education for our children and young people.

Therefore, it is only fitting that I record my sincere thanks to all of you. These are exciting times of opportunity for our community of schools, but it is only possible because of your extraordinary work and dedication.

Tom Sexton
Executive Director DOBCEL

Vision and Mission

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

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 345 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 (DOBCCEL) 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 students in Years 9 to 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

This year's theme, "In Life's Storms, Find Your Strength through Faith and Courage", has been more than a motto at Mercy Regional College; it has shaped how we see, choose and act together. Storms show up in many ways at school: the stretch of learning, changes in routine, the highs and lows of growing up, and the wider challenges felt across families and our region. We didn't deny the weather; we learned to read it, prepare for it, and walk through it - together.

Faith, for us, means trust: trust in God's steady presence; trust that each young person can grow; trust that every staff member's daily effort matters; and trust that families and College walk side by side. Courage looked practical - in classrooms where high expectations met warm encouragement; in students who tried, failed, tried again and succeeded; in leaders who listened first and served; in teams that welcomed newcomers; and in the quiet kindness that rarely makes headlines but always changes the day.

Our Mercy values, Community, Inclusiveness, Respect and Excellence, gave this theme its shape. Community called us to look out for one another. Inclusiveness ensured every student found a place to belong and contribute. Respect framed how we spoke, played sport, studied, prayed and partnered with families. Excellence reminded us that striving is an act of hope: doing our best, then a little more, for something bigger than ourselves.

This year we farewelled Fr Neville with deep gratitude for his faithful pastoral care of our community, and we warmly welcomed Fr George. His energy and relational style have been a blessing from day one. There is real excitement around Fr George's work in discerning a new name for our combined parishes - a process inviting voice, celebrating our shared story, and pointing us toward a hopeful future in mission together.

Two memory-making journeys moved the theme from words to lived experience: our Central Australia immersion and our Alpine adventure. In the Red Centre - walking Country at Uluru, Kata Tjuta and Kings Canyon, listening to stories generously shared by First Nations guides, and serving alongside community partners - students met a vastness that asked for reverence, curiosity and humility. On the mountain, they found a different kind of classroom: early starts, shifting weather, falls and firsts, teamwork on every run, and the quiet courage of getting back up. Both forged character - resilience, gratitude, leadership and care for one another - reminding us that faith trusts the journey, and courage is the next step taken together.

We have celebrated rich learning, strong growth, creative arts, determined and passionate sport, service and social justice, liturgy and reflection, and the everyday victories that form character. Staff have continued to work with care, professionalism and heart; students have shown enduring spirit and everyday kindness; parents and carers have stood with us in the

work that truly takes a village. Catherine McAuley, in my favourite quote, urged us to be “shining lamps, giving light to all around.” In 2025, that light has been visible - in perseverance, in welcome, in joy.

Our 2025 College Production, *Cinderella*, was a high point where students, staff and families brought music, movement, design and storytelling together with real professionalism. Onstage and off, cast, crew, tech, orchestra, costuming and set - our young people showed courage, discipline and generosity, reminding us how the arts build community and confidence in equal measure. We also celebrated achievements in public speaking at the Mercy Education Limited Frayne Speech Festival, where those representing Mercy did so with poise and distinction in Public Speaking and Debating.

This year also marked the 50th annual Mercy Car Raffle - a milestone of community generosity that funds special projects we couldn't achieve through regular budgets alone. The raffle's success speaks to towns that show up for its young people, turning tickets into real improvements and opportunities across the College.

Our sporting program shone across the year, through local, regional and state interschool competitions, showcasing skill, teamwork and character. Our girls' netball team claimed the Division 2 BAS premiership, a hard-earned win built on discipline, trust and plenty of grit. Our boys' football program also stepped up, competing for the first time in Division 1: a statement of belief and a platform for what's next. We also celebrated strong representation across athletics, cross-country, swimming and weekly BAS fixtures, with countless personal bests and acts of leadership and sportsmanship.

Our 2025 College Captains - Nellie, Riley and Rose - together with the Student Leadership Team, led with service first and a steady, joyful tone. Their community work was outstanding: the first-ever Corangamite Community Year 12 Winter Ball, the Mercy Dip for Mental Health, and the determination shown by our seniors who walked Kokoda. In each initiative, they lived our Mercy values, bringing people together, lifting spirits and making a practical difference. Thank you for the example you've set and the momentum you leave for those who follow.

As you read these pages, I hope you see what I have seen all year: a community learning to stand steady in the wind, anchored by faith and moving with courage. May this record of our year honour the effort of many hands, the warmth in each heart and the promise within each young person. And may we carry forward the lessons of 2025 - resilience, hope, kindness and mercy - into the seasons ahead.

It remains an honour to reflect on our year as Principal of Mercy Regional College.

Catholic Identity and Mission

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 continues to meet 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 school's 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. An incredible addition to our MADJAM calendar was the introduction of a MADJAM group retreat at the end of 2025 to plan for 2026. Existing MADJAM members and new faith, social and eco leaders attended a single day retreat at St Mark's Benedictine Abbey to reflect on the incredible work of 2025 and look to the future of 2026 and focus on the essential needs and wants of the group for our school.

Retreats, Seminar Days and Faith Days

Our retreat programme in 2025 included some new experiences as well as some familiar speakers.

Year 7 students 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 of the Year 7 Faith Days was held on Ash Wednesday and included guest speaker, Sr Veronica Lawson RSM. Students also broke into smaller groups based on houses to learn about their own history and participated in friendly games run by our senior students. The second Year 7 Faith Day 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 final 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, Camperdown Uniting Church, St Paul's Anglican Church, and St Patrick's Catholic Church. We concluded the day with a walk and reflective prayer experience at the local botanical gardens.

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. The conclusion of the day took the students for a walk up Mt Noorat to connect with their local environment and hold the concluding liturgy.

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, including cooking and gardening.

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.

The Year 11 Retreat reflected ethics in the modern world, in particular on the plight of refugees. The day began by immersing students in the experiences of refugees: ID checks, foreign language on food, grab and go bags. They also welcomed Mursal, Afghani refugee and women's soccer player, as guest speaker sharing her personal experiences coming to Australia. Rev Matthew Jones, from St Paul's Anglican Church, spoke to the students about his experiences in Germany with refugees. The conclusion of the day placed students in the position of authority, selecting which profiles would be granted refugee status, held in detention or returned to their home country, highlighting to the students the difficulty for both the authorities and those seeking asylum.

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 was run by the Passionist Youth Retreat team and set a great tone for the year ahead. Sam Clear spoke about resilience and a drive for unity. Students also participated in our Catholic Identity Professional Learning Day, with guest speakers involved in Mercy activities beyond our school - including Angela Scarafilo from Young Mercy Links, Sr Sally Bradley RSM from Mercy Works, Hayley Marriott from McAuley Community Services for Women, and Sr Veronica Lawson who spoke of Bible Stories as Mirrors for Mercy Identity.

Some middle school students were lucky enough to be selected to represent our college on the Seeds Regional Retreat in Anglesea and junior students attended a single day conference in Melbourne at The Academy of Mary Immaculate. 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 Terang.

Many liturgies were held throughout the year to celebrate coming together for retreats, Ash Wednesday, Holy Week, 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 2025 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

Young Mercy Links - Leadership Formation Program

Our senior school captains were lucky to participate in the Young Mercy Links Leadership Formation Program at the Mercy Hub in Melbourne. On the two days, our captains were able to mix and collaborate with other captains of Mercy schools around Victoria. The Young Mercy Links group facilitated a great range of activities for students to learn about the importance of their Mercy heritage and what Mercy looks like in a modern school and how that can inform their leadership. Students were excited to return to school with a fresh vision of their roles.

School Theme

New school leaders participated in activities on their Leadership Formation Day to take a deep dive into the Catholic Social Teaching of Solidarity to inform the 2026 school theme.

Our yearly school theme will now rotate through the Catholic Social Teachings and be informed by student voice.

Staff Formation Day

Staff and Year 12 students gathered at McAuley Campus for a formation day centred on “Mercy Beyond Our Gates”, engaging with four presenters from organisations connected to the Institute of Sisters of Mercy. Mercy Works, presented by Sally Bradley RSM, highlighted 25 years of building capacity, dignity and self-reliance across Australia and the Asia Pacific, inspiring gratitude and awareness among participants. McAuley Community Services for Women, shared by Hayley Marriott, emphasised holistic support for women experiencing domestic violence or homelessness. Angela Scarafilo introduced Young Mercy Links as a pathway for young people to live out Mercy through community and service. Sr Veronica Lawson RSM offered a theological reflection on the story of Moses, exploring its symbolic meaning and relevance to everyday expressions of mercy.

The day was warmly received, with staff and students reflecting on the importance of action, gratitude, and the impact of even small acts of service in living out Mercy beyond the school community.

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, 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.

Learning and Teaching

Goals & Intended Outcomes

- To develop an MRC Instructional Model
- To consolidate and extend the Home Learning program to include Year 9
- To introduce a screen lockdown for our Junior students
- Provide support for early career teachers - STEPLAB
- Provide new staff to MRC the opportunity to participate in 'Teach Like a Champion' professional development
- To normalise for students visits to classrooms by leadership and other teachers - Walkthroughs
- To consolidate the changes to the Year 7 to 10 grading and assessment processes which came into effect in 2024
- To continue Strive for 25 - Year 12 English
- To continue to develop the ECP - English Curriculum Project
- To enhance our identification, understanding and support of diverse learners through the PLC process and NCCD recording
- To ensure that documentation, Scope and Sequence documents & Unit plans, are up-to-date and stored in the appropriate location
- To review our VCE data and use this information to enhance our lessons
- To focus on data hygiene

Achievements

MRC Instructional Model

Leadership recognised the opportunity to strengthen consistency across our classroom management and teaching practices. To support a shared approach and common language throughout the school, the MRC Instructional Model was developed.

It should be noted that, across recent years, there has been a strong focus on the pedagogy of learning. The school has focused on developing our understanding of many research informed contemporary understandings of how students learn.

This learning provided the basis on which our MRC Instructional Model was created.

The MRC Instructional Model was developed with a strong understanding of the science underpinning how students learn. The emphasis of this model is on teaching practices that are aligned with principles of learning based on research and data driven evidence for student success.

The MRC Instructional Model draws on a contemporary understanding of students and how they learn. It adopts selected elements from the following pedagogies, synthesising them into a model specifically customised for Mercy Regional College.

- Science of Learning
- Explicit Direct Instruction
- Universal Design for Learning
- Teach Like a Champion
- Running the Room
- High Impact Teaching Strategies
- Cognitive Load Theory
- Checking for Understanding.

The MRC core values of Community, Inclusiveness, Respect, and Excellence, along with our school mantra 'Learning to Care, Caring to Learn', are the guiding values upon which our Instructional Model is founded. These values are self-evident in all aspects of life at Mercy.

A balanced approach is key to success in the classroom. The MRC model recognises the importance of allowing for a variety of modes of delivery, which draw on various learning tools and technologies, all of which are strategically employed to enhance the learning experience.

The MRC Instructional Model was developed collaboratively with staff and families allowing us to draw on the wealth of experience and knowledge within our MRC community. Ensuring that all key stakeholders were involved in the process was paramount. By doing this we are sharing the ownership of the document, with all staff equally invested in the successful implementation of the model.

In January 2026, the MRC instructional Model will be formally introduced to the wider MRC community. The model will be a key focus of our PLCs and meetings during 2026.

Home Learning Program

Mercy Regional College believes that it is important to engage students in learning outside of the classroom. This is achieved via the Home Learning program. This program carries the educational benefits of time management, organisation, rehearsal and reinforcement of learning, and develops an ability to think beyond what is taught in the classroom.

The purpose of the Home Learning program is to:

- 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
- The formal Home Learning program was limited to junior school in 2024 and expanded in 2025 to include Year 9 students.

The Home Learning program was established at the start of 2024 and reviewed at the end of the 2024 school year.

As with all aspects of life, we cannot operate effectively on the assumption that 'one shoe fits all'. This was particularly important for the diverse range of students we have in our classroom.

To ensure consistency, our Learning Leaders developed documents which identified students who were eligible for variations to the Home Learning guidelines. This included, amongst others, students on PLP's, students with medical conditions, students who were experiencing social emotional distress.

The Home Learning program is monitored and reviewed regularly to ensure that it is meeting the needs of our students.

Screen lockdown

A hot topic in the media is the impact of excessive screentime on the wellbeing of teenagers. Excessive screentime is linked to detrimental effects on mental health, physical wellbeing (like sleep disruption and eye strain) and cognitive abilities.

There are many reasons why teenagers can fall into a cycle of excessive screentime. These include:

- Digital content, particularly social media, provides frequent dopamine hits and can be used for escapism from real-world worries.
- Fear of missing out (FOMO), the constant social pressure to stay connected, and the use of screens for essential peer communication.
- The brain's reward system becomes trained to crave the continuous stimulation screens offer.

Discussions with parents and carers identified a concern by some parents with respect to their ability to monitor and control their child's screentime outside school hours. In response to this a Screen Lockdown was trialed in Term 4 of 2025.

For students in Year 7 and 8, a protocol was installed on each child's school computer which shut the computer down at night between the hours of 9pm and 6am, from Sunday evening

to Friday morning. This meant that if a child tried to log onto their computer between these hours, the computer would log them off.

Informal feedback was positive. It was decided to continue providing the screen lockdown service in 2025 for students in Year 7 to 9 (These are the students who are using school laptops).

Steplab Instructional Coaching

Support for Early Career Teachers is essential to ensure a smooth transition into the workplace. The Steplab platform was chosen to help facilitate a structured approach to providing this support.

In order for this to operate smoothly and effectively, it is important that the platform is facilitated by an experienced, competent individual. Hence a role was created and a teacher employed, specifically for the purpose of providing mentoring for the Early Career Teacher.

The Steplab platform was chosen due to it delivering professional development that really works, through evidence-informed teaching steps, real examples and tools for coaching, drop-ins and group professional development.

The coaching was an invaluable opportunity that was eagerly received by the participants. The value of the program was evident in the growth demonstrated by all participants.

The Steplab platform will continue to be used to support Early Career Teachers. We are also expanding the use of the platform to support peer coaching for all staff.

Teach Like A Champion

Early Careers teachers new to MRC, were provided with the opportunity to participate in Teach Like a Champion professional development. Teach Like a Champion was one of the pedagogies that was key in the development of our Instructional Model. The learning cycle component is our Instructional Model is based on many of the pedagogies presented in Teach Like a Champion.

Walkthroughs

In order for leadership to make informed decisions we need first-hand knowledge of what is happening in the classrooms throughout our school.

Classroom walkthroughs provide a real time snapshot of the classroom, allowing leaders to support teachers to improve student outcomes. They enable leaders to identify school-wide trends and foster a culture of continuous professional growth rather than just compliance.

It was identified that, whilst walkthroughs were taking place, their purpose and value was limited by the anxiety they created for both staff and students. Hence, it was necessary to normalise the Walkthrough process for both students and staff.

Stage one Walkthroughs were completed by the Director of Learning and Teaching and other members of the Leadership Team. Stage one walkthroughs are low stakes. They involve dropping into the classroom with no specific agenda other than to normalise the practice for the key stakeholders.

After the Walkthrough, the teacher was sent an email which thanked them for making us welcome in the classroom and provided feedback in the form of one great thing that was witnessed during the visit.

The normalisation of this process came about very quickly. The Steplab visits also assisted with this normalisation.

Year 7 to 10 Grade Descriptors

During 2024 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. As a result of this review, changes were made which came into full effect in 2025.

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, such as reporting, modes of assessment, domain needs, parental understanding, VELs. SIMON Analytics provides effective data when a numeric grade is used.

The changes that took effect at the start of 2024 were:

1) Combination of both Grade Descriptors and percentages to appear on Assessment Tasks

Proposed Grade Descriptor	Proposed Percentage
Exceptional	90-100
High Skilled	80-89
Skilled	75-79
High Proficient	70-74
Proposed Grade Descriptor	Proposed Percentage
Proficient	65-69

Low Proficient	60-64
High Developing	55-59
Developing	70-74

2) 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.

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

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

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

The process of implementing the new Grade Descriptors was not without its challenges as staff learned to navigate the changes. Semester 1 was a transitional phase with full implementation taking place in Semester 2. Teachers were provided with many forms of support during the transitional stage.

The Grade Descriptors are subject to regular review.

Strive for 25 - Year 12 English

In the third year of this project, Kirstin Bourne continued to work with VCE Unit 3/4 English students and teachers to maximise student learning outcomes and to provide expertise on the implementation of the study design. Kirstin regularly met with our VCE Unit 3/4 English teachers assisting with all aspects of the VCE Unit 3/4 English course. Kirsten also assisted by blind marking student work.

English Curriculum Project

Kirstin Bourne continued this project into 2025 and coached our Year 7 to 10 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 low variance booklets and returned to handwriting, tackling texts and literary ideas that were sophisticated and highly engaging. Our teachers noticed an improvement in student attention, effort and behaviour. Students reported feeling 'proud of their work' and, as one student said, 'I can feel my writing getting better each day'.

Our data indicates that Strive for 25 and ECP are successfully bringing about positive change and greatly improved student outcomes.

Learning Diversity

The Learning Diversity team continued to work with staff to develop our support structures for diverse learners. The team implemented positive changes to the PLP structure, facilitated staff PD opportunities, and worked with our teachers to collect NCCD data.

Review of VCE data - Carmel Richardson

Carmel Richardson was contracted to carry out an analysis of our VCE data. She provides us with a comprehensive analysis of our data enabling us to identify our strengths, weaknesses and areas for improvement.

The data provided by Carmel allows us to review our data relative to both our school and all other Victorian schools. This data provides valuable insight into how our students are tracking and where we sit relative to the state.

Trends in the subject data were shared with all staff at a staff meeting. Carmel spent a day at Mercy working with various groups:

- Presentation to the College Leadership Team
- Individual data review meetings with the Year 12 Subject teachers
- Presentation at the Senior School meeting.

There appears to be an improving trend in our data. This has been brought about by a shared vision for school improvement accompanied by data that shows a positive trend.

Student Learning Outcomes

NAPLAN testing in 2025 was conducted wholly online and Mercy Regional College was able to successfully test over 95% of students within the testing window.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	544	73%	548	74%
	Year 9	572	65%	563	60%
Numeracy	Year 7	546	76%	543	78%
	Year 9	588	76%	582	76%
Reading	Year 7	538	77%	544	82%
	Year 9	581	75%	581	77%
Spelling	Year 7	521	71%	531	78%
	Year 9	564	65%	553	61%
Writing	Year 7	541	64%	545	69%
	Year 9	573	69%	573	69%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate	95.30%
VCE VM Completion Rate	89%
VPC Completion Rate	*

*Data not reported for 2025 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.

Post-School Destinations as at 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

At Mercy Regional College, we are committed to educating students in the Mercy tradition of kindness, compassion and selflessness. We are following the example of Jesus Christ and striving to make his message known and loved by all. Our wellbeing vision is grounded in the Mercy tradition: a commitment to dignity, compassion and care for one another. In 2025, we aimed to continue to strengthen a culture where every student feels safe, valued and empowered to thrive.

Our key goals and intended outcomes are:

Strengthen Positive Behaviour Foundations

We will build on the implementation of our Positive Behaviour Management framework, ensuring consistent expectations, restorative practices and proactive support across the College. Our focus is on fostering respectful relationships, shared responsibility and a strong sense of belonging.

Consolidate Student Voice and Agency

We will deepen opportunities for authentic student voice, empowering young people to contribute meaningfully to decision-making processes that impact their learning and wellbeing. By strengthening agency, we aim to increase engagement, ownership and connection to school life. We aim to provide PD in this space and allocate a student agency staff member to help drive this space for future years.

Launch and Grow the M.E.R.C.Y. Wellbeing Program

In 2025, the M.E.R.C.Y. class operated as a dedicated, stand-alone wellbeing program designed and implemented with endeavour to respond directly to the developmental and social needs of our students. The program incorporated:

- RRRR (Resilience, Rights and Respectful Relationships) education.
- Positive Education practices to enhance emotional literacy, resilience and strengths-based growth.
- Fullness of life.

The implementation of these programs ensured we remained responsive to emerging student needs and contemporary wellbeing challenges throughout the year.

Through these initiatives, Mercy Regional College is committed to nurturing confident, compassionate and capable young people who are equipped not only for academic success, but for life beyond the classroom.

Achievements

Pulse Wellbeing Check-In Platform

Pulse Wellbeing Check-Ins are short, regular opportunities for students (Year 7-12) to reflect on how they're feeling and how they're coping with learning and life. These quick check-ins give students a voice, help staff identify trends or concerns early, and strengthen connections across the school. By consistently "taking the pulse" of our community, we can respond proactively, provide timely support, and create a culture where wellbeing is noticed, valued and acted upon.

Tomorrow Man, Tomorrow Woman workshops - Year 10

Tomorrow Man and Tomorrow Woman programs are evidence-informed workshops designed to build emotional intelligence, strengthen relationships and support positive mental health.

Through open, guided conversations in a safe and respectful environment, students explored topics such as identity, pressures, healthy relationships, communication and help-seeking. The programs aim to challenge unhelpful stereotypes, build empathy and equip young people with practical tools to navigate life's challenges with confidence.

These sessions were engaging, age-appropriate and highly regarded for creating meaningful dialogue that supports wellbeing, connection and personal growth.

MRC Diversity week

MRC Diversity Week is a celebration of the rich diversity within our community and an opportunity to deepen understanding, respect and inclusion across the College. Throughout the week, students engaged in activities, conversations and learning experiences that highlight the many identities, cultures and perspectives that shape who we are.

Neurodiversity

This includes a focus on autism, ADHD, dyslexia and other cognitive differences. Students explored how brains work in different ways and how we can foster inclusive learning environments that recognise strengths and reduce stigma. A sensory room was established in the MPA.

Cultural Diversity

We celebrate languages, ethnic backgrounds and migration stories within our community. This day highlighted the richness that cultural diversity brings and encourages curiosity, empathy and connection.

Aboriginal and Torres Strait Islander Cultures

This is a dedicated day to honour First Nations history, culture and perspectives. Students

will engage with the significance of truth-telling, respect for Country and the ongoing contributions of Aboriginal and Torres Strait Islander peoples.

Gender & Sexuality (IDAHOBIT Day)

In recognition of IDAHOBIT (International Day Against Homophobia, Biphobia, Intersexism and Transphobia), students will explore LGBTQIA+ identities, gender diversity, respect and human rights, reinforcing our commitment to safety and belonging for all.

Religious & Spiritual Diversity

Linked to our MRC Feast Day and Laudato Si' Week, this day celebrates the spiritual traditions within our community and reflects on care for creation, shared humanity and the values that unite us.

MRC Diversity Week is about building a culture where every person feels seen, valued and respected, not just this week, but every day.

Breakfast with the Mayor - Year 8

Students at our O'Keeffe campus spent the morning having breakfast with the local mayor, sharing ideas and sharing exciting happenings at our campus.

Do It For Dolly Day

"Do It For Dolly Day" 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 students 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 fourth 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. Our VCE-VM students organised and ran the morning, involving invitations, catering, risk assessment, logistics, and promotion.

The morning of 5th September 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 or hot chocolate back at school to begin the day. Staff were involved either via donations cooking, dipping, driving

buses, setting and packing up. Approximately \$900.00 was raised for the Let's Talk Foundation which is locally based in Warrnambool.

Red Frogs presentation - Year 12

The Red Frogs session was an engaging and practical workshop designed to support our Year 12s to make safe, informed and positive choices.

Red Frogs focuses on topics such as peer pressure, risk-taking, respectful relationships, decision-making and looking out for mates. Through relatable stories, honest conversations and interactive activities, students were encouraged to think critically about their choices and the impact they have on themselves and others.

The session promotes personal responsibility, courage and care for others, reinforcing the message that it's okay to speak up, seek support and prioritise wellbeing.

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.

PAX event

The PAX event is an exciting celebration of gaming, technology and digital creativity. Bringing together gamers, developers and industry professionals, PAX offers students the opportunity to explore the latest video games, tabletop experiences, esports, and emerging technologies.

Beyond just playing games, students can attend panels, workshops and live demonstrations that highlight pathways into careers in game design, coding, digital art, storytelling and media production. The event promotes creativity, collaboration and critical thinking, while also showcasing the positive social connections that gaming communities can foster.

PAX is a dynamic and immersive experience that celebrates innovation, imagination and the power of interactive entertainment. There were a small number of students who attended this event from Years 9-12.

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. Students attended Emmanuel College for the day to present their presentations and participate in a Netball competition.

Bullying No Way!!

"Bullying NO WAY Day for 2025" 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.

Student Leadership Day - Corangamite Shire

Students were provided an opportunity to attend a leadership forum in our Shire. This was a great opportunity to network with peers from other schools and highlight needs in their school and community.

Staff Wellbeing

Staff wellbeing continued to be a focus throughout the year, with a more explicit agenda to support the wellbeing of staff at Mercy. We continued to engage 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
- Mercy Regional College 'new staff' catch ups
- 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 Engagement programs offered during the year:

- Junior school - Welcome evening
- School TV platform on website
- Week ahead document - Junior, Middle and 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 and the week ahead document
- Access to information via Google Meet and virtual presentations
- Acknowledgement Days
- Time and Space evening

A selection of Student Wellbeing and Engagement programs offered during the year:

- Year 7 Camp
- Year 8 Camp
- Year 11 Road safety presentation
- Year 9 Camp - The Melbourne Experience
- Year 12 Retreat
- Alfred Hospital P.A.R.T.Y program - Year 11
- Tomorrow Man Tomorrow Woman - Year 10
- Consent Labs
- RUOK? Day
- Bullying No Way Day
- VANGUARD COACHING- ADHD coach working with individual students.

Student Satisfaction

Results from our School Improvement Student Survey as follows:

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 **3.1**

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 **3.0**

Average response for ***I think I am generally successful at school*** was **3.5**

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 **3.2**

Average response for ***Being at a Catholic school is very important to me*** was **2.2**

Average response for ***Students at this school always show respect to others*** was **2.8**

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

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	69.84

Average Student Attendance Rate by Year Level	
Y07	87.67
Y08	86.97
Y09	86.53
Y10	86.52
Overall average attendance	86.92

Leadership

Goals & Intended Outcomes

Grounded in faith and our Catholic heritage, we are committed to nurturing growth through purposeful and empowering learning. This vision shapes how we lead, with stewardship understood as a shared responsibility and a genuine act of service to our community. We work deliberately to build a culture of belonging, trust, clarity and shared purpose, where decisions are made together and always with our students at the centre.

By strengthening a common sense of mission across staff and families, we foster a community where leadership is lived through everyday actions. Our approach to stewardship is thoughtful and intentional, ensuring that our resources are directed where they make the greatest difference: in supporting student learning and the ongoing growth of our staff. As we balance accountability with a focus on sustainability, we continue to provide an inclusive and forward-looking environment where each person is known, supported and able to flourish.

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

The DOBCEL Strategy 2035, 'Pursuing fullness of life for all', was introduced to the Mercy Regional College community at the beginning of 2025. As our governing body, DOBCEL has provided a clear and compelling direction for Catholic education across the next decade. With the strengthening of Catholic identity at its heart, the Strategy is framed by five key pillars: Collaborative Cultures; Engagement and Belonging; School as Community; Rich Pedagogical Practices for Deeper Learning; and Wellbeing and Sustainable Stewardship. These pillars offer a strong foundation for our ongoing work, enabling us to align our improvement priorities with system-wide goals and continue to grow as a high-performing Catholic school into the future.

With 2025 the final year of our 2021-2025 Mercy Regional College School Improvement Plan, a major focus of our leadership and stewardship this year was the facilitation of a broad and inclusive Validation Review which provided an opportunity for reflection and evaluation of our effectiveness against agreed standards, affirming areas of strength, and identify priorities to guide our future improvement and creation of our 2026-2030 MRC School Improvement Plan.

Bringing our current School Improvement Plan to a close, we prioritised Instructional Coaching, Cognitive Coaching, Enhanced Induction for new staff and facilitation of the next stage of our Master Building Plan.

Coaching and mentoring continue to play an important role in advancing our improvement priorities, particularly in attracting and retaining high-quality staff while maintaining a strong focus on enhancing student learning outcomes. Our Instructional Coaching model is now an embedded part of our practice, supporting early career teachers as well as those new to the college. Through a dedicated instructional coaching role, we are seeing ongoing growth in both the confidence and professional practice of staff engaged in the program. We also congratulate three teachers who have successfully moved from Provisional to Full VIT registration with the support of our trained VIT mentor.

Supporting staff to complete post and under graduate qualification as part of their employment at Mercy Regional College enhances the learning outcomes for our young people and provides enhanced engagement for our staff. Across 2025, staff successfully completed the following under- and post-graduate courses:

- Master of Business Administration - ACU
- Master of Teaching - Internship - University of Melbourne
- Bachelor of Education - Federation University
- Graduate Certificate in Career Development Practice - CEAV Institute
- Graduate Certificate in Catholic Studies - ACU
- Enhancing Catholic School identity - THCT605 Introducing the Leuven Project - ACU

We continued to support staff who are continuing tertiary study:

- Master of Educational Leadership - ACU
- Bachelor of Education - Internship - Federation University
- Bachelor of Education - Deakin University
- Master of Primary and Secondary Teaching - Deakin University
- Bachelor of Commerce - Deakin University
- Certificate IV in Training and Assessment

Under the continued mentorship of Dr Bern Nicholls, our leadership framework remains centered on a sophisticated cognitive coaching strategy. Rather than a one-size-fits-all approach, this model prioritises the individual logic and internal philosophies that drive decision-making. By dissecting these mental frameworks, our senior and mid-level leaders

and administrators spent the 2025 cycle cultivating greater professional independence and self-directed growth.

Resources have been provided for staff to continue professional learning to improve their knowledge, expertise and practice. 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. In 2025, these onsite opportunities included continuation of our work on Personal Wellbeing with Meg Durham, Enhancing Catholic Identity with the Sisters of Mercy and Learning and Teaching in collaboration around Vic Curric 2.0 with Trinity College Colac.

Staff also had individual and small group access to professional learning opportunities offered by external agencies in line with our school improvement priorities and enhancing student learning outcomes. Our English teaching team continued their focussed work in the DOBCEL Year 7 to 10 English Curriculum Project (ECP) and the VCE English Catholic Network (VECN), both facilitated by Kirstin Bourne through DOBCEL.

In 2025, our professional learning also focused on the strategic and ethical integration of Artificial Intelligence tools to elevate teaching and learning. By exploring AI's potential to personalise education and streamline workflows, we have prioritised building a shared digital literacy across our entire community. This commitment to transparently sharing insights among staff, students, and families ensures that we remain at the forefront of innovation, using these tools responsibly and collaboratively to drive student success.

Sustainable management of our assets remains of high priority, ensuring that our facilities align with our high standards for teaching and learning. Our commitment to continuous infrastructure improvement provides the necessary resources for staff excellence and student safety. By thoughtfully reinvesting in our campus, we bridge the gap between physical space and educational outcomes, fostering an atmosphere that nurtures the holistic growth of the entire school community.

Significant progress was made toward the transformation of our McAuley campus facilities. In a collaborative effort with Baldasso Cortese and DOBCEL, we successfully finalised the architectural blueprints for our upcoming Arts and Technology wing. This progress has moved the project into its next critical phase: opening the Expression of Interest (EOI) process for construction partners. This ambitious development is underpinned by a \$5 million Catholic Capital Grant from the Federal Labor Government, which will not only revitalise our creative and technical hubs but also provide a community gathering space and introduce essential lift access to the Middle School, ensuring a fully inclusive environment for every member of our community.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
• Early Career Teacher, Glowery Room Ballarat • VET Sport, Rec and Aquatics collaboration, Warrnambool • BAS Meeting, Macfarland Hall, Ballarat Clarendon College. • Meeting at Merindah Lodge re Christian Outreach, Merindah Lodge • HCSN Principals Meeting - Noorat • BAS Principals Meeting, Ballarat • Liturgy Ritual Prayer - Online • Child Link Training/Information Sharing, Online • STAV VCE Biology Conference, Online • Keynote Presentation Professor David Hopkins - 'Unleashing Greatness – a strategy for school improve, Online • Warrnambool Tech School Curriculum Advisory Team meeting, Virtual • STAV VCE Chemistry Conference, University of Melbourne, Parkville Campus • MRC & TCC Collaboration Day Planning, Colac • Secondary Leaders of Learning meeting, Virtual • Ballarat Diocesan leadership Gathering, Horsham • VCE History Conference, Hawthorn Arts Center • Meeting Option 1 - VCAA VCE School-Based Assessment Audit - VCE HHD and VCE PE • VCE OES briefings, Online • Catholic Dialogue School Consortium, Online • NAB Government, Education and Community Cyber Security Webinar, Online • BDSP, Ballarat • CDES Psych conference, Melbourne Crowne • BDSP CEB Ballarat, Ballarat • Warrnambool Careers Network, Warrnambool • Senior English Meeting with Kirstin Bourne • Middle English Meeting with Kirstin Bourne • Junior School English Meeting with Kirstin Bourne • REACH Entrepreneurship PL • Specialist Maths Virtual schools mentor visit • DOBCEL Early Career Teacher PL, DOBCEL Office Ballarat • Looking for Learning, MRC • LDL Network Day SECONDARY - Term 1 - Horsham • Grad Cert in Career Development Practice, VCEA Greensborough • DLG, Online • 2nd/3rd Year - Early Career Teacher Program - Ballarat • Steplab Instructional Coaching Intensive, Lowther Hall Anglican Grammar School, Melbourne

Expenditure And Teacher Participation in Professional Learning

- Maram Training, Conference Room, Warrnambool
- Leading Pedagogical Learning, Ballarat
- VCAA Furnishing scored assessment, Melbourne Museum
- *Why is Child Safety Central to the work of LSOs and ESS in schools?*, Camperdown
- Secondary REL Gathering
- SIMON Conference
- Secondary Leaders of Learning meeting (Virtual)
- Nexus/Aurion Workshop - New Payroll System, MRC
- DLG Horsham - DOBCEL
- KPMG - Data Migration (incl Secondaries) - Half Day Workshop, Online
- WDCN meeting, Library
- Running the Room - with Tom Bennett (Mambourin, VIC)
- Grad Cert Career Development practice
- User B Training
- Unpacking the new Science VC2.0 Curriculum, Webinar
- NCCD Contingency application, McAuley campus
- Australian Teachers Aide ATaps Modules, O'Keeffe
- AMSSSA Conference, Perth
- Australian Teachers Aide ATaps Modules, McAuley
- Supporting teachers to deliver the new Victorian Curriculum 2.0 with Cambridge Science, Online
- Moderating VCE Chemistry SAC, Emmanuel College
- LTAV Inservice, Cobden Technical School
- Secondary Leaders of Learning meeting (Virtual)
- ABLES report planning, Noorat O'Keeffe campus
- Teach Like a Champion, Queens St Melbourne
- Deputy, Assistant Principal & Senior Leader Network Forum, St Brigid's College in Horsham
- VIT Presentation Preparation Meeting, McAuley Campus
- Wellbeing Leaders Network, Ballarat
- BDSP Damascus College Ballarat, Ballarat
- VIT Effective Mentoring Program, Warrnambool
- Colac Careers Network Meeting, Trinity College, Colac
- Pulse - student wellbeing, Online
- Y9 English Course Writing New ECP Booklets for Semester 2, McAuley Campus
- Atomi - Zoom meeting
- PageUp Training - Showcase session, Camperdown
- Grad Cert Career Development Practice
- Staff Meeting - Learning Diversity PL
- PageUp Training - Training session, Trinity College - Colac
- English ECP Education Consultation, O'Keeffe Campus

Expenditure And Teacher Participation in Professional Learning
• PAVCSS Meeting, Ballarat • Emergency Management Training, Online • Timetabling Solutions - Timetabling Concepts Training Course, Online • Leading Pedagogical Learning with Christopher Thomas, Virtual • PageUp Training - Refresher part A - online • PageUp Training - Refresher part B - online • VCAA 2025 NAPLAN Reporting & Data Service PD - Online Sessions • Youth Mental Health First Aid, Camperdown • PAVCSS General Meeting • PL - Supporting Students to Achieve • VIT PRT Seminar, Warrnambool • DOBCEL DLG Horsham, Horsham • VIT Effective Mentoring Program, Warrnambool • Aurion Training - People Management, • Aurion Training - Organisation & Position Management, • Aurion Training - Employee Processing, • Aurion Training - Payroll Maintenance & Functions, • Catholic Identity PL Day - Beyond the Gates of Mercy, MRC • Aurion Training - Payroll Administration, • Aurion Training - Employee Self Service, • Aurion Training - Pay Run, • Grad Cert Career development practice, school/home • BDSP Monivae Hamilton, Ballarat • Careers Meeting, Deakin University, Warrnambool • DOBCEL ECSI Course, Ballarat • Secondary Leaders of Learning meeting, Virtual • LDL Secondary Day - Horsham • DOBCEL Principals meeting, Online • HCSN Principals Meeting, St Patricks PS • Grad Cert Career development practice, VCEA Greensborough • Secondary Leaders of Learning meeting, Virtual • BAS Principal's Meeting, Ballarat • DOBCEL Principal's Learning Diversity Working Group, Ballarat • DOBCEL DLG Secondary Principals, Horsham • DOBCEL Meeting, DOBCEL Ballarat • Morrisby Training • VCE English Planning Day, Catholic Leadership Centre East Melbourne • SWTAFE Excel, Warrnambool • DOBCEL Student Agency Educator Session, Online • BDSP Mildura, Ballarat • Secondary Leaders of Learning meeting, Virtual

Expenditure And Teacher Participation in Professional Learning	
• Aurion UAT, Ballarat • DOBCEL DLG Online • Secondary REL Gathering, Mercy Regional College • SWTAFE Finialising day 2025, SWTAFE WARRNAMBOOL • Leading Pedagogical Learning with Christopher Thomas, Church or Christ - Horsham • MAV Conference, LaTrobe University Bundoora • HCSN Meeting, Camperdown • AIET Trade Trainer Summit, Outer Northern Trade Training Centre • Grad Cert Career development practice	
Number of teachers who participated in PL in 2025	35
Average expenditure per teacher for PL	\$121.00

Teacher Satisfaction

Results from our School Improvement Student Survey as follows:

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 3.7

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 3.1

Average response for ***The morale in this school is high*** was 2.5

Average response for ***Staff take pride in this school*** was 3.8

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 3.6

Average response for ***Staff in this school experience a lot of stress*** was 3.6

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

Teacher Qualifications	
Doctorate	0
Masters	6
Graduate	8
Graduate Certificate	5
Bachelor Degree	27
Advanced Diploma	2
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	35.18
Non-Teaching Staff (Headcount)	41
Non-Teaching Staff (FTE)	26.24
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Mercy Regional College is committed to building strong and purposeful relationships with parents, parish communities, and the wider region, because these partnerships play a vital role in lifting student learning, strengthening wellbeing and belonging, and supporting the long-term sustainability of Catholic education in our local context. We understand community engagement as shared responsibility, where school and home work together with a common aim of helping each young person to grow, thrive, and achieve. This is expressed through the involvement of families and carers, alumni, local organisations and services, and regional businesses who contribute to the life of the College and help extend the opportunities available to students.

Clear, consistent and responsive communication is essential in creating the trust and connection that underpin a safe and welcoming learning environment. When communication is timely and opportunities to participate are made visible, families and community members are more able to engage in meaningful ways. By strengthening ongoing connections with families and our feeder communities, and by inviting community members to contribute expertise, resources and support, we build stronger relationships and a shared sense of ownership and pride. A key focus is broadening engagement so participation is not dependent on the same small group, but is achievable for a wider cross section of students, staff and families.

Sustained community connection also depends on ensuring engagement is inclusive and accessible. This means recognising the varied circumstances, backgrounds and locations of our families across surrounding towns and parishes, and designing communication and invitations that are clear, practical and easy to respond to. Through a deliberate focus on welcome, transparency and two-way connection, we aim to ensure families feel respected and valued, and that our wider community understands how to connect with and contribute to the mission and life of Mercy Regional College.

Our objectives for the year included:

- Providing meaningful ways for prospective families to visit, experience, and understand what Mercy Regional College offers.
- Strengthening communication with parents, carers, and the wider community through consistent, timely updates using multiple channels including the fortnightly newsletter, weekly Week Ahead, PAM and SMS notifications, targeted correspondence where required, and social media communication to reach a broad audience.

- Continuing twice yearly Parent Teacher Student learning conversations to support shared understanding of each student's progress, strengths, wellbeing, and next steps, with both in person and online options to maximise access for families.
- Strengthening our relationships with local feeder schools, including Hampden Catholic Network primary schools and local State primary schools, to support a smooth transition into Mercy Regional College and to ensure every incoming student feels welcomed and connected.
- Strengthening our engagement with local organisations, businesses, and community leaders to enrich learning through authentic opportunities such as community action, curriculum linked visits, volunteering, mentoring, work experience placements, and the integration of VCE VET and VM learning experiences.
- Expanding opportunities for students to participate in interschool co-curricular experiences, including debating, public speaking, and higher level sporting pathways, to broaden confidence, connection, and engagement.
- Strengthening the role of family, alumni, and community events and volunteer opportunities in building a strong and connected school culture, where people can contribute time, skills, and experience in support of students and the mission of the College.
- Increasing student participation and pride in school life by promoting and supporting involvement in events and activities across learning, liturgy, academic extension, community outreach, social and ecological justice, sport, and the arts.
- Strengthening opportunities for community service and civic contribution through partnerships with local not for profit organisations and community projects, including volunteering, events, and fundraising initiatives that support the College's standing in the broader community.
- Continuing to build an inclusive and welcoming environment that values diversity and promotes equity through initiatives such as Diversity and Inclusion Week, staff and student learning, and student led actions that encourage inclusion.
- Strengthening the effectiveness of the School Advisory Council through ongoing engagement and constructive input into school policies, programs, and priorities, strengthening the link between families, the College, and the wider community.
- Enhancing our standing and participation within the Hampden Catholic Schools Network, Ballarat Catholic Secondary and DOBCEL communities, and our place as a Mercy Education Limited Affiliate school.

Achievements

Open Day continued to be a key opportunity for prospective families to experience Mercy Regional College through our "School in Action" tours across both campuses. These were complemented by a series of Principal's Tours held throughout the year, ensuring families had multiple entry points to visit, ask questions, and make informed decisions. Our

Information Package was refreshed to include Frequently Asked Questions, improving clarity and accessibility for new and enquiring families.

Strengthening transition and connection with our feeder communities remained a priority. We continued to develop the Hampden Catholic Schools Network (HCSN) Taster Day program, providing Grade 5 and 6 students with the opportunity to spend a day at our Junior campus each term to build familiarity, confidence, and early relationships. In Terms 3 and 4, we expanded the program to include students intending to enrol the following year and those still discerning, supporting earlier connections with peers and teachers and strengthening a positive transition into Year 7.

MRC also sustained a wide range of opportunities for parents, carers, and significant adults to participate in the educational journey of their young people. Across the year, we welcomed families into the life of the College through events that strengthened belonging and shared celebration, including the Year 11 Presentation Ball, the Year 12 Graduation Mass and Dinner, our annual senior achievement assembly, and the Mass of Thanksgiving followed by academic and community involvement awards. We also extended a special welcome to grandparents, elderly relatives, and mentors through our Junior Campus Special Persons Day, strengthening connection across generations.

We continued to build meaningful family connection opportunities beyond formal celebrations. The College hosted its second Time and Space evening for Year 7, 8 and 9 students, inviting them to attend with a male parent or mentor. This experience created space for purposeful conversation and relationship building between parents, mentors, and adolescents, supported by members of our school community. Feedback again affirmed the value of this program in strengthening connection and fostering a supportive and inclusive culture. In addition, our Year 12 students, families and staff came together for a Family Bowls Evening at a local bowls venue. This new initiative was warmly received and provided another positive point of connection within the senior community.

Student engagement beyond the classroom was strengthened through increased participation in interschool opportunities. In 2025, MRC participated in the Ballarat Associated Schools (BAS) Sports program, entering senior boys AFL and senior girls netball.

Opportunities in debating and public speaking were further expanded through the establishment of a South West Secondary Schools debating friendly with Emmanuel College Warrnambool. Students also continued their involvement in the Mercy Education Limited Frayne Speech Festival, hosted this year by Our Lady of Mercy College Heidelberg, and participated again in the Lions Youth of the Year Quest at a local level, strengthening confidence, voice, and extension opportunities.

We continued to value and strengthen our partnerships within local learning and pathways networks, including the Hampden Secondary Schools Sports District of School Sport Victoria, South West and Colac TAFE, and the Corangamite Trade Training Cluster. These

partnerships supported a broader and more connected learning journey for students, including access to vocational education and training opportunities both onsite and through partner providers, and additional opportunities to engage with peers across neighbouring schools.

As a Mercy Education Limited (MEL) Affiliate school, student leadership and formation opportunities continued to develop. Our 2025 School Captains participated in the Seeds of Justice student conference held in Anglesea and attended the inaugural MEL Student Leaders Conference in Fitzroy, where they collaborated with student leaders across MEL and Affiliate secondary schools, strengthening Catholic identity and shared purpose. Student leaders also attended the Corangamite Student Leaders Development Day, further building leadership capability and connection to the local community.

A range of local community groups engaged directly with our students through campus visits, and we continued to value these partnerships as an important way to connect learning with real world contexts. Groups included ADF, Sam Clear, Victoria Police, Pat Cronin Foundation, Man Cave and others. Students also engaged in rich learning experiences beyond the school through curriculum aligned visits and excursions to locations such as Warrnambool Art Gallery, Lighthouse Theatre and Library, the NGV, Budj Bim, the Camperdown Water Treatment Plant, Camperdown Community Lunch, ANZAC and Remembrance Day services, Melbourne Writers Festival, Ecolink Bacchus Marsh, Mt Noorat, Drake's Paddock, Warrnambool Courts, The Little Acorn, and Warrnambool Wildlife Encounters.

Our VCE VET Sport, Recreation and Aquatics and VCE VM students also strengthened community connection through their support of local HCSN primary schools, assisting with sporting and school events and continuing to build positive relationships that support transition pathways into Mercy Regional College.

In addition to these activities, we strengthened our community engagement approach by giving greater attention to visibility and participation. The School Reflection Report identifies the importance of resourcing a core calendar of key community events, lifting involvement beyond selected groups, using targeted reminders through local channels (including parish bulletins and feeder town networks), and providing short post event summaries that highlight student outcomes and celebrate participation.

These directions will continue to guide how we build sustained, two-way relationships with families, parishes, local organisations and surrounding communities.

Parent Satisfaction

Results from our School Improvement Student Survey as follows:

Average response for ***My child feels accepted by other students at school*** was **5.7**

Average response for ***There is good two-way communication between the staff and parents at my child's school*** was **4.9**

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 **5.1**

Average response for ***The teachers at my child's school are extremely dedicated*** was **5.2**

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

Results from our School Improvement Student Survey as follows:

Average response for ***My child attending a Catholic school is very important to me*** was **3.4**

Average response for ***Staff at this school always show respect to others*** was **3.8**

Average response for ***Students at this school always care about others*** was **3.1**

Average response for ***This school raises my child's awareness of social justice issues*** was **4.1**

Scale for Survey is 1 - Strongly Disagree to 7 - Strongly Agree

Financial Performance

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.

For more detailed information regarding our school please visit our website at www.mercy.vic.edu.au