

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2022



ACADEMY OF MARY IMMACULATE, FITZROY



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Minimum Standards Attestation

I, Sr Mary Moloney, attest that the Academy of Mary Immaculate is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

27 April 2023

Our College Vision, Mission and Values

The Academy of Mary Immaculate Vision, Mission and Values Statement is our core document of identity and action. It is displayed in every classroom and in every area of the College, incorporated into all role descriptions and forms the basis of Staff Annual Review Meetings, Staff Appraisals, the Senior Student Leadership election process and all key decision making.

It is the cornerstone of all we do as a faith-filled community, gifted with the Mercy charism.

OUR VISION

To be a premier learning community recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.


We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

OUR MISSION

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students’ spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

OUR VALUES

By living our values day-to-day, Academy girls discover what is important and can face each life challenge knowing they have the skills to make the best choice in each situation. From small personal actions to broader community and global initiatives, these six transforming values of Mercy are:

iValue	iValue	iValue	iValue	iValue	iValue
COMPASSION	COURAGE	HOSPITALITY	JUSTICE	RESPECT	SERVICE
At Academy, compassion and empathy lead to life-enhancing action.	At Academy, courage means taking a stand in the face of risk , sustained by our faith and trust in God.	At Academy, hospitality is being a welcoming, inclusive community where we open our hearts and extend generosity.	At Academy, justice and mercy are partners when forming relationships and building a strong community .	At Academy, we show respect for ourselves, to others, and care for the Earth – our common home .	At Academy, we use our gifts and talents to positively enhance the experiences of those around us.
 THE CITY SCHOOL FOR GIRLS					

College theme for 2022

“Together in Mercy”

This theme was chosen by our Senior Student Leadership Team and is a call and challenge for each of us to reconnect with each other, to acknowledge that it is the Mercy charism that binds us together and to move forward as one strong and united Community.



2022 Year of the Family

Pope Francis established the Year of the Family to help strengthen faith and live God’s joy more fruitfully in family life



OUR STORY
OUR VISION

OUR STRATEGIC INTENTIONS

To be recognised as a premier learning community, the Academy has set 6 key strategic intentions.



TAKING ACTION

IN ORDER TO BE

PROCLAIM OUR CATHOLIC IDENTITY

- Invite all to encounter the face of Christ
- Call all to live justly
- Respect all in our global community

a faith centred, welcoming community

LIVE MERCY

- Listen and lead for the service of others
- Align actions with values
- Extend hospitality with empathy and generosity

active contributors for social change

EDUCATE FOR EXCELLENCE

- High-impact teaching and learning
- Set high expectations and challenge
- Personalised and evidence-based learning
- Support students to achieve personal success

innovative and progressive educators

PROMOTE DYNAMIC WELLBEING

- Build student confidence and capacity through self-empowerment
- Integrate wellbeing and learning
- Nurture the development of life-giving relationships
- Embrace diversity in word and action

a responsive and inclusive community

GROW PARTNERSHIPS

- Engage families as partners in learning
- Maximise community partnerships for authentic learning
- Network with local and global learning and cultural institutions

engaged and connected to our broader community as the 'city school for girls'

ADVANCE A SUSTAINABLE FUTURE

- Care for the earth – our common home
- Build stewardship and leadership capabilities in staff and students
- Model an ethical, stable, and secure global environment through personal choices

responsible, informed caretakers of our future



STRATEGIC PLAN
2019 - 2022

Our 6 strategic intentions:

Identity

Mercy

Education

Wellbeing

Partnering

Sustainability

These intentions are symbolised as equal in value while, at the same time, being independent, yet intrinsically linked, thus engendering balance and sustainability

College Overview

History

The Academy of Mary Immaculate is the oldest girls' secondary school in Victoria, having been established by the Sisters of Mercy in 1857. From 1857 until the present day, the Academy has existed on its original site in Nicholson Street, Fitzroy. The founder of the Academy of Mary Immaculate is Mother Ursula Frayne and the Ursula Frayne Memorial Chapel, situated on the College site, is dedicated to her and is the place of her interment.

The College is rich in history and tradition. Notwithstanding, the learning environment is dynamic, full of opportunities for the students to develop independence as learners, challenge themselves and embrace their spiritual maturity as they discover how our Mercy values build their strengths, compassion and conviction to be messengers of hope.

The Academy of Mary Immaculate promotes the Catholic faith and ethos and provides an environment in which our students develop spiritually, physically, emotionally and intellectually, according to the Gospel of Jesus Christ.

The Academy, 'the city school for girls', offers a comprehensive range of subjects, both academic and practical, catering for approximately 700 students from Years 7 – 12 who come from a wide area of Melbourne. Our geographic location shapes and enriches learning and teaching and provides a multitude of co-curricular activities.

A Mercy School

As a community of believers, each Mercy school strives to reflect in its structures, curriculum and practices and in the quality of the relationships within it, the particular spirit of Mercy which Jesus lived and taught. Each school endeavours to reflect its commitment to these values by expressing its unity and solidarity with the poor, the unemployed, the distressed and the marginalised through its service to the community. Through their faithfulness to the spirit of Catherine McAuley's vision, Mercy schools work to provide a Catholic Education which enables the formation of the whole person imbued with those values which Catherine exemplified.

Mercy Education Values

The challenge of these values:

How do we live these values – do we show **respect**, work for **justice**, act with **compassion**, demonstrate **courage**, provide **service**, extend **hospitality**?

Catherine challenges us to Mercy through her teaching and her action.

Mercy, she teaches us, is the principal path marked out by Jesus for those who desire to follow him.

She imitated him in serving the afflicted, through the corporal and spiritual works of Mercy;

and she engaged in the particular ministries of teaching, care of the sick and offering refuge for women and children at risk of exploitation and homelessness.

We continue these works as needed, but, knowing that God's promise of Mercy is to poor people of every age

[Lk 1: 50-54]

Sisters of Mercy Constitutions

Principal's Report



At their first meeting towards the end of 2021, the newly elected Senior Student Leadership Team met to choose the College theme for the following year. Quite quickly a theme was chosen - "Together in Mercy."

It was seen as a theme of promise and hope (togetherness and reconnection after the two Covid years) but also a theme with a significant challenge.

We would be "Together" but "Together - in Mercy - " - united through and by the actioning of our charism.

Led by our senior leaders the theme became a lived reality. In Term 1 the focus was on being merciful to one another through the use of words; in Term 2 the belief that words without actions were inadequate led to the challenge of undertaking 165

actions of Mercy- a challenge the student body achieved in both simple and profound ways:

"I reached out to my friend who I knew was struggling"

"My friend gently challenged me to be a better me"

"I assisted an elderly lady in the street"

In Term 3 the focus shifted to being "Merciful to oneself" and taking the time to concentrate on our own wellbeing.

Suffice to say, as the Academy of Mary Immaculate community of 2022, we were indeed, "Together in Mercy".

Another highlight of 2022 was the celebration of a significant anniversary for the College - 165 years. On 20 April 1857 Mother Ursula Frayne established a school on our current site and, 165 years later, the Academy continues to flourish as a school of learning excellence and innovation where students are empowered to make a difference in society and where our 6 Mercy values of justice, respect, compassion, hospitality, service and courage guide all interactions and decision making.

In recognition of the 165th anniversary, it was decided to restore the College's harp (seen in photos in 1907 for the Golden Jubilee (50 years) of the Academy but not played for many years) and also to compose a new school song. A small group of teachers and students met together to write the words of the song and our gifted Music Department composed the music.

Thus, at our Assembly in April, there was the juxtaposition of the past and the future with the Harp Recital providing evocative memories of former days and our new school song proudly proclaiming the Academy of today and the future.

And, of course, throughout this year, as it has been for the last three years, the insidious Covid virus, was always ever present in the background, rearing up from time to time, affecting both physical and mental health and disrupting planned activities and events. In many ways this post-Covid year was more difficult than the former two years as so many felt depleted and unable to give any more.

Once again I commend all teachers of the Academy for their tenacity, their professionalism, their encouragement of students and their support of student wellbeing and learning. I thank, too, the support staff for all their work in the background ensuring that College life continued as usual.

I commend our students, too, for their resilience and strength and support of each other and I offer a sincere thanks to our parents, Alumnae, Advisory Council members and the Sisters of Mercy for their interest, commitment and support.

And thus we look to the future.....

In 2022 the College was required to undertake a VRQA Review - this Review takes place every 4 years and focusses on all aspects of Academy life especially teaching and learning, a multitude of compliance requirements and the all important area of Child Safety and Wellbeing. I am delighted to be able to say that the College performed well in all areas of the Review and the findings of the Review will form the basis of our new Strategic Plan 2023- 2026.

And, finally, an image that I hold in my heart- As I stood at the lectern at the beginning of our Mercy Day mass and looked down at the gathered assembly celebrating Mercy Day in the cathedral for the first time in three years, I could not help thinking - thank God we are home! The Academy community together again after the covid years - and "Together in Mercy."

Sr Mary Moloney rsm
Principal

Church Authority Report



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Governance

Mercy Education Limited (Mercy Education) is an incorporated ministry of **Mercy Ministry Companions (MMC)**. MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.

MMC delegates the responsibility of these thirteen schools' governance to Mercy Education. There are nine schools in Victoria, three in Western Australia and one in South Australia.

Commencing on 3 December 2021, the MMC Trustee Directors were installed by the Institute Leadership Team of ISMAPNG as the canonical authority for Mercy Education Ltd. The Trustee Directors also comprise the Board Directors of Mercy Ministry Companions Limited (MMCL), the civil body of Mercy Ministry Companions. Mercy Ministry Companions Limited is the Member of Mercy Education Limited.

In transferring the incorporated Education, Health and Community Service ministries to Mercy Ministry Companions, the Institute Leadership Council and the Institute has entrusted the Trustee Directors with this Mercy heritage and empowered them to develop new expressions of the "gift of mercy". In the new era of Mercy Ministry Companions, canonical stewards, board directors, executives and management continue to embody the compassion, hospitality, integrity, care, justice, practicality and service which characterise contemporary channels of Mercy.

The governance role of the Board of Mercy Education is confined to the thirteen schools and sets policies, approves schools' strategic plans, appoints Principals, approves senior leadership positions and fulfils due diligence in finance and audit management, capital development, risk management and litigation.

The current Board Directors and National Office Staff of Mercy Education are listed at <https://www.mercy.edu.au/governance/board-members> and <https://www.mercy.edu.au/governance/office-members> respectively.

The Mercy Education Limited schools are:

- Academy of Mary Immaculate, Fitzroy, VIC
- Catherine McAuley College, Bendigo, VIC
- Emmanuel College, Warrnambool, VIC
- Mercedes College, Perth, WA
- Mount Lilydale Mercy College, Lilydale, VIC
- Our Lady of Mercy College, Heidelberg, VIC
- Sacred Heart College, Geelong, VIC
- Sacred Heart College, Kyneton, VIC
- Santa Maria College, Attadale, WA
- St Aloysius College, Adelaide, SA
- St Aloysius College, North Melbourne, VIC
- St Brigid's College, Lesmurdie, WA
- St Joseph's College, Mildura, VIC

Mercy Education is the Employer of the Principal and staff of the Mercy Colleges. The existence of Mercy Education Limited gives strength, support and solidarity to each of the member Mercy schools and its community.

March 2022

College Board Report

The Academy of Mary Immaculate College Council is an Advisory Council with Mercy Education Ltd being the governing body.

The College Council provides advice and support to the Principal and the Staff of the College. Members of the Council are valued for their wisdom and the contribution they make to the functioning of the College and work together to ensure that the Mercy Ethos underpins the life of the College.

Purposes

The purposes of the Council are as follows:

- (a) To act as a consultative Council for the College and the Principal in the provision of Catholic education.
- (b) To promote the Mercy ethos and to ensure the charism is alive and central to all deliberations.
- (c) To assist the Principal and staff in policymaking, including the formulation of foundational documents and those policies related to Child Safety.
- (d) To assist in the preparation of the College budget and to recommend its adoption.
- (e) To provide advice concerning the financial administration of the College.
- (f) To give such practical support to the College as required in matters such as capital development, the maintenance of College facilities and equipment.
- (g) To take part in the strategic planning for the future operations of the College.
- (h) To assist generally in developing relationships both within the College community and between the College and the wider community.
- (i) Support any fundraising activities organised by auxiliary bodies associated with the College.
- (j) To facilitate the welcome of parents and children new to the College.
- (k) To develop strategies for the local promotion of Catholic education.
- (l) To provide advice according to members' expertise.

Focus topics for 2022:

- 2021 VCE students – Results/Tertiary Placements –Careers Practitioner, Lauren Sach (February meeting)
- Student presentations – 2022 Senior Student Leaders (March meeting)
- Presentation by the Deputy Principal – Learning and Teaching: Fiona Lennon – (May meeting)
- College Budget for 2022 – (August, October and November meetings)


I acknowledge the work of the College Advisory Council members and thank them for their dedication and commitment to the Academy of Mary Immaculate.

Mr James Baker
Chair


**Let us allow God to fill our hearts with his
goodness and Mercy.
- Pope Francis**




Education in Faith



PROCLAIM OUR CATHOLIC IDENTITY
 Invite all to encounter the face of Christ
 Call all to live justly
 Respect all in our global community



LIVE MERCY
 Listen and lead for the service of others
 Align actions with values
 Extend hospitality with empathy and generosity



ADVANCE A SUSTAINABLE FUTURE
 Care for the earth – our common home
 Build stewardship and leadership capabilities in staff and students
 Model an ethical, stable and secure global environment through personal choices

The religious dimension of Christian life and experience underpins every aspect of life at the Academy.

We endeavour to develop in each student a spirituality and an ethical framework that enables her to live a faith-filled, active life. This spirituality, based on the witness of Jesus and the role modelling of both staff and students, is respectful of diverse faith traditions and cultures and is lived with a generous spirit of service for others.

We are committed to providing our students with experiences that help them to explore and extend their faith, to carry on the tradition of Mercy and to pursue authentic decision-making.

Catherine McAuley's charism, exemplified in the spirit and tradition of Mercy, is brought to life in our encounters within the classroom, our ritual and sacramental celebrations and our commitment to social justice.

Religious Education

Religious Education is the invitation for the full flourishing of the whole person. Enriched by the charism of the Sisters of Mercy and our Catholic tradition, the learning at Academy guides students to grow and to embrace a view of themselves and of the world that is enlightened by hope, Mercy, compassion, forgiveness, faith and love. The Religious Education class is a forum that engages students and teachers in a search for truth and the deep questions of life. It is a forum that seeks to build a culture of authentic learning and respect for the sacred dignity of each person.

Goals & Intended Outcomes

Goals	Intended Outcomes
To embed our Catholic Identity and ensure that every aspect of College life is infused with our Mercy Charism, values and tradition.	<ul style="list-style-type: none"> • That students, staff and parents demonstrate active participation in our College Community • To increase the percentage of staff with Accreditation to teach Religious Education. • To improve Religious Education pedagogy



Embedding of Catholic identity Infusion of Mercy Charism, Values and Tradition

Achievements

- Strong and clear proclamation of our Catholic identity
- Fidelity to our Mercy history
- Lived expression of Mercy through justice
- Rich liturgical celebrations and prayer life
- Formation in faith of all members of the community
- Contemporary Religious Education pedagogy
- An ever increasing number of staff with Accreditation to Teach in a Catholic school and Accreditation to Teach Religious Education in a Catholic school.

Our Vision, Mission and Values Statement and our Strategic Plan – 2019-2022, clearly identify the importance of our Catholic Identity and our Mercy charism.

*"we aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the **mission of the Catholic Church** and spiritual tradition of the Sisters of Mercy."*

– **Vision** Statement

*.... these programs build on the legacy of our founder, Ursula Frayne and our **Catholic identity** to enrich our students' spirituality and their capacity for positive change....."*

– **Mission** Statement

The continued strengthening of our Catholic Identity remains a key focus for the College. All members are aware that we are a **faith filled community**, gifted with the **Mercy charism** within the **Catholic tradition**.

During 2022, key College events continued to be celebrated with a Mass. It was so fortunate that with Covid waning, the majority of these masses were able to take place onsite. These events included:

Beginning of Year Masses

- Staff Beginning of Year Mass (onsite)
- Student Beginning of Year and Investiture Mass (onsite and livestreamed)

Across the Year Masses

- Tuesday morning Masses (onsite when Covid permitted)
- Mothers' Day Mass (onsite)
- Mercy Day Mass (St Patrick's Cathedral)

End of Year Masses

- Year 12 Graduation Mass (Our Lady Help of Christians, East Brunswick)
- Whole school End of Year Mass and Assembly (onsite)
- Staff End of Year Mass (onsite)

The support of our College Chaplain, Fr Peter Varengo, enabled these Masses to take place.

Prayer Life

Prayer continued to be an important component of each Mentor Group's morning assembly.

During 2022, our Director of Faith and Mission continued to prepare relevant prayers for staff and students each day, bearing in mind the liturgical seasons of the year and including a scriptural reflection.

Each staff meeting began with a prayer.

The College's prayer life was enhanced by the writing of an Academy school prayer and the composition of an Academy school song.

Music as Prayer

The Academy is becoming known for its outstanding music department and is invited each year to sing at key events at St Patrick's Cathedral. The adage "she who sings prays twice" has particular meaning for the Academy community.

In recognition of the beautiful acoustics of the Chapel, a number of musical events including the Autumn Soiree are held there.

Student Reflection Days

Reflection Days were a key component of our Religious Education programme and students engaged fully in these opportunities.

An active and vibrant liturgical life

- The provision of numerous opportunities for prayer and for participation in the **sacramental life** of the church highlighted the importance of these areas at the Academy of Mary Immaculate.
- Weekly Mass was celebrated for staff, parents and students, with these Masses being prepared by a different Mentor Group each week. For the Mentor Groups, their allocated Mass was an opportunity to prepare and celebrate themes that were of significance to the group.
- Our Annual Mothers' Day mass is always well attended and deeply appreciated by mothers/guardians.

Mercy Day

Mercy Day is seen by all members of the Academy community as the most significant day of the year. The return to ringing the College bells on this day as the staff and students leave for mass at the Cathedral, reinforces the importance of this day and is a return to the tradition of ringing the bells on important occasions.



Staff Faith Development and Spiritual Formation

Spirituality Day - An annual **Spirituality Day** is scheduled each year. In 2022 Br Damien Price presented on the following topic: ***'Claiming the heart in confusion and change!' Spirituality for the journey.***

'Claiming the heart in confusion and change!' Spirituality for the journey.

At our Spirituality Day – Br Damien Price will suggest that we live in a time of profound and rapid change. There is much confusion. In the midst of this, more than ever before we are called to our heart, to our heart space and to the God who dwells within. As the Little Prince says, “It is only with the heart that one can see rightly – what is essential is invisible to the eye!” Using the work of Fr Henri Nouwen, Br Damien will suggest that Catherine McAuley was a heart person – a person of mercy allowing her heart to open wide in compassion. Br Damien will suggest that we must ‘come as guest’, choose to be deeply present, allow our God to take us over so we become his heart of compassion for our world – and then, and only then, will we and our world know true freedom!

- Staff also attended other appropriate Mercy and Religious Education conferences and participated in Professional Learning activities.

Accreditation Status

There continued to be strong encouragement and ongoing support of all teachers to achieve Accreditation to Teach in a Catholic School and Accreditation to teach Religious Education with the gaining of this Accreditation being acknowledged and celebrated at staff gatherings. New staff undertook the completion of a number of Mercy modules which will contribute towards their accreditation.

Improved Religious Education pedagogy

- Continued reflection and renewal of the Religious Education curriculum ensured its currency
- The effectiveness of the Religious Education Teams continued to be enhanced through the sharing of resources and strategies on a regular basis.
- The CEM Religious Education Curriculum Framework and the Horizons of Hope documents continue to provide a context for our Religious Education curriculum and pedagogy
- Pedagogy of Encounter:
The teaching and learning model that is used very successfully at Years 8 and 9 is called ‘Pedagogy of Encounter’.
In essence, this model brings into dialogue the current understandings of the student, community perspectives and the teachings and perspectives of the Catholic Church. It is a model that seeks to challenge the students to grow in their understanding of faith.

Staffing of the Religious Education Department

- At Academy a considered decision is made with regard to the staffing of the Religious Education department leading to students being taught by passionate and committed Religious Education teachers.

A lived commitment to Mercy and justice

The collective Catholic identity of the College is strongest in our shared work for justice and our articulation of values.

Mercy

- We welcomed members of Mercy Ministry Companions to the College. Mercy Ministry Companions is the Public Juridic Person (PJP) responsible for the governance of the Ministries of ISMAPNG (schools, hospitals, aged care facilities and community service agencies). Their visit to Academy provided an opportunity for this newly formed group to meet staff and students.
- Our theme "Together in Mercy" permeated all aspects of College life with our senior leaders proclaiming and living this theme.
- The Academy community continued to embrace the six key Mercy values as promoted by the Mercy Education Board – Justice, Service, Respect, Compassion, Hospitality and Courage.
- Numerous opportunities were provided for staff and students to gain a greater understanding of their Mercy Heritage and a greater recognition of what it means to be a person of Mercy.
- Mercy Day Fundraising continued to be a priority with funds raised supporting the work of **McAuley Community Services for Women** in Melbourne who provide much needed services for women and children escaping family violence.
- Other Mercy fundraising supported Indigenous projects including **Opening the Doors Foundation**.
- Our Year Level Reflection Days sought to animate our Mercy values through our choice of presenters and through reflections, role-plays and prayer.

Justice – Focus on Advocacy and Action

- The College's Justice Group is the largest group within the College
- The goals of the Justice Group are clearly identified:
 - To embed issues of Justice more overtly within and across the curriculum where possible
 - To explore justice issues and social action more strategically at each year level
 - To continue to provide opportunities for staff to utilize justice resources in the classroom, to join students at justice conferences and in social action activities.
- The Justice Group focused on Justice and Mercy in action with planned visits to organisations:
 - Cooking breakfast and meeting residents – St Mary's House of Welcome
 - Mercy Aged Care facilities
 - Our "Connecting Community" project with Sacred Heart Primary school
 - Fundraising for McAuley Community Services for Women
 - Winter Sleepout
- Each term, the Justice Group focusses on a particular area:
 - Term 1 – Caritas
 - Term 2 – Open the Doors Foundation
 - Term 3 – McAuley Community Services for Women
 - Term 4 – Mercy Works

Winter Sleep Out

The key fundraising once again for the year was the Winter Sleep Out which took place in Term 3. This event was organised by the student Justice team and saw hundreds of students and staff 'sleeping out' in their homes to raise money for McAuley Community Services for Women. As part of the event, students were asked to eat simply and sleep roughly eg if not outside, on a couch or a chair, in recognition of those who were in need.

Seeds of Justice

Students also participated in Seeds of Justice conferences conducted by Mercy Education.

Other Justice groups – Earth at Academy and Fire Carriers

- Two other major groups are the student led **Earth at Academy** group, whose focus was on the area of sustainability and the **Fire Carriers** (Friends Igniting Reconciliation through Education) staff and student group whose objective is keeping the reconciliation flame alight at the Academy.

Fire Carriers - The Aboriginal flag flies from a College flagpole as an expression of our solidarity with and respect for our indigenous brothers and sisters.

In 2022 Academy established a relationship with **Worowa Secondary school** in Healesville with reciprocal visits taking place. It is hoped to build on this initiative in the coming years.

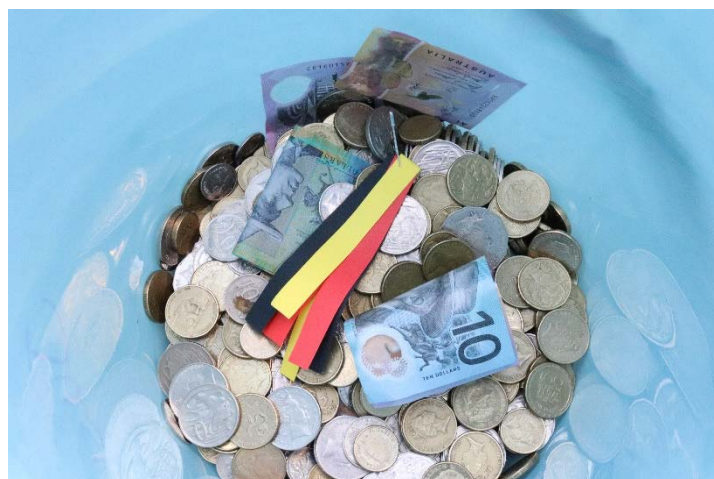
Another initiative in 2022 was the unveiling of our **First Nations plaque** which is situated on the front wall of the College near reception.

There was continued enthusiastic student participation in all Justice activities.

Earth at Academy

The students involved in the Earth at Academy group are passionate about building a better world and ensuring that the Academy community continues to practice sustainability.

In 2022 a very successful earth hour took place which highlighted the difference a small action can make in terms of consumption of goods.





VALUE ADDED

The Academy of Mary Immaculate adds value to the education of each student through a myriad of activities.

Our College documentation and publications – Vision, Mission and Values Statement, Strategic Plan 2019-2022, Prospectus, College Website, fortnightly Newsletter, e-News, Academic Magazine, Alumnae Newsletter provide information about aspects of College life that exemplify who we are and the living out of our ethos and mission. At the Academy of Mary Immaculate the above documentation provides a comprehensive summary of all that happens at the Academy.

In 2022 some of these activities that enhanced the Education in Faith area were:

- Availability of the Ursula Frayne Memorial Chapel for prayer and reflection
- Liturgical Celebrations including:
 - Staff Beginning of Year Eucharist - *onsite*
 - Year 7 Beginning of Year Mass – *unable to take place in 2022*
 - Student Beginning of Year and Investiture of College Leaders Eucharist – *onsite and livestreamed*
 - Attendance at St Patrick's Day Mass and Mission Mass - *unable to take place in 2022*
 - Mothers' Day Mass - *onsite*
 - Feast of the Assumption Mass - *onsite*
 - Mercy Day Eucharist and celebrations – *St Patrick's Cathedral*
 - Year 12 Graduation Eucharist – *Our Lady Help of Christians Church, East Brunswick*
 - Year 7 to 11 End of Year Mass
 - Tuesday morning masses, with a class assigned each week to undertake the organisation – *when possible given Covid*
 - Retreats and Reflection Days – *Covid-19 affected a number of these celebrations*
 - School liturgies, prayer services
 - Music as another form of prayer and an integral part of all our celebrations
- Enrichment opportunities through engagement of key presenters in the area of spirituality.
- A formal Religious Education Program in Years 7 to 12 with choice of electives at VCE level.
- Ongoing work of our dynamic Justice Group
- Opportunities to participate in many and varied Justice Programs and Activities, eg Earth at Academy, Fire Carriers
- An ever increasing student Mercy Outreach program
- Fundraising for those in need, with the provision of particular support to McAuley Community Services for Women, Caritas and local Indigenous projects
- Involvement in the Fire Carriers Program (Friends Igniting Reconciliation through Education)
- Pastoral Care Programs

Learning & Teaching



EDUCATE FOR EXCELLENCE

High-impact learning and teaching
Set high expectations and challenges
Personalised and evidence-based learning
Support students to achieve personal success

We are a dynamic teaching and learning community and our teachers are passionate educators who work together collaboratively and professionally to ensure the best outcomes for our students.

Our students are encouraged and supported to achieve excellence and challenged to engage in all aspects of the learning journey and to experience the joy of learning. Curiosity, creativity, enquiry and critical reflection are strongly promoted and students are provided with many different learning opportunities.

Goals & Intended Outcomes

Goals	Intended Outcomes
To improve student learning outcomes through personalised, effective and stimulating learning and teaching that builds student engagement and success in all areas of the curriculum	<ul style="list-style-type: none"> • That students will become more confident independent learners. • That student learning outcomes will improve

From Our Vision Statement

To be a *premier learning community* recognised for developing young women of integrity and purpose who are empowered by the values of Mercy, creativity, and social justice in *pursuit of academic and personal success*.

We aspire to be valued as an authentic and inclusive community, faithful to the teachings of Jesus, the mission of the Catholic Church and the spiritual tradition of the Sisters of Mercy.

From Our Mission Statement

Through our *contemporary educational philosophy*, we provide *ambitious learning programs* and *co-curricular opportunities* that *utilise the rich resources of the City of Melbourne*. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops *confident contributors* and strengthens *engaged learning*.



Improving student outcomes Effective and stimulating learning Student engagement and success

Achievements

- Excellent VCE results – Median score of 32 with Year 11 student achieving a 50.
- Strengthening of the Learning and Teaching area through recent key appointments:
 - Deputy Principal – Learning and Teaching (2020/2023)
 - Data Analyst (2020)
 - Pedagogy Team (2020)
 - Fulltime Learning Enhancement Leader (2021)
- Development of new POL structure for 2023 which must address the following:
 - Where is Academy heading?
 - What do we need in terms of implementing our Vision and Mission?
 - If we wish to be a 'premier learning community', what structures will assist this?
 - If we wish to 'develop young women of integrity and purpose', what should we be focussing on?
 - If we say our mission is 'to provide ambitious learning programs', what does that call for?
 - If we want to 'strengthen engaged learning', is there a structure or leadership position that we best do this?
 - If we say 'our emphasis is on student wellbeing and developing confident contributors', again what support would we need?
 - What positions must stay, what is missing, what needs to be changed?
- Continued commitment to building leadership capacity in acknowledgement that middle Leaders are the key change agents
- Developing teacher capacity and improvement in learning outcomes
- Maintaining a strong learning culture throughout the College
- Employing excellent practitioners
- Enhancement of the role of Learning Leaders
- Structuring in of relevant professional learning opportunities for teachers
- Ensuring teachers undertake an Annual Review meeting each year
- Organising a robust goal setting and appraisal process for leaders
- Enabling teachers to be data informed
- Identifying program priorities
- Revision of all College policies in preparation for VRQA review
- Providing relevant structures and support (eg per the timetable, time release, equitable teaching loads)
- Monitoring staff feedback
- Continued updating of UBD documentation to ensure that the standards align with the Victorian Curriculum and CEM Pedagogy of Encounter framework
- Continued development of teacher knowledge of the NCCD requirements and differentiated practice to support students with a disability;

- Continued focus on differentiation to support students;
- Investigation into a new Learning Management System to promote greater transparency and shared practice;
- Support of Covid tutors with the Mathematics and English programmes;

Student Learning - Building learner confidence and efficacy

- Continued development of individual pathways program:
 - Careers counselling in the middle years to facilitate tailored subject choices;
 - VET subject choices both internally and externally;
- Access and coordination with Virtual Schools Victoria
- Regular student at risk meetings attended by Deputy Principal, Learning and Teaching, Deputy Principal Wellbeing and Operations, Learning Administration Leader, Careers Counsellor and College Counsellor and Years 11 & 12 Wellbeing Leaders.

Professional Learning – 2022

The Science of Learning

In 2022, the staff at Academy continued to focus on the 'Science of Learning' as part of their professional development, led by consultant, Jared Cooney Horvath. Dr Cooney, a cognitive neuroscientist, researcher and educator, worked with staff to enhance our understanding of the brain and behaviour, to facilitate more effective learning. Once teachers had gained a better sense of the theory Jared focused on sharing strategies to better empower students with their learning.

Teachers were supported through a range of professional learning opportunities:

- Learning and Teaching micro projects based on the work of Jared Cooney Horvath and these observed by peers (peer observation).
- The Data Analyst facilitated many Professional Learning opportunities focussing on how data can inform learning and teaching: VCE data, ACER data etc, development of individual student profiles
- Carmel Richardson, Data Consultant from University of Melbourne, met with VCE staff enabling data driven dialogues about individual and departmental VCE results.
- The Pedagogy team worked diligently to support staff as the College moved into online learning:
 - Developing online Professional Learning for staff (online session recorded for staff to participate in real time or watch later)
 - Developing Academy Pedagogy site to centralize information related to best practice & professional development opportunities

Other Professional Learning opportunities included:

- Continued involvement of teaching staff in Departmental based professional learning opportunities (internal)
- Promotion of external professional learning opportunities to support development of individual teacher mastery
- Continued enhancement of our relationship with Simonds College through co-instruction
- Continued focus on differentiation to support teachers to plan instruction which incorporates adjustments for content, process or product - understanding of Nationally Consistent Collection of Data – evidence collection

VRQA review

This four year review was conducted by VRQA (Victorian Registration and Qualifications Authority) who appointed two reviewers to review all aspects of the College, with a particular focus on the area of Child Safety and the implementation of the Child Safety Standards as well as on Compliance issues. The following areas formed the compliance focus of the review:

Summary of Registration requirements for schools – meeting the minimum standards:

- School Governance
- Enrolment
- Curriculum and Student Learning
- Care, Safety and Welfare of Students
- Staff Employment

- School Infrastructure
- Minimum Standards for schools offering a senior secondary course

Meeting Commonwealth Accountability Requirements:

- Principal and teacher performance and professional development
- Implementation of a recognised curriculum
- Participation in the National Assessment Program
- School Improvement Plan
- Compliance with relevant Disability Discrimination laws

Information Requirements:

- School Census
- National Data Collections
- Student Reports
- Public Information

Academy was found to be compliant in all areas

Successful VRQA review

- Engaged staff working in sphere groups to map progress within each sphere
- Engagement of an external consultant to undertake preparatory work with staff prior to review
- Staff contribution to the review itself – meeting with reviewers
- Feedback to staff following review and initial planning to implement review recommendations

Students involved in a myriad of learning activities achieving success in many areas

- Mercy Frayne speech festival – winner of debating section
- Involvement in Raise our Voice Australia project leading to student letters being read out in Parliament
- Achievement in STEM area – STEM Mad Showcase - braille smart phone app
- **Enrichment activities including:**
 - Mathematics Enrichment
 - English Enrichment
 - STEM Enrichment
 - STEM mad competition
 - Grok Learning web design competition
 - GHD STEM Pathways program
 - Celebration of National Science Week
 - Robotics at Year 8
 - Autumn Soiree
 - College Musical – Fame
 - Year 8 Medieval Day
 - Radical Women forum
 - Global Youth Forum
 - DAV Debating
 - Year 8 Civics and Citizenship elections
 - Online excursions and activities
 - Visits to our second classroom – Melbourne Museum
 - Frayne Speech festival
 - Celebration of student excellence - Student excellence celebrated at celebration of Excellence Evening



Student Learning Outcomes – NAPLAN

The following Tables shows the 2022 results of Year 7 and Year 9 NAPLAN data at the Academy of Mary Immaculate.

Median NAPLAN Scores

		Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
2022 Yr 9	State	590	573	586	582	587
	School	607	598	593	602	580
2022 Yr 7	State	550	547	557	538	550
	School	565	567	566	559	561

* Note we can't determine the growth rate for this Year 9s since NAPLAN didn't take place in 2020

The data indicates that the 2022 Year 9 students are continuing to perform well in the areas of Reading, Writing, Spelling and Grammar Punctuation with median scores clearly above the state. The Numeracy scores are only slightly below state but this is likely due to the differences in cohort. The current Year 7s have shown to be above the state in all areas. The results in the Literacy scores are indicative of the programs in place to realise a rigorous differentiated program in English with the continued operation of the English Enrichment Program. The growth rate of the current Year 9 students vs the state cannot be reported for 2022 as NAPLAN testing did not take place in 2020 due to the Covid pandemic.



Senior Secondary Outcomes

VCE RESULTS

VCE Median Score	32
VCE Completion Rate	100%
VCAL Completion Rate	0%
(our students did not undertake VCAL)	

COLLEGE DUX

The College Dux achieved an ATAR of 97.35

ATAR

- 17% of students achieved an ATAR of 90 or above (top 10% of the State)
- 49% of students achieved an ATAR of 80 or above (top 20% of the State)
- 72% of students achieved an ATAR of 70 or above (top 30% of the State)

TERTIARY DESTINATIONS

UNIVERSITY STUDY	86%
TAFE / VET	5%
APPRENTICESHIP / TRAINEESHIP (1 hairdresser, 1 flight attendant)	2%
DEFERRED (4 taking gap year)	4%
EMPLOYMENT (3 have employment)	3%





ACADEMY CURRICULUM AT A GLANCE 2022

JUNIOR SCHOOL

YEAR 7		YEAR 8	
<p>CORE YEAR UNITS</p> Religious Education Positive Education English Health & Physical Ed Humanities Mathematics Science Visual Arts Art Appreciation <i>all areas</i> Ceramics Painting Printmaking Textiles	<p>CORE SEMESTER UNITS</p> Languages: Italian French Japanese Performing Arts: Dance Drama Instrumental Music Music Technology: Digital Technology	<p>CORE YEAR UNITS</p> Religious Education Positive Education English Health & Physical Ed Humanities Mathematics Science Visual Arts Art Appreciation <i>all areas</i> Ceramics Painting Printmaking Textiles	<p>Languages: students choose 1</p> Italian French Japanese CORE SEMESTER UNITS Health Science: Home Economics Performing Arts: Drama Music Technology: Digital Technology

MIDDLE SCHOOL

YEAR 9		YEAR 10	
<p>CORE YEAR UNITS</p> Religious Education Positive Education English Health & Physical Ed Humanities Mathematics Science Languages: French Italian Japanese YR 9 SYNERGY PROGRAM 8 week program Personal Learning Skills Immersion Units Learning Project: <i>Justice in Action</i>	<p>MIDDLE SCHOOL NON-CORE SUBJECTS YEAR 9 Students choose 4 semester length units from the list below:</p> Performing Arts: Music Performance The Craft of Acting Technology: Focus on Food Multimedia & Design Visual Arts: Sculpture Printmaking Textile Design & Construction Digital Art & Photography Humanities: Economics & Business Radical Women	<p>CORE YEAR UNITS</p> Religious Education Pastoral Care English Health & Physical Education Mathematics Science MIDDLE SCHOOL NON-CORE SUBJECTS YEAR 10 Students choose 1 year long unit from the list below: English: Her Story Humanities: Civics & Business Visual Arts: Painting Fashion Illustration & Design Students choose 4 semester length units from the list below: Languages: optional French Italian Japanese Humanities: History	<p>Performing Arts: Music Performance The Craft of Acting Food Studies: Focus on Food Digital Technology: Cyber Sleuthing Visual Arts: Video Art Visual Communication Design VCE UNITS OFFERED TO YEAR 10 STUDENTS:</p> <ul style="list-style-type: none"> • Biology 1&2 • Business Management 1&2 • Drama 1&2 • Food Studies 1&2 • Health & Human Devt 1&2 • History 1&2 • Legal Studies 1&2 • Mathematical Methods 1&2 • Music 1&2 • Physical Education 1&2 • Psychology 1&2 • Creative & Digital Media (VCE VET) 1&2



SENIOR SCHOOL VCE | VET


Accounting 1, 2, 3 & 4
 Art 1, 2, 3 & 4
Biology 1, 2, 3 & 4*
Business Management 1, 2, 3 & 4*
 Chemistry 1, 2, 3 & 4
 Creative & Digital Media (VCE VET) 1,2,3&4
Drama 1, 2, 3 & 4*
 English / EAL 1, 2, 3 & 4
 English Language 1, 2, 3 & 4
Food Studies 1, 2, 3 & 4*
Health and Human Dev't 1, 2, 3 & 4*
 History 1, 2, 3 & 4
Legal Studies 1, 2, 3 & 4*
 Literature 1, 2, 3 & 4
 LOTE - French 1, 2, 3 & 4
 LOTE - Italian 1, 2, 3 & 4
 LOTE - Japanese 1, 2, 3 & 4
 Maths General (Further) 1 & 2
 Specialist Mathematics 1, 2, 3 & 4
 Mathematical Methods 1, 2, 3 & 4
Further Mathematics 3 & 4*
Music Solo Performance 1, 2, 3 & 4*
 Physical Education 1, 2, 3 & 4
 Physics 1, 2, 3 & 4
Psychology 1, 2, 3 & 4*
 Religion and Society 1 & 2
 Studio Arts 1, 2, 3 & 4
 Texts & Traditions 1 & 2
 Visual Communication Design 1, 2, 3 & 4

Units marked with a 3 & 4*
 are offered to high achieving Year 11
 students who may or may not have
 studied the subject at Unit 1 & 2 level.

Vocational Education & Training (VET) Includes:

Community Recreation
 Community Services
 Concept Development for Clothing Products
 Hospitality
 Information Technology
 Multi-Media & Music Industry

Student Wellbeing



PROMOTE DYNAMIC WELLBEING

Build student confidence and capacity through self-empowerment, student voice and student agency

Integrate Wellbeing and Learning

Nurture the development of life-giving relationships

Embrace diversity in word and action

At the Academy our focus is on the development of the whole person and this is paramount to the College’s philosophy and ethos.

We seek to enable our students to emerge as resilient and confident individuals, adept at making informed decisions and responsible choices. Moreover, we seek to form young students who will be active contributors to the world in which they enter upon completing their Academy journey.

In our wellbeing and organisational structures (Pastoral Care Program) we seek to uphold Mercy as the key quality of caring young students who are empowered to respond confidently and generously to their own needs and those of others. Within these structures and the programs which emanate from them, we strive to develop our young people to engage positively within and beyond the College community.

The Wellbeing Program is designed to cater to the specific needs of adolescent girls at the various stages of their psychological and emotional growth. It also seeks to promote a continuum within the framework of a collaboratively developed, planned, and unified wellbeing program.



It aims to:

- Develop social and emotional capabilities
- Integrate wellbeing and learning
- Develop skills to enhance resilience such as being independent, taking risks, self-acceptance
- Develop skills necessary to negotiate relationships and friendships
- Develop self-esteem and confidence
- Develop core values such as integrity, responsibility, tolerance, understanding, inclusion, honesty and compassion.
- Explore the concept of womanhood
- Develop an awareness of mental health issues

Goals & Intended Outcomes

Goals	Intended Outcomes
To strengthen a culture where wellbeing is integral to learning and consciously connected to student growth	<ul style="list-style-type: none"> • That each student’s capacity for sustained wellbeing, lifelong learning, resilience and personal success is enhanced.

From Our Vision Statement

To be a premier learning community recognised for *developing young women of integrity and purpose* who are *empowered* by the values of Mercy, creativity, and social justice in pursuit of academic and personal success.

From Our Mission Statement

Through our contemporary educational philosophy, we provide ambitious learning programs and co-curricular opportunities that utilise the rich resources of the City of Melbourne. These programs build on the legacy of our founder, Ursula Frayne, and our Catholic identity to enrich our students' spirituality and their *capacity for positive change*. *Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.*

Achievements

Whole School Wellbeing

- After two years of Covid, our focus has been on connection and reconnection
- Continued staff recognition of the interrelationship between every student's wellbeing, her connectedness to school and her engagement in learning.
- Increased accountability of teachers across all domains for monitoring student welfare and student programs
- Continued development of a Google wellbeing site as a resource for the Academy community in the implementation of wellbeing at the College
- Increased level of student input into the development of relevant wellbeing programs
- Continued development of explicit links between wellbeing and learning
- Ensuring relevant policies are in place, including but not limited to:
 - Wellbeing
 - Student Welfare
 - Anti-Bullying
 - Cultural Diversity
 - Disability Provision
 - Child Safety
 - Attendance
 - Electronic Devices
 - Social Media
 - Staff Induction
 - First Aid area - Dispensation of medication and Anaphylaxis
- Development of a Mentor Group Teacher role description highlighting the importance of Mentor Group Teacher and Student rapport.

Empowerment of Students - Student Engagement and Agency

- Continued provision of opportunities for the enhancement of student leadership potential.
- Regular meetings of the Senior Student Leadership Team with Year 12 Wellbeing Leader, Director of Sport and Deputy Principal – Wellbeing and Operations
- Providing and increasing opportunities for Student Voice and Student Agency in all facets of school life including regular student forums with the Principal and Deputy Principal – Wellbeing and Operations to provide a formal opportunity for student voice.
- Increased level of student voice in the review, evaluation and direction of wellbeing programs through the use of surveys and conversations with Wellbeing Leaders.
- Whole year level activities including Year 7 and Year 9 camps
- A focus on reducing the levels of anxiety amongst the student cohort as well as supporting students with positive mental health initiatives

- Refining of structures which allow for streamlined documentation for NCCD information in making relevant adjustments for students requiring additional support
- The continuation of the extended Mentor Group program from Years 7 to 12 providing greater opportunities for Mentor Group teachers to work with students to meet their needs. This includes the continuation of a dedicated program (Positive Education in Years 7 to 9) which is now embedded into the College timetable.
- Year 12 Big Sisters offered sustained support to their Little Sisters during the remote learning period.
- Further embedding of Mindfulness at Year 9 level within the Synergy program.
- Continuation of the Year 11 and Year 7 Peer Support program.
- Continuation of Maths support and Literacy support
- Engagement of a number of keynote speakers in the area of wellbeing including Mr. Paul Dillon, *“Teenagers, Drugs and Alcohol”* which was held online and Susan McLean (Cyber Safety).
- Adoption of the new Resilience Project Student Diary to make explicit the connection between wellbeing and learning for students
- Student achievement acknowledged in a variety of formal ways throughout the year including College and year assemblies and the annual Celebration of Excellence evening, again held online

Respectful Relationships

2022 saw the continuation of the Respectful Relationships program, with the aim of promoting and modelling respect, positive attitudes and behaviours. This program assists students to build healthy relationships and have enhanced resilience and confidence.

The Annual College Conversation focuses on a different topic each year. In 2022 the topic was ‘Reimagining Wellbeing’. At this conversation representatives from staff, students, parents, alumnae and the college advisory council contribute their understanding of the topic which is then developed further throughout the year.

Parent Engagement

- Continued growth of the College **Parents’ Association**
- Parent Events:
 - Many of the beginning of year parent events could not take place due to covid however there was significant parent participation in the college musical through the provision of supper and the construction of the props.
 - Grandparents afternoon (a Year 8 initiative)
 - Annual Fathers’ Day Breakfast
- Continued communication via the College Newsletter and website, introductory emails from Mentor Group teachers, and Operoo.
- The continued use of the Wellness Plans in the Student Planner as a means of enabling conversations ascertaining students’ mindsets in particular situations
- A renewed focus on developing positive relationships between staff and parents including the use of introductory emails at the beginning of each year from Mentor Group teachers to parents
- Consistent follow up on matters, via phone calls and formal interviews related to student wellbeing (e.g. attendance, behavioural and work ethic related issues)

Transition

- Cohesive Transition Program, offering support and welcome to both parents and students as they migrate from primary to secondary school
 - School Assessment morning
 - Parent Information Evening
 - Orientation Day
 - Big Sister/Little Sister program during the first two days of the year
 - Annual Year 7 Transition Camp

Child Safety

- Continued updating of Child Safety Policies and processes (New Child Safety Standards as at 1 July 2022) providing clarity for staff, an added dimension of safety for students and an appreciation by the College community of the College's ongoing endeavors in this important area.
- Continued development of student Wellbeing policies.
- Direct reference to the Victorian Child Safe Standards including a presentation to each year level on responding to incidents of abuse and on process explanation if a student feels unsafe.
- Annual compliance meetings with staff covering the Child Safety policy.
- Continued development of reporting and communication processes in response to incidents on public transport.

Student Attendance

Student attendance is closely monitored and support structures are put in place for students who do not meet the minimum attendance requirements.

A description of how non-attendance is managed by the school

At the Academy of Mary Immaculate roll marking is completed via an electronic roll marking system. Rolls are completed by Mentor Group teachers. Subject teachers also mark attendance at each timetabled lesson. An SMS alert is sent to parents if students are absent for morning Mentor Group and/or Period 1.

Parents/guardians of students who are absent for three consecutive days or display an ongoing pattern of non-attendance are contacted. If such patterns continue, interviews are held and an Attendance Improvement Plan is composed. Should a pattern of non-attendance continue, more formal processes are implemented including correspondence with parents/guardians regarding attendance concerns.

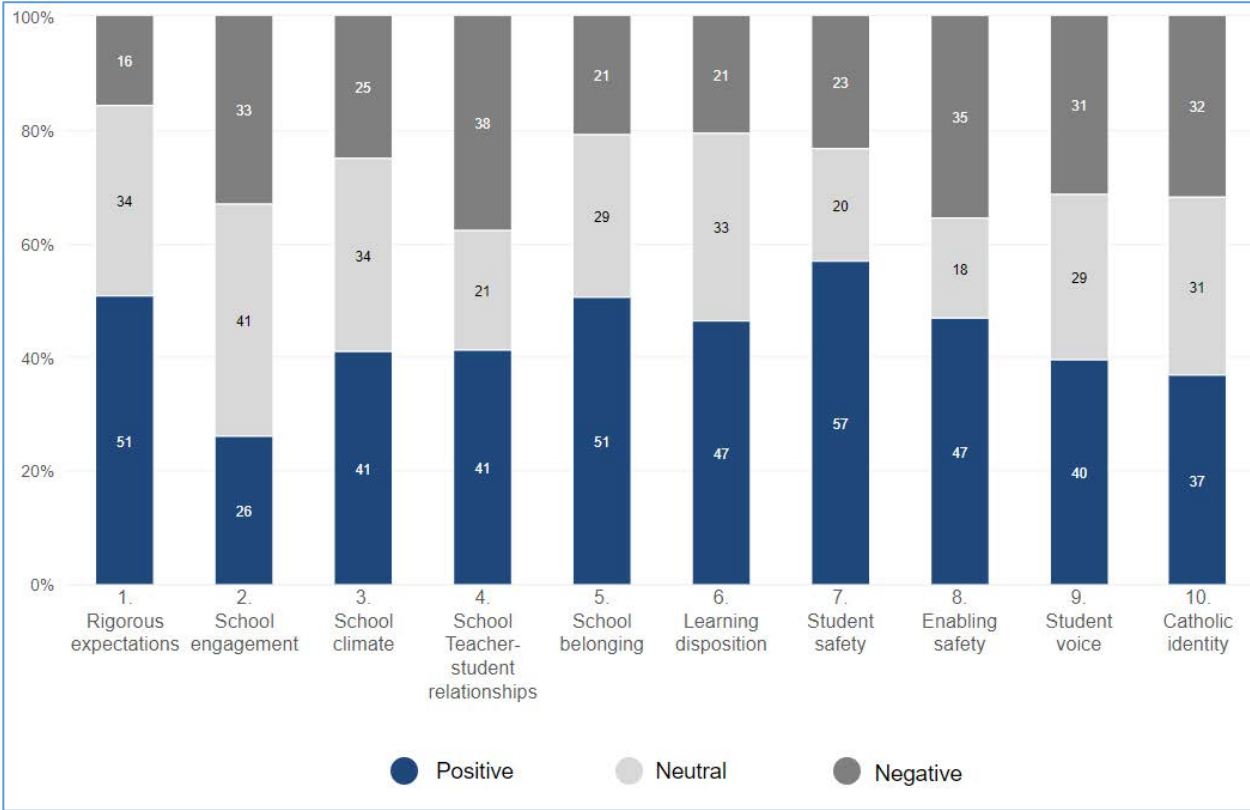
Student attendance is reported as a percentage based on the number of minutes present in class.

The overall average attendance rate for students at the Academy of Mary Immaculate is **87.96%**.

This sustained attendance rate highlights the fact that students feel safe and supported at school and members of a caring community.

Online attendance during remote learning

Online attendance was managed in a similar manner to onsite attendance.



The table below highlights our usual student events and activities throughout the year.

VALUE ADDED

VALUE ADDED		
<p>STUDENT LEADERSHIP Opportunities include:</p> <p>Leadership positions: Senior Student Leadership Team</p> <ul style="list-style-type: none"> ▪ Captain ▪ Vice Captain ▪ Justice Captain ▪ Arts Captain ▪ Sports Captain ▪ House Leaders ▪ Student Leaders <p>Class Captains Class Vice Captains Class Justice Captains Sports Leaders at Years 7 to 11</p> <p>Student Forums College Justice Group Peer Support Big Sister / Little Sister Program Earth at Academy Group</p> <p>Sports Athletics Badminton Basketball Cross-Country Running Girls Football Lacrosse Indoor and Outdoor Cricket Indoor and Outdoor Soccer Netball Swimming Tennis Volleyball Hockey</p> <p>House Sport Swimming and Athletics Carnivals are held during Term 1</p> <p>Intellectual Pursuits Celebration of Excellence Evening Debating Public Speaking</p> <p>Languages Competitions Alliance Francaise Poetry Competition Junior Italian Poetry Competition Australian Language Certificates Dante Alighieri Poetry Competition</p>	<p>STEM Stem Mad Competition Global Youth Forum GROK Academy</p> <p>Cultural Tours We look forward to the resumption of these opportunities.</p> <p>Extension Opportunities</p> <ul style="list-style-type: none"> • Girl Power in Engineering and IT • AMI Tech girls • STEM mad showcase – braille smart phone app • Raise our Voice Australia • Mercy Frayne Speech Festival • Year 9 Radical Women - trailblazers • Australian Mathematics Competition • International Pi Day Celebration • Have Sum Fun Online Competition • Mathematics Pathways program • Australian National Chemistry Quiz • Australian Science Competition • Budding Bio-Chemist and Coding Club • Engineering Awareness Program • Robotics program at Year 8 level • Tournament of Minds • Provision of authentic learning experiences with students visiting from Yamawaki High School • Language Perfect, • English Perfect • Edrolo • Maths Enrichment • English Enrichment • Financial Literacy • Infinity Reading Program <p>"Academian" College Magazine</p> <p>Hobbies and Clubs Coding Club Mathematics Committee Junior Book club Senior Book club Knitting Club Chess Club Craft Clubs</p>	<p>VISUAL AND PERFORMING ARTS</p> <p>Visual Arts Annual Visual Arts Exhibition Art Academy Team (auditioned Group) Art Open Studio</p> <p>Performing Arts Concert Band Junior Concert Band Big Band Senior String Ensemble Junior String ensemble Academy Choir Chamber Choir – AMICCI Rock/Pop Band Dance Team Annual College Musical – Fame 2022 House Mercy Day Festival Private/Paired/Group Music Tuition Year 7 Instrumental Music Program Seasonal Concerts and Lunchtime Concerts Autumn Soiree Term 1 Lunch time concert Mothers' Day Mass Winter Recital Night Spring Performing Arts Night Fathers' Day Breakfast Year 7 Breakfast VCE Music Night VCE Drama Night Term 4 Lunch time concert</p> <p>External Programs Year 10 Work Experience Year 10 Community Action Year 7 and 9 camps Year 12 Retreat Program</p>

STUDENT SATISFACTION

A high level of student satisfaction can be evidenced by:

- Articulated pride in being an “Academy student”
- Strong commitment to the Mercy Ethos
- Committed and dedicated student Leaders
- Active involvement in the life of the College
- Whole school involvement in Mercy Day
- Greater student voice across the College through Student Forums
- Participation in co-curricular and other activities
- Continuation of student led group Earth at Academy
- Participation in camps at Years 7 and 9 levels
- Opportunities for both enrichment, as well as support in student learning
- Ongoing involvement in numerous extracurricular activities and activities eg various sporting activities, Book Club, Justice Group
- Year 10 student Mathematics Committee and local primary schools joint learning activity
- Enthusiastic participation in the House Swimming and Athletics carnivals
- Sustained student involvement in the Social Justice Area
- Informal and formal feedback
- High levels of student retention to Year 12
- Low levels of student absenteeism
- Year 12 Exit Survey



Goals and Intended Outcomes – Child Safety

Goals	Intended Outcomes
To create a nurturing school environment where students are respected, their voices are heard, they feel safe and are safe and they are consulted in decision making processes.	<ul style="list-style-type: none"> • An environment where students feel safe and are safe • Clear and mandatory standards for all staff, clergy, volunteers, and contractors • Behaviour between adults and students based on mutual respect • Rigorous practices applied in the recruitment, screening and ongoing Professional Learning of staff • Regular and appropriate learning for staff to develop their knowledge of, openness to and ability to address child safety matters • Provision of regular opportunities for clarity and confirmation of legislative obligations, policy and procedures in relation to child and young people's protection and wellbeing • College meeting the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 1359

Child Safe Standards

At the Academy we have updated policies, documents and practices that are compliant and in line with the [new Victorian Child Safe Standards](#) and [Ministerial Order No. 1359](#) (MO 1359), *Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises*. This Ministerial Order provides a framework for how schools can action the eleven new Victorian Child Safe Standards and it has come into effect from 1 July 2022. This is an opportunity for us to build on our existing child safety policies and practices to address the new Standards. The key considerations and foci of the new standards remain around upholding the safety and wellbeing of children and young people and in particular empowering families, children, young people, and staff to have a voice and raise concerns, whilst implementing rigorous risk management and employment practices.

The New Child Safe Standards are as follows:

1. Culturally safe environments – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
2. Leadership, governance, and culture – Child safety and wellbeing is embedded in organisational leadership, governance, and culture.
3. Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
4. Family engagement – Families and communities are informed and involved in promoting child safety and wellbeing.
5. Diversity and equity – Equity is upheld, and diverse needs respected in policy and practice.
6. Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
7. Complaints processes – Processes for complaints and concerns are child focused.
8. Child safety knowledge, skills, and awareness – Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education and training.
9. Child safety in physical and online environments – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
10. Review of child safety practices – Implementation of the Child Safe Standards is regularly reviewed and improved.
11. Implementation of child safety practices – Policies and procedures document how the organisation is safe for children and young people.

Achievements

On Monday 18th July 2022, we welcomed our 2 reviewers who would conduct our VRQA Audit. One aspect of this audit was 'testing' the new Child Safe Standards, and the College was able to demonstrate complete compliance in every single area. This is a credit to all members of this community. Child Safety is always at the forefront of our minds in everything that we do at the Academy and over the next four years we will continue to build on the exemplary practices that we already have.

Updated and revised policies and guidelines can all be found on the College website.

Reference was made to the following policies throughout the year:

- Mercy Education Limited Code of Conduct
- Child Safety Framework
- Academy of Mary Immaculate Child Safety & Wellbeing Policy
- Academy Child Protection Reporting Obligations
- Child Safe School Information for Students
- Engaging Families in the Child Safety Policy
- Four Critical Actions for Schools responding to Incident disclosures and suspicion of Child Abuse
- MACS Child Protection Policy
- CECV Commitment Statement to Child Safety
- Reportable Conduct Scheme
- Child Safe Standards
- Duty of Care Policy
- Mercy Education Limited Parent Code of Conduct
- Mercy Education Limited Privacy Policy
- Gender Equity Policy
- Critical Incident Management Policy
- Anaphylaxis Management Policy
- Asthma Management Policy
- Social Media Policy
- Anti-Bullying Policy

Training and awareness raising strategies:

- Professional Learning in the area of child safety mandated for all staff.
- All staff informed of the documentation on the College Website and directed to access this for further information
- Child Safety issues discussed on a regular basis at Wellbeing Leader meetings
- Child Safety – a permanent agenda item at College Staff meetings and College Advisory Council meetings
- Wellbeing programs and Positive Education/Extended Mentor Group time were avenues for awareness raising with students
- Deputy Principal met with all students, year level by year level, to explain the Child Safety Policy and to provide students with information about avenues, procedures and reporting processes should they feel unsafe. At these gatherings, the importance of student voice was highlighted.

Consultation with the community

- All key documents are on College website and updated accordingly
- Child Safety referred to in College newsletters

Human Resources practices

- Adherence to all regulations with regard to employment of new staff, eg:
 - All employment advertisements state “The successful applicant will have a demonstrated commitment to Catholic Education and to the Mercy charism and the safety and wellbeing of children”
 - Employment letters refer to Child Safety obligations and include a copy of the following:
 - College’s Child Safety Policy
 - Mercy Education Limited Code of Conduct
 - CECV Commitment Statement Child Safety
 - Declaration of contact with Children of Families
 - Social Media Policy
 - New teaching staff are required to complete a National Police Check and have an up to date VIT registration
 - Non-teaching staff are required to have an up to date Working with Children card
 - All role descriptions detail the following commitment to Child Safety:
 - Providing students with a child safe environment
 - Being familiar with and comply with the College’s Child-Safe policy and Code of Conduct and any other policies or procedures relating to child-safety
 - Proactively monitoring and supporting student wellbeing
 - Exercising pastoral care in a manner that reflects school values
 - Implementing strategies which promote a healthy and positive learning environment



Schedule of Compliance

Child Safety Staff Professional Development

Topic	Implementation
Child Safety Policy	Referenced at staff meetings and on website
Code of Conduct	Referenced at staff meetings and on website
Child Protection Reporting obligations	Referenced at staff meetings and on website
Mandatory Reporting module	Annual compliance test
Reportable Conduct	Referenced at staff meetings and on website
Anaphylaxis and Asthma Policies	Referenced at staff meetings and on website
Anaphylaxis test (epipen)	Referenced at staff meetings and on website
Policies including: Social media policy Anti-bullying policy Cultural diversity policy Complaints policy Critical Incident management policy Excursion policy First Aid policy OH&S policy Reporting	Reminders as required. Relevant policies on website
Update of First Aid qualifications + CPR and Level 2 First Aid	All staff Annual Update
Child Safety Standards	Presentation to students at Year level Assembly at least once per year
Child Safety Standards	Review of compliance with all child safety standards each year at Leadership team meetings
Child Safety documents	Added to website as reviewed and renewed Relevant reminders in College newsletters Relevant Child Safety documents on SIMON intranet
OHS training	All staff
Warden training	All staff
Emergency management	All staff

Leadership & Management



ADVANCE A SUSTAINABLE FUTURE
 Care for the earth – our common home
 Build stewardship and leadership capabilities in staff and students
 Model an ethical, stable and secure global environment through personal choices

The Academy has a strong heritage and a long tradition of faith, adaptability and courage.

The wisdom, experience and expertise of all staff members make an enduring contribution to the collective consciousness and the rich story of the Academy. Each staff member’s knowledge and skills add value to the educational experience of each student and to her family’s relationship to the College.

The Academy has a strong commitment to excellence and continuous improvement within a safe, nurturing and stimulating environment. The Leadership Charter encourages a shared sense of purpose amongst those with designated leadership roles within the Community.

Goals & Intended Outcomes

Goals	Intended Outcomes
To continue to create and embed a vibrant professional culture based on collaboration, forward-thinking and a shared vision	<ul style="list-style-type: none"> ○ That there is an enhanced sense of community identity for students, staff and parents. ○ That staff further shape and commit to the shared vision for Academy of Mary Immaculate

A vibrant professional culture Achievements

- A Shared vision
- Core Documentation
- Strong Leadership structure
- Clear foci for year

The College has core documentation which provides support and direction for all members of the community:

- Vision, Mission and Values Statement
- Strategic Plan 2019-2022
- Continued focus on the implementation and lived expression of the Strategic Plan highlighting the following six areas:
 - Proclaim our Catholic Identity
 - Live Mercy
 - Educate for Excellence
 - Promote dynamic wellbeing
 - Grow partnerships
 - Advance a sustainable future

These key documents support and unite the Community as we move into the future. Our aim remains to become a **‘premier learning community.’**

LEADERSHIP CHARTER

As leaders at the Academy of Mary Immaculate, we are guided by our Mercy ethos, Catholic traditions and beliefs and a commitment to **educational excellence** for young women.

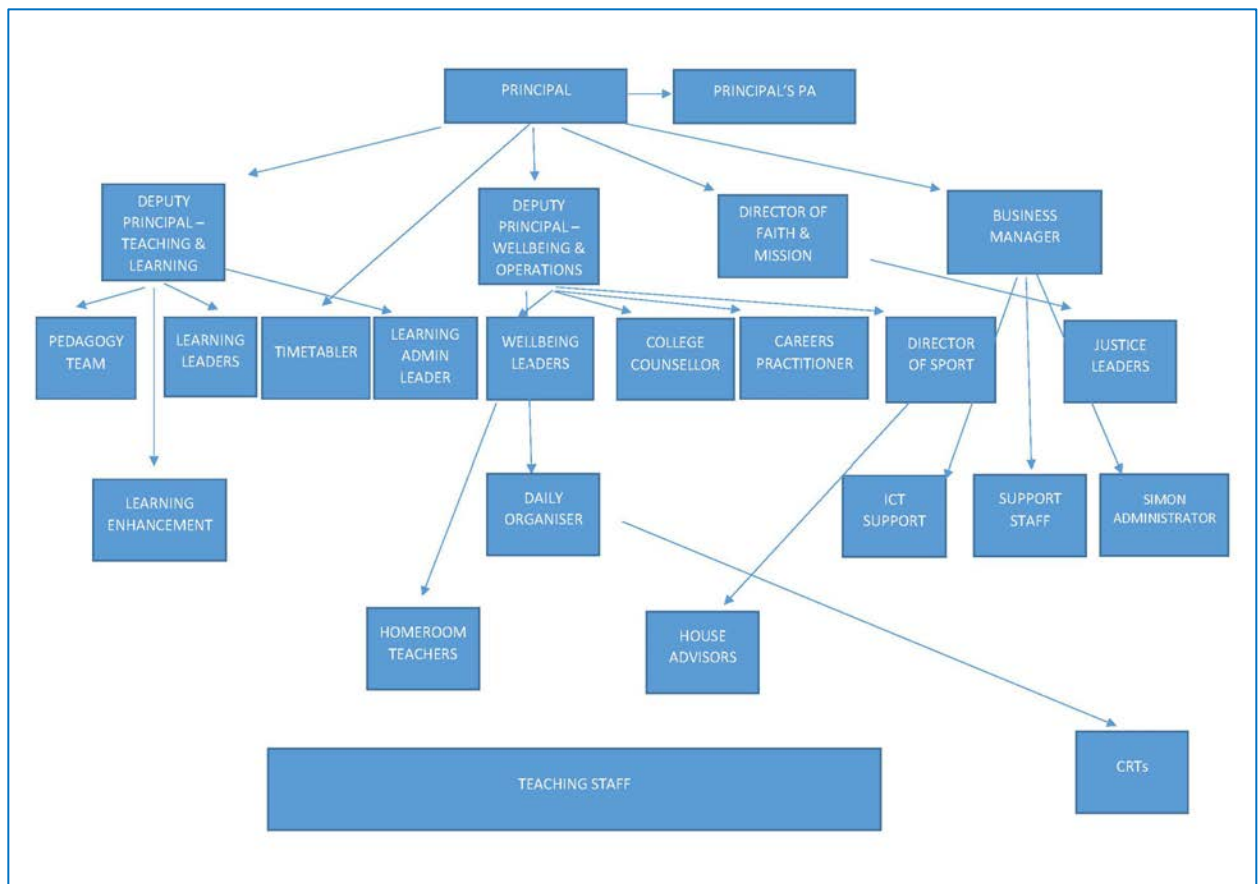
We lead with integrity in our interaction with all members of the College community, creating an environment of **respect, compassion and generosity**.

We accept that communication involves continuous listening and honest dialogue by all.

We work collaboratively, harnessing the individual and collective skills and attributes of others, to develop a **vibrant learning community**. We acknowledge that good leadership requires the courage to act in the best interests of the College, both affirming positive contributions and challenging behaviours that are contrary to the College’s mission.

We are committed to purposeful and strategic **decision making**, underpinned by mutual respect, clarity of purpose and a culture of ongoing evaluation.

As leaders at the Academy of Mary Immaculate we are accountable to each other, to staff, students, parents and the wider College community. At all times the **actions and decisions of the leaders** at the College are **guided by our Vision, Mission and Values, as grounded in the Mercy Tradition**.



2022 Positions of Leadership

Principal
Deputy Principal – Wellbeing and Operations
Deputy Principal – Learning and Teaching
Business Manager
Leadership Team
Director of Faith and Mission
Student Wellbeing Team
Student Counsellor
Careers Practitioner
Year 7 Wellbeing Leader
Year 8 Wellbeing Leader
Year 9 Wellbeing Leader
Year 10 Wellbeing Leader
Year 11 Wellbeing Leader
Year 12 Wellbeing Leader
Pedagogy Team
Pedagogy Team
<ul style="list-style-type: none"> • 2 staff members • Data Analyst
Learning Leaders
Religious Education
English
Health and PE
Humanities
Languages
Learning Enhancement
Mathematics
Performing Arts
Science
Technology (Food)
Technology (IT)
Visual Arts
McAuley Resource Centre
Year 9 Synergy Team
Other POL positions
Learning Administration Leader
Director of Sport
Timetabler
Daily Organiser
Justice Leader
Year 7 Transition Coordinator
SIMON Administrator
Academician Coordinator
Digital Communications Coordinator

A priority over the last few years has been **strengthening effectiveness in administration, management and leadership** at all levels of the College by aligning effectiveness to authentic fulfilment of mission.

This has culminated in the following:

- Strong and clear leadership structure
- Development of clear role descriptions
- Providing role clarity and clear performance expectations
- Employment of excellent staff
- Provision of a safe learning environment
- Adherence to all compliance obligations
- Development of relevant policies
- Exercising responsible planning and stewardship of resources
- Enhancement of student enrolments
- Effective Marketing team
- Consistent, ongoing and effective evaluation of processes and procedures
- Strong and timely management of the College during the Covid period and the post Covid period
- Clear communication channels

With all this now in place we are now future focussed.

Key Foci for the year

- Development of a facilities Masterplan for the whole College
- Introduction of new Learning Management System – Compass
- Successful completion and implementation of VRQA review
- Development of new strategic plan 2023-2026
- New POL Structure 2023-2025

Facilities Masterplan

During 2022 the College has been working with our Masterplanners to develop a masterplan for the whole College. While the Sisters vacating the Nicholson Street convent was the initial catalyst for the masterplan, it has now developed into an exciting forward looking plan for the whole College. Our masterplanners have creatively used the concept of 'City School for Girls' and our proximity to Melbourne in the creation of the plan.

New Learning Management System – Compass

During 2022 it was identified that the College needed to move to a new learning management system – one that would better meet our needs and provide greater transparency in the Learning and Teaching area. Much consultation took place with ultimately Compass becoming our LMS of choice. Staff then undertook significant professional learning into the components of the new system with this continuing into 2023.

VRQA Review

In 2022 the College underwent a successful VRQA review. All compliance obligations were met including full compliance with all child safe standards.

Strengths of the College – VRQA review:

- The welcoming, faith filled Catholic school community and strong history, values, tradition, and spirit of Mercy
- The safe, orderly, and stimulating learning environment where all are known and respected
- Strong senior leadership and organisational structures
- The engagement of the data analyst to assist teachers in collecting, analysing and synthesising data
- The *Synergy Program* at Year 9 with its contemporary, multi-faceted approach to student learning experiences.

- The introduction of microprojects aligned with professional learning opportunities to improve professional practice through collaborative learning
- The supportive family school partnerships that contribute to the college's positive reputation in the wider community as a place of welcome.

Recommendations for the way forward – VRQA review

- Renew and refresh the professional learning focus to include:
 - effective use of data to target student feedback, goal setting and learning design
 - a formalised peer observation and mentoring program that is tied to professional appraisal
 - inquiry cycles, where all staff work as instructional leaders to drive improvement, enabling data-informed, evidence-based, and co-constructed practices.
- Clarify and strengthen the distributive leadership structure by:
 - developing the capacity of the Pedagogy Team and the learning leaders to improve teacher practice
 - refining and strengthening expectations and accountabilities so that the strategic intent is understood, owned, and enacted by all
 - promoting greater collaboration between middle leaders to ensure alignment of teaching and learning and wellbeing.
- Enhance student engagement in their learning through the development of student voice and agency by:
 - building ongoing feedback mechanisms between teachers and students and students and peers
 - reviewing and clarifying connections between learning and wellbeing and strengthening the links between faith, life, and culture
 - providing students with specific tools to track and monitor their own learning and support them to identify their own learning goals.



Policies

To further support clear direction the College has a number of policies in place. These include policies in the following areas:

- Learning and Teaching
- School Governance
- Enrolment
- Curriculum and Student Learning
- Student Welfare
- Staff Employment
- School Infrastructure
- College Procedures
- Other



Stewardship of Resources

- The Finance Sub-Committee of the College Advisory Council continued to provide an in-depth study of College finances and recommendations to the College Advisory Council
- Careful management of facilities and resources to assist in the provision of quality education
- Continued implementation of a marketing plan to ensure that the Academy is the school of first choice

Enhancement of College Enrolments

- Continued strengthening of transition processes to enable a smooth transition from Grade 6 to Year 7
- Regular Talk and Tours to provide opportunities for prospective parents and students to see the College in action

Effective Communication Processes


- Continued development of communication processes across the College
 - Continued update of **Academy Facebook & Instagram**
 - **email and sms** alerts to parents, including the Mentor Group teachers sending a welcome beginning of year email to parents of their Mentor Group students
 - Continued effective use of the **Parent Access Module (PAM)**, allowing for greater access to reports, assessment tasks and relevant information
 - Continued efficient **tracking of attendance** data by Wellbeing Leaders
 - Continued effective use of **online student bulletin** to keep students informed of daily events
 - Current news and events continually highlighted on website and through **Facebook**
 - Regular **e-news to College Alumnae**, advertising events and achievements of the College
 - Greater utilization of **Operoo** thus providing greater immediacy of access to student medical information, coupled with more effective communication regarding parent support for College events



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2022**

Academy of Mary Immaculate has a long-standing commitment to Professional Learning and devotes considerable time and resources to providing opportunities for staff.

Our 2022 two key learning and teaching goals are:

 **To use evidence (data and assessment) more systematically to improve student learning**

 **To develop differentiated strategies to stimulate effective learning**

In 2022 a comprehensive professional learning program was organised for staff which included guest presenters, a number of afternoons throughout the year for staff departmental planning purposes and opportunities for professional learning, both internal and external.

Internal Professional Learning	Timing
Faith Formation	
<i>"Claiming the heart in confusion and change! Spirituality for the journey"</i> Br Damian Price	April 2021
Teaching and Learning	
VCE Data analysis Carmel Richardson, Consultant, University of Melbourne	Term 1
The Science of Learning – the brain and learning – Jared Cooney Horvath	A number of occasions in 2022
NCCD and personalised learning plans – Trish Maguire	Across the year
Preparation for VRQA review – Janine Enright	Feb/March 2022
Unpacking recommendations of VRQA review – Janine Enright	Oct/Nov 2022
Compliance	
Warden Training - online	May 2022
CPR Training	Term 4
First Aid module	online
Mercy Ed Compliance Modules	Throughout the year
Camps and Excursions	
Complaints Handling	
Fraud Awareness for schools	
Whistleblowing	
Safeguarding essentials	
MEL code of conduct	
Child Safety	
Protecting Children – mandatory reporting and other obligations	Throughout the year

Staff were also strongly encouraged to undertake their own Professional Learning as well as Professional Learning in order to gain their Accreditation to Teach in a Catholic School.

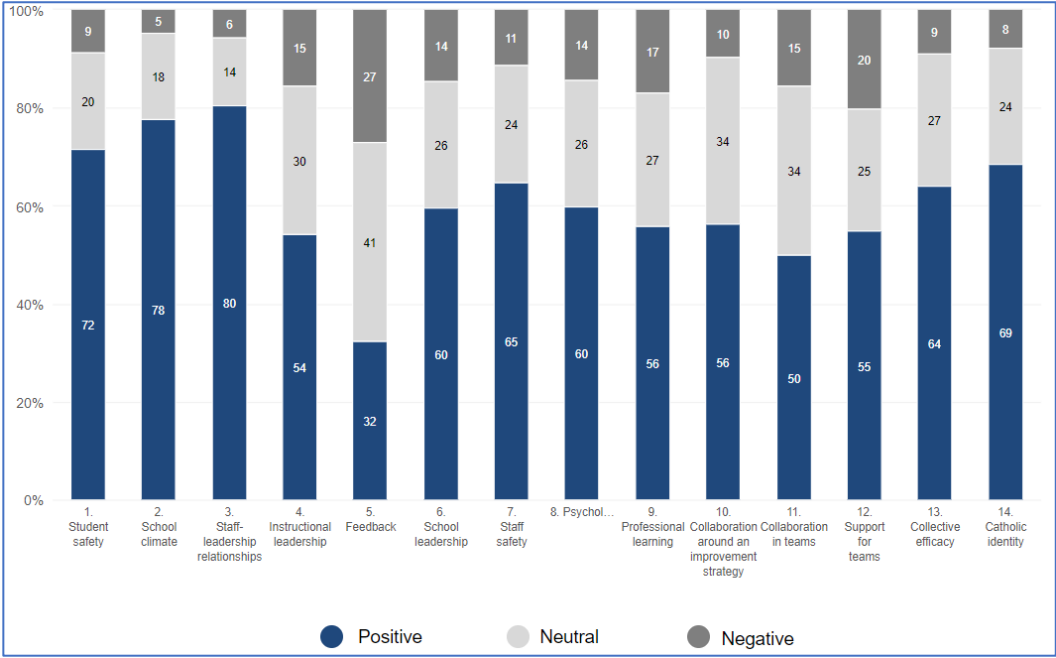
Number of Teachers who participated: 65
Average Expenditure per Teacher: \$892.03 per teacher

TEACHER SATISFACTION

A high level of teacher satisfaction can be evidenced by:

- Strong commitment to the Mercy Ethos, the Vision, Mission and Values Statement and Strategic Plan 2019-2022
- Support of the College's Strategic Plan
- A shared vision by all staff
- Active involvement in the life of the College
- Strong coherent departmental / wellbeing teams
- Commitment to and support of wellbeing and co-curricular activities.
- Ongoing involvement in Professional Learning opportunities and ongoing study opportunities
- Expressed appreciation of the Professional Learning offered by Jared Cooney Horvath
- Appreciation of opportunities for the development of technological skills
- Annual Goal Setting and Appraisals of teachers in Positions of Leadership
- Participation in Annual Review meetings, providing opportunity for staff reflection and discussion with a member of the Leadership Team Informal and formal feedback
- Strong retention level
- Passion for their teaching
- Hard work and dedication
- Enhanced teamwork
- Implementation of all child safety policies and procedures

MACSSIS STAFF DATA 2022



College Community



GROW PARTNERSHIPS

Engage families as partners in learning
 Maximise community partnerships in authentic learning
 Network with local and global learning and cultural institutions

We believe that the Academy of Mary Immaculate is a **community** in every sense of the word. We are united by a rich and powerful history, the distinctive ethos of the Mercy spirit and shared core values.

Goals & Intended Outcomes

Goals	Intended Outcomes
That the students, staff and parents of Academy of Mary Immaculate work collaboratively to build connectedness and deepen partnerships within and beyond the wider college community.	That there is an enhanced sense community identity for students, staff and parents.

Building connectedness – deepening partnerships

Our College Vision, Mission and Values Statement references **community** on a number of occasions:

- *to be a premier learning **community** (Vision)*
- *we aspire to be valued as an authentic and inclusive **community** (Mission)*
- *hospitality is being a welcoming, inclusive **community** where we open our hearts and extend generosity (Value)*
- *justice and Mercy are partners when forming relationships and building a strong **community** (Value).*



Continued development of lifegiving partnerships which enhance and enrich our College

Achievements

All College Groups

- Annual College 'Conversation' with involvement of Teacher, Parent, Student, School Council, Alumnae representatives
- Enormous success of the College production which saw parents, students and staff working together seamlessly to organise and celebrate the first production in 3 years

Students

- Enhancement of the sense of community within the College itself so that all students feel welcome and supported in their learning and wellbeing
- Opportunities for Year 10 students to undertake a week of community action (unfortunately unable to take place due to Covid) and a week of work experience
- Student involvement in Radical Women forum sessions
- Student involvement in Student Forums with Principal and Deputy Principal
- Enhancement of our relationships with our primary schools through an effective and meaningful transition program
- Positive partnerships established with two schools in particular:
 - Sacred Heart school, Fitzroy through the 'connecting community' project
 - Worowa Indigenous school, Healesville through reciprocal visits.
- Maintenance of links between Mercy schools through the Seeds of Justice program and the Young Mercy Leaders Pilgrimage.
- 165 Assembly where we were able to reflect on our history, trace our journey and look to the future. The new school song was introduced at that assembly.

Parents

Communications with Parents during the Covid period of 2022

Parents appreciated the following online activities:

- Parent teacher interviews
- VCE information evening

It was essential that communication channels during the Covid period were clear, regular and supportive of parent and student wellbeing. In the early months of 2022 the parent portal continued to be used as a means of providing parents with Covid related information.

- Provision of opportunities for greater and sustained parental involvement:
 - Parents' Association
 - College production
 - Mothers' Day Mass
 - Fathers' Day breakfast.
- Effective utilisation of the skills and experiences of the College Advisory Council

Grandparents/Significant Others

- A very successful Grandparents afternoon attended by 250 people

Alumnae

- Involvement of Alumnae by sustaining their connection with Academy and the life of the College
- Due to Covid a 'virtual Alumnae reunion' took place

Primary Schools

- Welcoming schools to Academy to gain a sense of mercy and an understanding of the beginning of the mercy story.
- Enhancement of relationship with Sacred Heart primary school through 'Connecting Community' project which led to reciprocal visits between Academy and Sacred Heart. This led to the development of a book containing artwork designed by Academy students and Sacred Heart Primary students.
- Address by Principal of Sacred Heart school to Academy staff highlighting ways to support the specific needs of his school community as they transition to the Academy.
- Reinvigoration of our links with Fitzroy Homework Club.

- Continuation of Year 7 Transition Program leading to Transition Coordinator meeting every student prior to their commencement at the College.
- Participatory relationships with Primary feeder schools

Wider Community

- Strong and lifegiving links with the Mercy world and especially the Mercy Sisters.
- Development of partnerships with and beyond the College community
- Promotion of Academy as the 'city school for girls' and development of fruitful partnerships
- Openness to the city of Melbourne as a source of deep learning and wellbeing
- Recognition of the reciprocal nature of our links with the wider community, especially in the area of Learning and Wellbeing
- Provision of services to the wider community
- Raising Academy profile in the wider community
- Deliberate focus on making and sustaining links with other organisations in the wider community
- Mutually beneficial relationship with Simonds College with shared VCE classes if required.
- Ongoing promotion of the College in a strategic, deliberate and accessible manner through the work and support of our Marketing consultant.

These lifegiving partnerships enhance and enrich our College.

VCE Parent responses to End of Year survey

"Students receive not only receive an excellent academic education but learn how to be a kind compassionate member of society who values what difference bring to society"

"A wonderful school which fosters both mind and spirit of its students"

"Welcoming, caring, inclusive, diverse, friendly"

"Welcoming & caring school environment. My daughter came to the Academy with no one & settled in easily. I feel this is a reflection of the school's positive values"

"A great sense of community and history. My daughter has a great sense of being an equal to any in this life. She has made many many close friends. Sister Mary is an amazing role model for the girls and a consistent presence."



Strong and life-giving links with the Mercy world

- The six key Mercy values continued to be intrinsic values for all members of the College community with the particular value of hospitality welcoming all visitors into the College.
- There was continued and enhanced partnership and collaboration with Ministries and Works of the Sisters of Mercy e.g. McAuley Community Services for Women, as well as other organisations including St Mary's House of Welcome and Indigenous organisations
- The work of Sr Margaret McKenna continued with "Sr Meg's group" offering support to students in need.
- The Mercy Outreach program involved students visiting local organisations to provide support.
- There was continued involvement of recent past pupils in the Young Mercy Links Program
- The "Earth at Academy" group continued to be a catalyst for the College community to reflect and take action in the area of sustainability

- Excursions took place to the Mercy Hub in Nicholson Street

We, at the Academy, join in solidarity with the Ukrainian people and pray for an end to hostilities. The war has come much closer to us given that now 3 Ukrainian students are members of our caring community.

- Ongoing support and appropriate programs/pathways were provided for students with particular needs.
- The mutually beneficial partnership with Simonds College, enabled senior students from both schools to continue to study subjects not offered at their respective institutions, if required.

Promotion of the College – ‘The City School for Girls’

- Continued updating of Academy **Facebook page** as a prime means of communication to the school community. This is a vehicle which showcases the students and the activities of the College but also highlights, in particular, what the Academy views as important.
- Continued enhancement of the College **website** as a means of communication with students, parents and the wider community. Examples of this type of interactivity include PAM (Parent Access Module), student modules, on line booking of Talk and Tours and Virtual Reporting
- Ongoing promotion of the College in a strategic, deliberate and accessible manner through the support of a **Marketing Consultant**





VALUE ADDED

Proposed Community Action Placements in 2022

Unfortunately, this extraordinary program of outreach to the wider community could not take place in 2022. The hope is we can resume placements such as those below, in 2023.

Acacia Fitzroy Creche	Reservoir Neighbourhood House
Alphington Community Centre	Royal Botanic Gardens
Annecto David House	Ruckers Hill Aged Care
Broadmeadows SDS	Sacred Heart Mission Op Shop
Bundoora Park Farm	Sacred Heart Primary School, Fitzroy
Coburg SDS	Salvos Stores
Fawkner Community House	Sapphire Aged Care
Fitted For Work	Southern Cross Aged Care
Latrobe Wildlife Sanctuary	St Bernadette's Aged Care
Mercy Place, Parkville	St Mary's House of Welcome
Mission House	St Vincent De Paul (Vinnies)
Northern School for Autism	Trevi Court Aged Care
Port Phillip Eco Centre Inc	Villa Maria Bundoora
Port Phillip Specialist School	Yarraville SDS
Rathdowne Place, Australian Unity Retirement Living	



Personal face of the College

In all operational aspects of the College the following characteristics of a positive community ensure our authentic expression of our values in action:

- making each person feel valued
- respectful responses to inquiries
- informed, professional, compassionate interactions
- using peoples' names
- rapport with visitors and callers
- proactive responses and relations
- affable personal interactions

"an emergency like Covid-19 is overcome in the first place, by the antibodies of solidarity"

Pope Francis

PARENT SATISFACTION

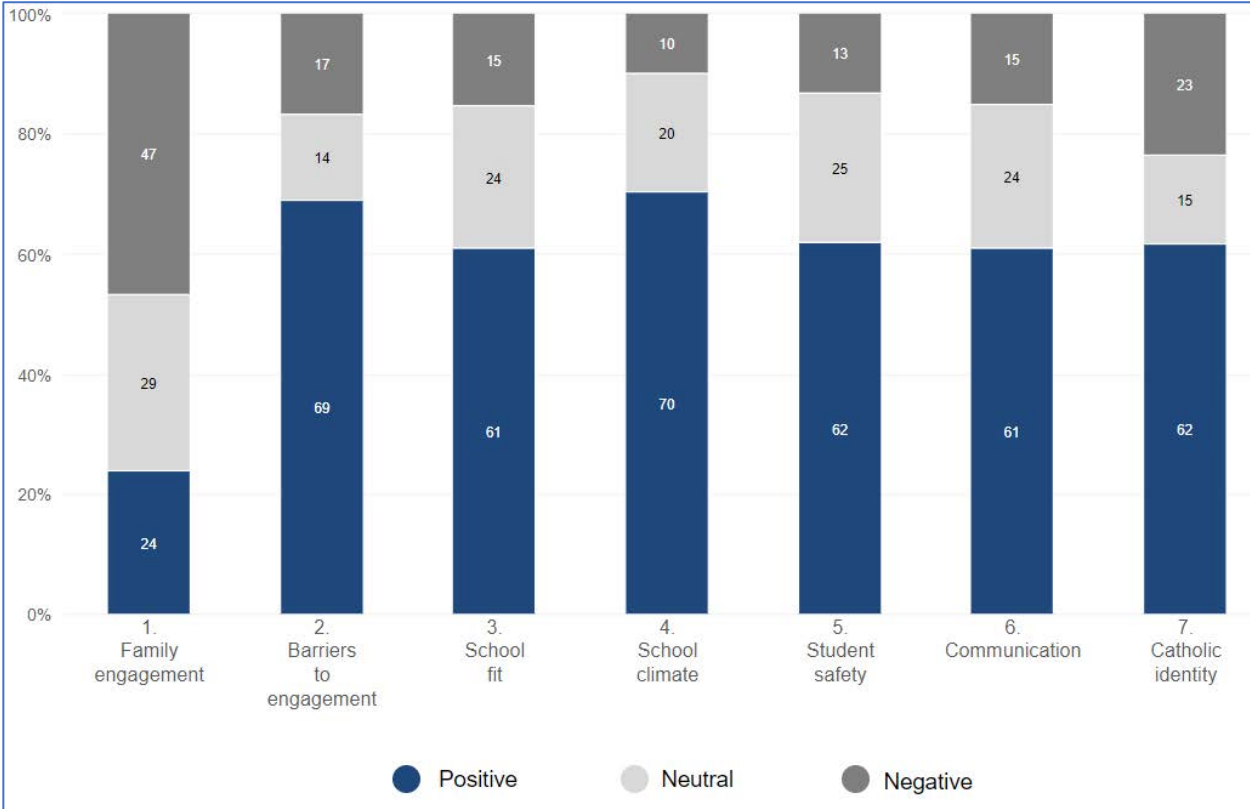
A high level of parent satisfaction can be evidenced by:

Parent Interaction and Support

- Strong commitment to the Vision, Mission and Values Statement and the Mercy Ethos
- Involvement in the annual 'Conversation' of key stakeholders.
- Continued increase in College enrolments across the College
- Sustained numbers attending Parents' Association meetings both onsite and online meetings and in particular an increase in the numbers attending the online meetings
- High levels of attendance at the online Information Evenings and College functions
- Parent involvement in College Advisory Council
- Attendance at special events eg. Mothers' Day Mass
- Parent access of the Parent Portal and virtual reporting
- Informal and formal expressions of support
- Positive feedback and anecdotal evidence
- Positive parental response to College communication
- Enrolment Interviews
- Parent/Teacher interviews
- Year 12 Parent Exit Survey

The ongoing support of our parent community is vital and appreciated. In 2023 we hope to provide continued opportunities for parent voice and social events which were unable to take place in 2022.

MACSSIS Family Data 2022



Future Directions

OUR STORY

Established in 1857, the Academy of Mary Immaculate is the oldest girls' secondary college in Victoria. From Burke and Wills to Eureka and the first Melbourne Cup, from the World Wars and Great Depression to the age of technology, 'the city school for girls' has grown and flourished.

We are proud of our Mercy heritage. The legacy left by Mother Ursula Frayne has provided a significant foundation for the generations of women who have passed through the College.

Our students are empowered to be strong and resilient women, champions of justice and advocates for positive change.

The Academy has a clear vision and strong aspirations for our students. The education we offer accesses our city's best cultural and learning centres, with opportunities that transcend the classroom. It is an enriching and fulfilling way to learn.

We hold a unique place in the story of Mercy and the story of Melbourne, and we approach the future with optimism and confidence.

The story continues...

On 20 April 2021, the handover of the Nicholson Street Convent to the Academy took place – 164 years to the day when Mother Ursula Frayne enrolled the first 6 pupils in 1857. The Mercy story continues and the Mercy charism and spirit continues to be lived through the staff and students of the Academy of Mary Immaculate.

Sr Mary Moloney, Principal

2022 College Prayer

Composed in 2022

Loving God,

We give thanks for the unique gifts you have bestowed on each of us and are grateful for the rich learning opportunities you offer to us each day.

Jesus, we thank you for calling us to be people of hope and welcome, united in our service of others. Remind us that our simple everyday gestures are what shape a better world and, as we go forth today, we pray that our mercy values are lived in all our actions.

May we continue to follow in the footsteps of our foundress':

*Catherine McAuley: Lead us
Ursula Frayne: Inspire us
So we live every day, in Mercy*

2022 College Song

Composed in 2022 with words written by staff and students – Holly Gibney, Claudia O'Neill, Claudia Cover, Mr Mark Hyland, Director of Faith & Mission and Sr Mary, Principal and music composed by Ms Mirelle Morris, Instrumental Music Coordinator.

🎵 Academy, Academy, the Academy of Mary Immaculate 🎵

Academy, in mercy, through respect and compassion, we live each day
We grow, we strive, with the values as our guide – together in mercy
Our caring community, with friends by our side,
Showing each other the way

Academy, in mercy, with justice and courage to live each day
Founded by the Sisters, Ursula Frayne, we walk in their footsteps together
In 1857, our journey began
Growing and learning each day

Academy in mercy, through respect and compassion, we live each day
Academy, Academy, the Academy of Mary Immaculate