

2023

Annual Report to the School Community



Academy of Mary Immaculate

88 Nicholson Street, FITZROY 3065

Principal: Mary Moloney

Web: www.academy.vic.edu.au

Registration: 467, E Number: E1044

Principal's Attestation

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

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

Attested on 07 Mar 2024

About this report

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

Governing Authority Report

Vision and Mission

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:

- Respect
- Compassion
- Justice
- Service
- Hospitality
- Courage

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?

Principal's Report

One of the important responsibilities of the new Senior Student Leadership Team is to decide on an appropriate College theme for the forthcoming year. The 2023 theme, “Many Voices, One Community”, was a catalyst for many of our actions and endeavours throughout the year, highlighting the richness of the diversity within our strong and united community.

This theme was expressed in so many ways and, in particular, in the inaugural cultural days where diversity was celebrated in dress, food and entertainment, through guest presenters at College Assemblies and with the continued work of the Senior Student Leadership Team. They are to be congratulated on exemplifying the theme in their decision making throughout the year.

The sense of the Academy being “one community“ is often articulated by both teachers and students and is borne out in the relationships formed. It is evident also through established practices such as the praying of the College prayer and the singing of the College song at all gatherings and, of course, through the joyous celebration of Mercy day where our unity is visible both at our Mercy Day Mass at St Patrick’s Cathedral and the concert that follows.

The Academy is a strong faith community and our collective Catholic identity is strongest in our shared work for justice and the articulation and lived expression of our values. Some of the highlights in this area included the induction of the next group of Fire Carriers (Friends igniting Reconciliation through Education), our deepening relationship with Worawa Aboriginal College, our support of St Mary’s House of Welcome and leadership of and participation in the Australian Young Mercy Leaders Pilgrimage, under the theme of “Living Mercy”.

We continue to be privileged to have weekly Mass in the Ursula Frayne Memorial Chapel celebrated by our College Chaplain, Fr Peter Varengo, who gives priority to all Academy events. Fr Peter’s generous and ongoing support is deeply appreciated.

The College continues to flourish in the learning and teaching area with excellent VCE results and appropriate pathways for senior students. The introduction of Compass as our new Learning Management System provided a platform for Learning Intentions and Success Criteria to be shared with students for all lessons. It also enabled learning to be more visible and thus improved communication between teachers, students and parents. Compass is now used for attendance, assessments, feedback, recording of wellbeing and learning chronicle items and is the vehicle for student/parent/teacher conferences.

Teacher Professional Learning focussed on the Science of Learning through the work of Dr Jared Cooney Horvath, highlighting strategies to use with students that promote the transfer of learning and retention of learning.

The role of the Pedagogy team was further developed as was the leadership capacity of our Middle Leaders in acknowledgement that middle leaders are the key change agents.

There was significant analysis of data including VCE, NAPLAN and PAT data to support student learning as well as the use of brain breaks and activities to build relationships and engage students in their learning.

We were particularly delighted that one of our Year 9 Synergy teams was chosen to present at Oxford University where they gave a confident and inspirational presentation.

In 2023 work began on the development of “Educate for Excellence - A Model for Learning and Wellbeing.” This model highlights the intrinsic link between learning and wellbeing and will be officially launched late in 2024.

Student voice and student agency continue to be a priority in the wellbeing area. The student forums are a significant opportunity for robust discussions and provide opportunities for students to discuss their ideas directly with the leadership of the College.

A range of guest speakers including Paul Dillon and Susan McLean present to staff, students and parents on a regular basis. In 2023 and 2024, in recognition of the vaping trend, Sonya Karras joined our list of guest presenters.

Child safety is always in our consciousness and our Deputy Principal, Wellbeing and Operations, addresses each year level on wellbeing issues and areas of child safety. One policy that is working particularly well in this area is our new Mobile phone Policy - a policy devised by staff, parents and the College Advisory Council.

We endeavour to support families in many and differing ways and to address their range of needs.

May the core of this College - the pulsating heart of mercy - continue to beat strongly.

We look forward to the future with hope and confidence.

Sr Mary Moloney rsm

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

To embed our Catholic Identity and ensure that every aspect of College life is infused with our Mercy Charism, values and tradition.

- To continue to be a welcoming, faith filled Catholic school community with a strong history, values, tradition, and spirit of Mercy
- Continuing to embed the Pedagogy of Encounter across the school

Intended Outcomes

- 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

Achievements

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

Catholic Identity

Our Vision, Mission and Values Statement and our Strategic Plan – 2023-2026, 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.....”

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.

Induction Program for new staff

All staff new to the College participated in a rigorous induction program which included a reflection on our Catholic identity as well as a presentation on our Mercy history, tradition and spirit.

Liturgical celebrations and prayer life

During 2023, key College events continued to be celebrated with a Mass. These events included:

Beginning of Year Masses

- Staff Beginning of Year Mass
- Student Beginning of Year and Investiture Mass
- Year 7 Wellbeing Mass

Across the Year Masses

- Tuesday morning Masses
- Mothers' Day Mass
- 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
- Staff End of Year Mass

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

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.

Prayer Life

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

During 2023, 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 regular praying of the school prayer and the singing of the Academy school song on important whole school gatherings.

Music as Prayer

The Academy is 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.

Formation in Faith

Staff Faith Development and Spiritual Formation

Spirituality Day - An annual Spirituality Day is scheduled each year. In 2023 the focus was social justice with two presentations on the day – the first one Catholic Church's best kept secret – Social Justice with Sr Sally Bradley, Executive Director, Mercy Works and the second session which focused on the wide and ever increasing outreach programs of Mercy Works with Jo Casamento, Schools' Engagement Coordinator presenting on this area.

The day concluded with a Holy Thursday prayer.

Student Reflection Days

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

- 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 are invited to undertake the completion of a number of Mercy modules which will contribute towards their accreditation.

Contemporary 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.

Mercy

Fidelity to our Mercy History

Mercy Day

Mercy Day is seen by all members of the Academy community as the most significant day of the year. The ringing of 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 reminder of the tradition of the past of ringing the bells on important occasions.

Lived Mercy

- Academy in conjunction with OLMC Heidelberg organised and led a 3 day Young Mercy Leaders Pilgrimage with participants from all over Australia.
- Our theme “Many Voices One Community” 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.

A lived commitment of Mercy through Justice

- The collective Catholic identity of the College is strongest in our shared work for justice and our articulation of values. This is where the students feel able to bring to life our Mercy values.

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, serving breakfast and meeting residents – St Mary’s House of Welcome
 - Mercy Aged Care facilities
 - Our “Connecting Community” project with Sacred Heart Primary school & St Margaret Mary’s Primary School, Brunswick North

- Fundraising for McAuley Community Services for Women
- Salvation Army – Youth Homelessness City Tour Excursion
- Raising funds for Opening The Doors Foundation – e.g Christmas Market Stall
- Guest Speakers from Young Mercy Links
- Guest Speakers on the Voice to Parliament from Melbourne University Law Faculty
- Christmas food drive for St Mary’s House of Welcome
- Fundraising for Mercy Works
- Celebration and acknowledgment of significant days and weeks such as Harmony Day, International Women’s Day, Refugee week, NAIDOC week, Reconciliation Day, World Social Justice Day and more.
- Fast Fashion Campaign – focusing on the impacts on the people who produce garments and those who live amongst the clothing landfill.
- Each term, the Justice Group focusses on a particular area:

Term 1 – Caritas

Term 2 – Open the Doors Foundation/Fire Carriers

Term 3 – McAuley Community Services for Women

Term 4 – Mercy Works

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 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.

Another event to raise awareness of this important area was the setting up of a Fire Carriers stall at a nearby Primary school for a Christmas Market. We also hosted stalls such as a native seed planting stall, bracelet making in conjunction with hosting a guest speaker on reconciliation.

In 2022 Academy established a relationship with Worawa Secondary school in Healesville with reciprocal visits taking place. This relationship continues into 2023 and it is hoped it will blossom and develop.

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. A major event in 2023 was the Frock Fest which focused on the recycling of clothing.

Students had secured a \$2000 grant from the Yarra Council to highlight young people's reliance on fast fashion and its detrimental effects on the environment.

Earth at Academy ran with the project and the parade of recycled clothing was held on 16 August. The whole school was invited to the fashion extravaganza. The depth of past fashion crimes was also on display as teachers opened shoeboxes filled with polaroids of themselves in the 1980s and contributed these to a wonderful whole-school guessing game.

Students presented the results of our Academy community survey and key findings were that as a community we needed to:

- educate ourselves and each other
- support brands who are trying to be more sustainable
- borrow clothes from friends (and mums!)
- develop our own style which is not reliant on 'micro-trends'

In 2023 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 2023-2026, Prospectus, College Website, fortnightly Newsletter, e-News, Academician 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 2023 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
 - Year 7 Beginning of Year Mass
 - Student Beginning of Year and Investiture of College Leaders Eucharist
 - Attendance at St Patrick's Day Mass and Mission Mass
 - Mothers' Day Mass
 - Feast of the Assumption Mass
 - 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
 - Retreats and Reflection Days
 - 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, Mercy Works, St Mary's House of Welcome, Caritas and local Indigenous projects
- Involvement in the Fire Carriers Program (Friends Igniting Reconciliation through Education)
- Pastoral Care Programs

Learning and Teaching

Goals & Intended Outcomes

Renew and refresh the professional learning focus

- That we continue to develop the effective use of data to target student feedback, goal setting and learning design
- That a formalised peer observation and mentoring program is tied to professional appraisal
- That all staff work as instructional leaders in inquiry cycles, thus enabling data-informed, evidence-based, and co-constructed practices.

Clarify and strengthen the distributive leadership structure

- That expectations and accountabilities are refined and strengthened so that the strategic intent is understood, owned, and enacted by all
- That collaboration between Middle Leaders increases to ensure stronger alignment of teaching and learning and wellbeing.

Enhance student engagement in their learning through the development of student voice and agency

- That we build ongoing feedback mechanisms between teachers and students, teachers and parents
- That we enhance connections between learning and wellbeing and strengthen the links between faith, life, and culture
- That we provide students with specific tools to track and monitor their own learning and support them to identify their own learning goals.

From Our Vision Statement

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enrich our students' spirituality and their capacity for positive change. Our emphasis on student wellbeing develops confident contributors and strengthens engaged learning.

Achievements

- Strong VCE results
 - Median score of 31
 - 10.3% of study scores of 40 and above
 - 2 Perfect Scores (General Mathematics and History: Revolutions)
 - A score of 40 or above achieved in each learning area
- Introduction of new Learning Management System (Compass) to make learning visible and improve communication between teachers, students and parents;
- Compass used for attendance, assessments, providing feedback, recording wellbeing and learning chronicle items, Student Parent Teacher conference;
- Improved consistency in Assessment and Reporting;
- Learning Intentions and Success Criteria written and shared with students for all lessons;
- Review of Synergy (Year 9 Program);
- Course Documentation written for each subject;
- Continued commitment to building leadership capacity in acknowledgement that middle Leaders are the key change agents;
- Embedding the new POL structure and develop the role of the Pedagogy Team;
- Part of Network for Continuous Improvement (Secondary) through MACS
- Development of Educate for Excellence – A model for Learning and Wellbeing
- Developing teacher capacity and improvement in learning outcomes;
- Embedding Science of Learning within teaching practice;
- Enhancing collaboration between teachers and Learning Enhancement Team to support students;
- Maintaining a strong learning culture throughout the College;
- Employing excellent practitioners;
- Ensuring teachers undertake an Annual Review meeting each year;
- Enabling teachers to be data informed;
- 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.

Introduction of New Learning Management System (Compass)

The new Learning Management System, Compass, was rolled out in 2023 to bring together all aspects of learning and wellbeing.

Compass was used:

- For assessment tasks and results and feedback

- Staff used the Chronicle function to record communication with parents and students to support student learning and wellbeing;
- To record adjustments for students
- Teachers, parents and students were able to monitor attendance and some teachers were using Compass to display lesson plans and share resources with students.

As reports were delivered through Compass, this allowed the review of reports in order to develop a more consistent report between each subject and each year level and

- Consistent approach to recording assessment results (percentages at Years 7 – 11 and raw scores for SACs in Year 12) in End of Semester Reports
- Working towards continuous reporting so feedback and results are provided in a timely manner
- Inclusion of 'Approach to Learning' on Progress Reports in Term 1 and Term 3 and End of Semester Reports in Term 2 and Term 4
- Refined 'Approach to Learning' so all subjects report on the following approaches to learning using the same grading scale
 - Is organised and prepared for learning;
 - Positively engages in learning activities;
 - Responds constructively to feedback;
 - Works collaboratively to enhance learning;
 - Completes homework on time
- Communication with teachers, students and parents to develop a common understanding of the grading scale so that 'usually' is where students will mostly be at and 'consistently' is for students who are going over and above
- Move towards continuous reporting

Development of Middle Leaders as Change agents

In 2023 a focus was on developing the role of the Pedagogy team and ensuring stronger collaboration with Learning Area Leaders, Wellbeing Leaders and all staff. The Pedagogy team ran coordinated professional learning and 'help sessions' on using Compass and 'how to write good Learning Intentions and Success Criteria'.

The Deputy Principal (Learning & Teaching), 2 Pedagogy team members and 2 Wellbeing leaders worked with MACS ... and other schools in the Network of Continuous Improvement (Secondary) with a focus on improving student engagement in their learning through building relationships and supporting their wellbeing.

Regular meetings with the Deputy Principal and middle leaders occurred to support them in leading their areas and becoming change agents within the college community so they could lead and support the rollout of the following:

- Introduction of Compass
- Improved Assessment and Reporting processes
- Learning Intentions and Success Criteria written for each lesson
- Course Documentation written for each subject;
- Development of Educate for Excellence – A Model for Learning and Wellbeing

Building teaching expertise to maintain a strong learning culture

In 2023, the College was fully staffed and we employed excellent practitioners who have made positive contributions to the learning culture. Developing consistency between and within Learning Area teams to support student engagement and developing a strong learning culture throughout the college was an area of focus in 2023. This was enacted through Professional Learning in the following areas

- Using Compass to support student learning;
- Writing and sharing Learning Intentions and Success Criteria with students;
- Continuing our relationship with Dr Jared Cooney Horvath and his work on 'Science of Learning' on developing strategies to use with students that promote the transfer of learning and retention of learning;
- Analysis of data including VCE, NAPLAN and PAT data to support student learning;
- Using brain breaks and activities to build relationships and engage students in their learning;
- Working with the Learning Enhancement Team to use strategies to support students with diverse learning needs.

In addition to undertaking professional learning to support their work, teachers worked together as a team to create the 'Educate for Excellence – A model for Learning and Wellbeing' and worked on writing clear course documentation for each subject with a focus on what students are learning and how they learn.

All teachers took part in the Annual Review process where they set, implemented and evaluated personal goals then met with a member of the Leadership Team to reflect on their journey with regard to meeting these goals. Several teachers took the opportunity to observe others teach.

Student Learning - Building learner confidence and efficacy

Teachers worked collaboratively with each other and with students to build student confidence and efficacy in order to achieve personal academic success. Teachers presented

to students about how they can best learn and shared strategies about how to remember and retain what they have learned and to move from surface to deep learning. Feedback was provided to students in how they can improve their work. Teachers wrote and shared Learning Intentions and Success Criteria with students to help them take responsibility for their learning.

Students were supported in their learning and programs through

- Continued development of individual pathways program:
 - o Careers counselling in the middle years to facilitate tailored subject choices;
 - o 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.

Year 9 Program Review

In 2023, a Synergy Review Committee reviewed the structure of the Synergy program. This review included student, parent and staff surveys, exploration of different schools including having discussions with five schools and visiting Sacred Heart Oakleigh, Balcombe Grammar School and Our Lady of Mercy College, Heidelberg and analysis of student engagement data.

Synergy was found to have a place within the Year 9 Curriculum as it provides students with a 'special and different learning experience' that caters to Year 9 students. There is value in the independent, collaborative and integrated learning style along with the excursions and exploration of Melbourne. There was concern that within the current structure students are not experiencing such a rich and deep experience as they had previously when Synergy had a greater time allocation.

The major concerns that were shared across staff, students and parents were the lack of core subjects, in particular but not exclusively Mathematics, the reintegration of students when they come out of Synergy and the effect on the timetable. The 2017 Synergy Report and 2022 VRQA Review also noted these issues.

Recommendations

The 2023 Year 9 Synergy Review Committee made the following recommendations about the structure of Synergy

- Synergy to be Semester based
- 30 periods per cycle

- Students continue with 'Core' subjects and Languages throughout the whole year
- When there are four classes – 2 classes do Synergy at the same time
- Synergy replaces the elective subjects

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

- Mercy Frayne speech festival – a finalist in public speaking section
- Achievement in STEM area – STEM Mad Showcase
- Presenting at Oxford University
- Presenting at University of Melbourne
- 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

As the 'City School for Girls', strong partnerships are continually found within various Melbourne institutions including the Melbourne Museum and the State Library.

Student Learning Outcomes

The data indicates that students were performing better than the state in all aspects of NAPLAN at both Year 7 and Year 9.

In comparison with students with similar backgrounds, in 2023 Year 9 students were performing well above students with similar backgrounds in Writing and above students with

similar backgrounds in the areas of Reading, Spelling and Grammar and Punctuation. At Year 7, students were performing above students with similar backgrounds in Writing. Student performance in Year 7 & 9 Numeracy and Year 7 Reading, Spelling and Grammar and Punctuation was comparable to students of similar background.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	561	81%
	Year 9	598	80%
Numeracy	Year 7	550	77%
	Year 9	579	76%
Reading	Year 7	566	83%
	Year 9	604	87%
Spelling	Year 7	559	88%
	Year 9	595	88%
Writing	Year 7	572	86%
	Year 9	625	87%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.

Student Wellbeing

Goals & Intended Outcomes

Enhance student engagement in their learning through the development of student voice and agency

- That we build ongoing feedback mechanisms between teachers and students, teachers and parents
- That we enhance connections between learning and wellbeing and strengthen the links between faith, life, and culture
- That we provide students with specific tools to track and monitor their own learning and support them to identify their own learning goals

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.

- 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

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

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
- Student engagement and agency
- Parent Engagement
- Child Safety

Whole School Wellbeing

- 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
- Implementation of a Mentor Group Teacher role description highlighting the importance of Mentor Group Teacher and Student rapport.
- Continued development of a student growth mindset

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, Deputy Principal – Wellbeing and Operations and Principal
- Increased 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
- Increased student voice at College assemblies
- Student led College assemblies
- 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.
- Strong relationship between Year 12 and Year 7 students – Big Sister, Little Sister Program.
- Year 12 Big Sisters offered sustained support to their Little Sisters during the remote learning period.
- 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”, Susan McLean (Cyber Safety) and Sonya Karras (Vaping).
- Student Diary makes 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.

Radical Women Unit of work

Students have the opportunity to undertake a unit of work entitled ‘Radical Women’. This unit focuses on women who are trailblazers and who are unafraid to challenge the norms.

Respectful Relationships

2023 saw the Respectful Relationships program, embedded in the College, with the aim of continuing to promote respect, positive attitudes and behaviours. This program assists students to build healthy relationships and have enhanced resilience and confidence.

Parent Engagement

- Continued growth of the College Parents’ Association
- Parent Events:

In 2023, the post Covid period, saw the full resumption of events including:

- Significant parent participation in the college musical through the provision of supper and the construction of the props.
- Grandparents afternoon (a Year 8 initiative)
- International Women’s Day breakfast
- Mothers’ Day Mass
- 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
- Consistent follow up on matters, via phone calls and formal interviews related to student wellbeing (e.g. attendance, behavioural and work ethic related issues)
- Enhancement of communication processes due to the introduction of Compass

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.

Value Added

Student Leadership

Opportunities include:

Leadership positions:

Senior Student Leadership Team

- Captain
- Vice Captain
- Justice Captain
- Arts Captain
- Sports Captain
- House Leaders
- Student Leaders

Class Captains

Class Vice Captains

Class Justice Captains

Sports Leaders at Years 7 to 11

Student Forums

College Justice Group

Peer Support

Big Sister / Little Sister Program

Earth at Academy Group

Sports

- Athletics
- Badminton
- Basketball
- Cross-Country Running
- Girls Football
- Lacrosse
- Indoor and Outdoor Cricket
- Indoor and Outdoor Soccer
- Netball
- Swimming
- Tennis
- Volleyball
- Hockey

House Sport

Swimming and Athletics Carnivals are held during Term 1

Intellectual Pursuits

Celebration of Excellence Evening

Debating

Public Speaking

Languages Competitions

- Alliance Francaise Poetry Competition
- Junior Italian Poetry Competition
- Australian Language Certificates
- Dante Alighieri Poetry Competition

STEM

Stem Mad Competition

Global Youth Forum

GROK Academy

Cultural Tours

- Staff and Students from our sister school Nishiyama high school visiting in March 2024.
- Study tour to Italy planned for 2024.
- Study tour to France planned for 2025.

Extension Opportunities

- 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
- “Academian” College Magazine

Hobbies and Clubs

- Coding Club
- Mathematics Committee
- Junior Book club
- Senior Book club
- Knitting Club
- Chess Club
- Craft Clubs

Visual and Performing Arts

Visual Arts

- Annual Visual Arts Exhibition
- Art Academy Team (auditioned Group)
- Art Open Studio

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 – Legally Blonde 2023
- 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

External Programs

- Year 10 Work Experience
- Year 10 Community Action
- Year 7 and 9 camps
- Year 12 Retreat Program

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

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 89.01%.

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

AMIF - Average Attendance Rates - 2023

Year 7 - 2023

87.77%

Year 8 - 2023

90.36%

Year 9 - 2023

89.16%

Year 10 - 2023

88.75%

Average

89.01%

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.8%

Average Student Attendance Rate by Year Level	
Y07	90.6%
Y08	89.8%
Y09	90.0%
Y10	90.2%
Overall average attendance	90.1%

Leadership

Goals & Intended Outcomes

To continue to create and embed a vibrant professional culture based on collaboration, forward-thinking and a shared vision

- 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

Clarify and strengthen the distributive leadership structure

- That expectations and accountabilities are refined and strengthened so that the strategic intent is understood, owned, and enacted by all
- That collaboration between Middle Leaders increases to ensure stronger alignment of teaching and learning and wellbeing.

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.

Achievements

A vibrant professional culture

- A Shared vision
- Core Documentation
- Strong Leadership structure
- Clear foci for year
 - Development of College masterplan
 - Enhanced collaboration between middle leaders
 - Implementation of new LMS – Compass
 - Strong alignment of Teaching and Learning and Wellbeing
 - Stronger connections between Pedagogy team and middle leaders
 - Successful implementation of VRQA review recommendations

- Smooth introduction of new CEMEA (Catholic Education Multi Enterprise Agreement)
 - Period length
 - Time in Lieu
 - Audit of curriculum
 - Timetable

A shared vision

The Vision Mission and Values statement of the Academy clearly states our Vision, our Mission and our Values. All we do emanates from an understanding of this statement.

This Vision Mission and Values statement is supported by core documentation.

Core Documentation

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

- Vision, Mission and Values Statement
- Strategic Plan 2023-2026
- Annual Action Plan 2023
- School Improvement Plan 2023 – 2026
- Continued focus on the implementation and lived expression of the College Strategic Plan highlighting the following six areas:
 - Proclaim our Catholic Identity
 - Live Mercy
 - Educate for Excellence
 - Promote dynamic wellbeing
 - Grow partnerships
 - Enhance Leadership

These key documents support and unite the Community as we move into the future. Our aim remains to be a 'premier learning community.'

Strong Leadership Structure

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.

Clear foci for year

Development of Facilities Masterplan

Over the last couple of years the College has been working with our Masterplanners to develop a masterplan for the whole College. While the Sisters vacating the Nicholson Street convent in 2021 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.

The first project will be the renovation of the undercroft area of the College. In recognition of the manner in which girls like to communicate (sitting together in circles) the undercroft area will be updated to include a myriad of circles of varying materials and dimensions. It is hoped that the landscape will support student connection and interaction.

From our Masterplan Consultants

"The master plan will support the diverse learning styles of the modern student and will provide for the use and access of knowledge in its various forms."

"Enrich existing potential, with spaces for students to take ownership of their learning, with learning places to foster student autonomy, with common spaces to cultivate social development, with reflective spaces

for spiritual growth, with community gardens and nurturing landscapes to carry collaborative learning from inside to outside."

"With strong pedagogical foundation and supportive spiritual spaces, interdisciplinary work can be enhanced by thoughtful design that displays flexibility, ownership, transparency and originality. Creating collaboration & connection".

New Learning Management System – Compass

Our new Learning Management System, Compass was introduced in 2023 with teachers undertaking significant professional learning to enable them to use Compass effectively. The goal was to develop staff capacity to utilise Compass to interpret data, target student feedback, goal setting and learning design. The Leadership team and the Pedagogy team were the drivers of these priorities and clear expectations and strategies drove the implementation.

The ultimate aim is for staff to be able to fully integrate Compass as a pedagogical tool in their learning and teaching.

Successful implementation of 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.

- All recommendations of the VRQA review itemised on page 13 of this document will be prioritised for 2024 and beyond.

New CEMEA (Catholic Education Multi-Enterprise Agreement) 2022

During 2023 meetings of Staff and the Consultative Committee took place with the focus being the clarification of significant components of the new Agreement. These included:

- Time in Lieu
- Period Length
- Timetable changes
- Changes to timing of beginning and end of day

Consultation ensured that staff were well aware of the ramifications of the new Agreement.

Strong collaborative practises

Clarification and Strengthening of the distributive leadership structure

- Expectations and accountabilities are refined and strengthened so that the strategic intent is understood, owned and enacted by all
- Pedagogy team, Learning leaders and Wellbeing leaders work in collaboration to strengthen the connection between learning and wellbeing and to align the strategic goals of the College
- Enhanced collaboration between Middle leaders

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

Policies

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

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

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

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

Our 2023 three key College goals are:

- Renew and refresh the professional learning focus
- Clarify and strengthen the distributive leadership structure
- Enhance student engagement in their learning through the development of student voice and agency

In 2023 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

Faith Formation

“Catholic Church’s best kept secret – Social Justice ” Sr Sally Bradley (April 2023)

Outreach programs of Mercy Works – Jo Casamento (April 2023)

Teaching and Learning

VCE Data analysis - Carmel Richardson, Data Analyst and Consultant, University of Melbourne (Term 1)

The Science of Learning – the brain and learning – Jared Cooney Horvath (Across the year)

NCCD and personalised learning plans – Trish Maguire (Across the year)

Compliance

Warden Training – online (May 2023)

CPR Training (Term 4)

First Aid module (online)

Mercy Ed Compliance Modules (Throughout the Year)

- CCI Safeguarding Essentials
- Camps and Excursions
- Cyber Security for schools
- Privacy for schools
- Work, health and safety for schools

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Workplace behaviours • Ergonomics and manual handling <p>Child Safety</p> <ul style="list-style-type: none"> • Protecting Children – mandatory reporting and other obligations (Throughout the year) <p>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.</p>	
Number of teachers who participated in PL in 2023	70
Average expenditure per teacher for PL	\$882.67

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 the College Strategic Plan 2023-2026
- Support of the School Improvement Plan and Annual Action Plan
- A shared vision by all staff
- Active involvement in the life of the College
- Strong coherent learning / 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

Teacher Qualifications	
Doctorate	0.8%
Masters	11.4%
Graduate	20.3%
Graduate Certificate	2.4%
Bachelor Degree	43.9%
Advanced Diploma	13.0%
No Qualifications Listed	8.1%

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	78
Teaching Staff (FTE)	60.9
Non-Teaching Staff (Headcount)	34
Non-Teaching Staff (FTE)	29.1
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

That the students, staff and parents of Academy of Mary Immaculate continue to work collaboratively to build connectedness and deepen partnerships within and beyond the wider college community

That there is an enhanced sense of community identity for students, staff and parents.

College Theme 2023 – Many Voices, One Community

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. We understand that genuine community engagement involves a meaningful and strong relationship between school and families united by shared goals of supporting the growth of all students and maximising learning outcomes.

Achievements

Building connectedness – deepening partnerships within the Academy community and external to the Academy community.

Deepening Partnerships

Our College Vision, Mission and Values Statement and Strategic Plan have significant references to community:

- 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).
- to grow partnerships - to be engaged and connected to our broader community as ‘the city school for girls.’ – (Strategic Plan)

Continued development of lifegiving partnerships which enhance and enrich our College

All College Groups

- Annual College 'Conversation' with active involvement of all groups within the College - Staff, Parents, Students, School Council members and Alumnae representatives
- Ongoing success of the College production which saw involvement of parents, students and staff working together seamlessly to organise the event and celebrate the gifts and talents of the students.

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 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 and deepened with two schools in particular:
 - Sacred Heart school, Fitzroy through the 'connecting community' project
 - Worawa Indigenous school, Healesville through reciprocal visits.
- Maintenance of links between Mercy schools through the Seeds of Justice program and the Young Mercy Leaders Pilgrimage.
- Continued enthusiastic singing of our new school song at the end of each significant event
- As the City school for girls, strong partnerships formed with various Melbourne institutions including the Melbourne Museum and the State Library and through the Synergy program.

Parents

Communication Channels

- College Newsletter – adapted to be more user friendly
- Establishment of Compass as our Learning Management System and prime form of communication with parents.
- Parent Teacher interview renamed as Parent/Teacher/Student conferences to better identify the intent
- Strategic use of Social Media
- SMS
- College magazine, Academian
- Continued provision of opportunities for parental involvement:
 - Parents' Association
 - College Production

- Mothers' Day Mass
- Fathers' Day breakfast.
- Year 7 meet and greet evening
- Effective utilisation of the skills and experiences of the College Advisory Council

Grandparents/Significant Others

- The Grandparents event organised by the Year 8 students is now identified as a key event in the College calendar which attracts over 250 Grandparents.

Alumnae

- Involvement of Alumnae by sustaining their connection with Academy and the life of the College

The 2023 Alumnae reunion was unable to take place due to an outbreak of Covid.

Primary Schools

- Welcoming schools to Academy to gain a sense of mercy and an understanding of the beginning of the mercy story.
- Continued enhancement of relationship with Sacred Heart primary school through 'Connecting Community' project which led to reciprocal visits between Academy and Sacred Heart.
- Reinvigoration of our links with Fitzroy Homework Club.
- Continuation of Year 7 Transition Program leading to the 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.

Each year, Year 12 Parents and Students are surveyed about their experience of the Academy.

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
- The Young Mercy Leaders Pilgrimage which involved 5 staff and 30 students from Mercy schools across Australia led to new links being formed and a deepening of the understanding of mercy from all participants.
- 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 Compass, 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 our newly appointed Director of Marketing and Communications

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

Community Action Placements in 2023

Acacia Fitzroy Creche
 Alphington Community Centre
 Arrum Aged Care
 BlueCross Westgarth Aged Care
 Broadmeadows SDS
 Brotherhood Books
 CATA (Creative Art Therapy Aust) Fairfield
 Coburg Special Developmental School
 Cultivating Community
 Dorothy Impey Aged Care
 Doutta Galla Yarraville
 Fitted For Work
 Fitzroy Learning Network
 Friends of the Earth
 Gateways Support Services
 Holden Street Neighbourhood House

 House of Welcome
 Mercy Place
 Port Phillip SDS
 Rathdowne Place Aged Care
 Royal Botanic Gardens
 Sacred Heart Mission Op Shop Fitzroy

Sacred Heart Mission Op Shop Northcote
Sacred Heart Primary School
Salvos Williamstown
St Bernadette's A/Care
Uniting Op Shop Yarraville
Villa Maria Aged Care Bundoora
Vinnies Glenroy
Vinnies Newport
Vinnies Northcote
Yarraville SDS

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, the College's strategic plan 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
- Use of Compass as a means of communication for parents and also as a vehicle for understanding their daughter's academic progress and any wellbeing issues.
- High levels of attendance at the online Information Evenings and College functions
- Parent involvement on College Advisory Council
- Attendance at special events eg. Mothers' Day Mass, Fathers' Day breakfast
- Informal and formal expressions of support
- Positive feedback and anecdotal evidence
- Positive parental response to College communication
- Enrolment Interviews
- Parent/Teacher/Student Conferences
- Year 12 Parent Exit Survey
- Readiness to embrace Compass as the new Learning Management System and to use it as a vehicle to communicate more effectively with Teachers

The ongoing support of our parent community is vital and appreciated. Our aim is to provide continued and further opportunities for parent voice and participation in social events.

VCE Parent responses to 2023 survey

I think the college has provided a great learning culture for my daughter. She has enjoyed her classes, teachers and sporting activities etc. she has studied hard and been supported by her yr 12 teachers.

Given my daughter came to Academy in Year 9 and then had so much online learning, she has developed some really great friendships. Thank you for welcoming her with open arms and as if she was there from the beginning

We have been so impressed during our time at Academy. My daughter had a wonderful relationship with her teachers, they shared a common goal and she was always supported. The girls are treated like young independent adults which will benefit them immensely as they start their next chapter. Thank you Academy

Dedicated teachers who care about students and give above and beyond

Overall we have had a wonderful experience at Academy. The staff have been very supportive and the learning environment is beautiful. I feel blessed that our daughter has had the opportunity to go through her high school years in such an amazing location. She has been supported by her teachers and well being team

A diversity of students from different backgrounds and locations. Strong values and ethics. I know that my daughters are in safe hands when they attend the college

Student numbers are nice, the fees are reasonable, the values align with ours

A diverse learning environment.

Facilities, teachers, sense of community. Early Entry University offers

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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