



Vol. 25 No. 2 2020

# MERCY

The Newsletter of Mercy Education ABN 69 154 531 870

# Ed



## Staying Connected Whilst Staying Apart

Mercy Colleges deliver excellence  
in Remote Learning

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# EDITORIAL

2020 has and continues to present challenges for our Mercy school communities and it is in this edition of the Mercy Ed that we wish to acknowledge the hardships and successes during these current and unusual times. Across all our communities, these challenges have been met head-on with innovation, positiveness, resilience and concern for each and every member. Despite the different degrees of disruption and lockdown caused by COVID-19 across the States, every community has been impacted in some way or another with reduced travel, fewer excursions and changes in school and family life.

Our Year 12 students face their final year of schooling with different levels of personal contact and socialising than they normally would. As always it will be a special year for them to remember and one in which they will have tried their very best to achieve their goals and fulfil their dreams. For our younger students, at primary school or at early secondary school, there will be time to re-engage and to develop long time friendships when life returns to normal.

Our Principals, Leadership Team members, teaching staff and Technology experts have been outstanding in the way they have led their school communities and ensured the delivery of curriculum, remotely or in class, has continued to be at an exemplary level. Changes in how to deliver and engage in learning and teaching, adjustments to assessment requirements, conduct of meetings, ways to connect with parents, alumni and prospective families, will all be considered anew after fresh innovations and learnings from this unusual year. I am sure you will enjoy reading about how the colleges have shown such initiative and creativity.

Directors of the Board of Mercy Education and Executive members of Mercy Education have expressed their admiration and support for our staff. In a recent letter from the Chair of the Board to all Mercy colleagues, Sr Sylvia Williams RSM, wrote:

*"I am writing to you on behalf of the Directors of the Board of Mercy Education Limited to assure you of our continued support, our admiration for your efforts in your support of our students and colleagues and to express sincerely that you remain in our prayers during this COVID-19 pandemic.*

*The Board Directors thank you for your ongoing commitment and dedication. As staff members working in an education setting, you are continually faced with a regularly changing landscape and we acknowledge the professionalism you have shown."*

In this edition we also feature our latest Mercy affiliated colleges and warmly welcome them to our collegial network. Their histories are strong in Catholic education and are imbued with a rich Mercy heritage and unique story.

With best wishes  
**Eugene Lynch, Editor**

**FRONT COVER**  
Emily Cummins, Year 7 student from St Joseph's College Mildura

# MERCY COLLEGES DELIVER EXCELLENCE IN REMOTE LEARNING

In unprecedented and challenging times, Mercy schools have excelled in continuing to deliver excellence in education in a remote environment. While challenges were presented to different degrees in the different States, each college was able to design, develop and customise learning platforms. Wellbeing programs were introduced to keep students and staff actively involved and safe in their prayerful and supportive communities.

We thank each college for responding to the five questions posed below and for providing an insight into remote learning and the benefits gained for the immediate and long terms.

What approach/software platform was used to implement remote learning?

What worked well for teachers and students?

What surprised you?

What practices will you keep?

How did students manage/cope and what student leadership initiatives impressed you?



Mount Lilydale Mercy College – Prefects togetherness message

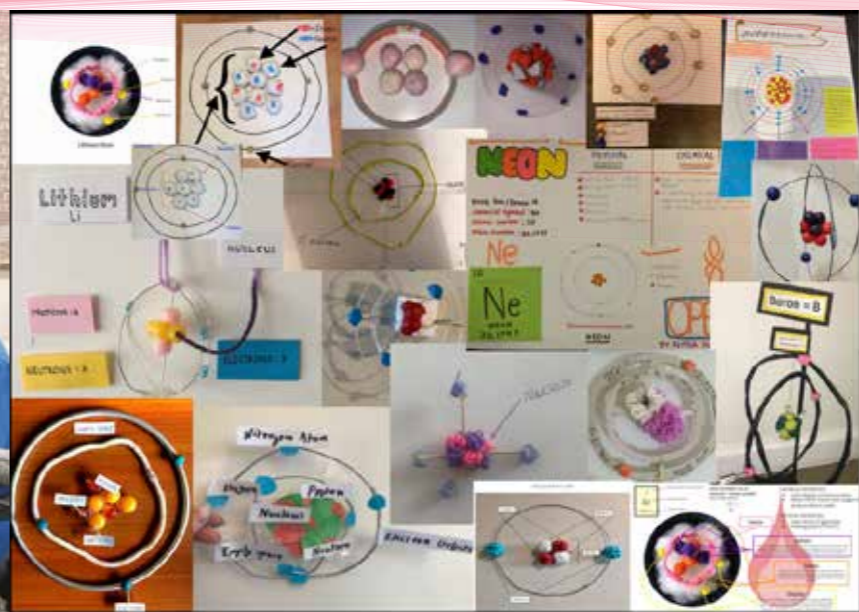
Dear Lord,  
Being alone is hard. We were created for community, not confinement.

But we're grateful that no matter how alone we may feel, You never leave or forsake us. We are grateful for technology that helps us stay in touch with each other.

Today, please remind us that this time of social distancing and isolation will not last forever. Give us the strength to endure this difficult season and deepen our connection with You and Your people. Empower us with an extra dose of Your love, peace, hope and joy, because we need it. Remind us of Your promises, and please heal our land.

In Jesus' Name. Amen.

[Prayer from St Aloysius College, North Melbourne Newsletter]



## ACADEMY OF MARY IMMACULATE THE EXPERIENCE OF REMOTE LEARNING

When our College Theme for 2020, 'Make it Happen' was announced, no one could have envisaged how apt a theme it would turn out to be. In a very short space of time, teachers, students, and families alike have been challenged to reimagine school as we know it; to make a new way of learning 'happen'. While it has been a year of many challenges, it has also been a year characterised by resourcefulness, resilience, and a stronger sense of community, despite the vagaries of distance.

The implementation of remote learning required us to merge old technologies with new ones. Our teachers continued to utilise our Learning Management System, SIMON, together with numerous features from the Google Suite. Google Workspaces, Classroom, and the video conference function of Google Meet, have all been adopted to set up our remote classrooms and to keep students and teachers connected. New technology demands upskilling of teachers and we used this opportunity to reimagine how we might deliver this PD on an ongoing basis, during remote learning. An Academy Pedagogy Site was created by our Pedagogy team, incorporating 'how to' videos, reading material, and examples of remote learning practice. Additionally, we have moved our Subject Selection Information Evenings and Parent-Teacher Interviews online. This move has been widely embraced by the community and may continue to be the common practice, long after this challenging period has ceased.

Our experience of remote learning has been one of continuous learning by all members of the community. It has reinforced for our community the clear interdependence and mutuality between learning and wellbeing. We have learned the importance of allowing our students to connect, work, and socialise together in this remote environment. We have learned the value of finding a balance between online and offline interaction, independent work; we are realising that the delivery of content must be more varied and more succinct to support students in isolation; we are learning the importance of slowing down the curriculum to cater for this new space. Every day we are learning.

The process of adapting to remote learning also highlighted the value in staff and student surveys evaluating the strengths and shortcomings of the online learning environment, in adjusting our daily timetable to minimise screen time and in the twice-weekly connection being made between our Wellbeing Leaders and students. The student leadership team led the way in showcasing what a remote learning space could do, creating morale-boosting videos and in using online Google Meet between the Little Sisters in Year 7 and the Big Sisters in Year 12.

We must acknowledge and congratulate students on their resilience in these difficult circumstances. The student body showed flexibility in adjusting to remote learning, and demonstrated real imagination in the ways they are fostering school spirit, supporting each other, and committing to their studies, despite the inherent challenges. The very nature of remote learning challenges students to be more independent learners and more creative problem solvers, and despite the disruption to the traditional school environment, they are invaluable lessons well learned during this crisis.

In this next phase of remote learning, we hope to capitalise on what we have learned so far. With the ingenuity, grace, good humour, and goodwill of staff, students, and families, we venture forward together, embracing the challenge of this new period and looking forward to a time when we can be together again.

**Fiona Lennon and Paul Finneran - Deputy Principals**



## CATHERINE MCAULEY COLLEGE, BENDIGO LIFE IN LOCKDOWN

Despite the uncertainties and upheavals of the restrictions resulting from the COVID-19 pandemic, staff and students at Catherine McAuley College showed a great willingness to engage in the process of remote learning. As the first days of lockdown turned into weeks, it became apparent that some students and families wanted more contact and communication, and some wanted less. One of the challenges for our staff was to find the balance.

While our school was already well set up on the Google platform, some innovative and pragmatic thinking quickly

prepared Google Meet, Google Classrooms, and other Google sites for full-time remote classroom use. In some circumstances this was augmented by resources from Edrolo and the digital gateway, Pearson Places.

Staff quickly discovered that a flexible program worked best. Students were front-loaded with work for the week and Google Meet was used to introduce the concepts and provide direct instruction. Students were then able to work at their own pace and had the opportunity to use other direct instruction as required, such as pre-recorded videos and video tutorial lessons.

Google Meet was also used for brief class 'check-ins' throughout the week. Regular communication between school and families, teachers, students and parents/carers provided a positive atmosphere and ensured the students were well supported.

Support took place in tiers – daily Learning Tutor support, Learning Mentor support for student pastoral care, and daily staff mentor connection between Leadership and small groups of staff, to ensure morale and connection.

Some students, who had experienced challenges in attendance and engagement, found the remote learning a benefit to them. We will be looking at ways to be more flexible in our approach with these students. Other students demonstrated great initiative in setting up independent study groups outside of school hours, using social media.

Students supported and helped each other when they noticed a student not attending or not engaging in class. Senior students have been adversely affected by the lack of milestone events and social interactions because of the pandemic. However they have displayed a positive attitude and some of our student leaders have been featured in the local media as role models and spokespeople for senior students.

Although the sudden onset of remote learning compelled our staff to upskill in the use of digital platforms for education, the result has been a satisfying amount of growth which will continue to provide a more engaging and interactive use of Google Classrooms and other sites. Flipped learning approaches, pre-recorded help videos and other flexible approaches to traditional learning will remain an ongoing method to engage and support our students in their studies.

Many staff found that this agile approach allowed for less teacher talk and a greater focus on feedback rather than traditional instruction.

Other positives for staff included effective collaboration in small teaching teams. Since there were fewer large meetings to attend after school, staff were able to benefit by having greater flexibility with their time. This was also good for part-time staff who could more easily take part in small collaborations.

**Mr Matthew Angove and Mr Michael Goss, Directors of Learning and Teaching**



## EMMANUEL COLLEGE WARRNAMBOOL LEARNING AND TEACHING TO SUCCEED REMOTELY

The 2020 Emmanuel College theme chosen by student leaders is "Unity".

At the time it was selected no-one could have foreseen the extraordinary need for unity within our College community to enable learning and teaching to succeed remotely.

The Emmanuel College Critical Response Team had already been formed to explore the implications of Coronavirus for education when the announcement was made that schools would close and students would learn from home. Despite this, the transition to remote learning came suddenly causing heightened levels of anxiety for many staff members. The student free days at the end of term one made the difference between success and failure. The response of the College staff was amazing! We witnessed the highest level of collegiality possible as every layer of the College worked together to answer countless questions and resolve multiple challenges in preparation for remote learning in term two.

Together, the Learning Area Leaders and the Critical Response Team confirmed google classrooms and zoom would be the two platforms used by all staff to operate a Virtual School. While the majority of staff were already proficient with google classroom, some needed guidance to establish the infrastructure their classes needed. On the other-hand, zoom was new to most of us. Those already proficient with the application ran tutorials for their colleagues, others offered guidance in how to pre-record video lessons, especially of

practical classes. Pre-recording enabled Science teachers to demonstrate experiments and share them with students as required. The Arts and Technology teachers achieved the impossible generating hundreds of projects and packaging them for collection, enabling students to experience the hands-on component of their subjects.

The demand for onsite learning was far greater than anticipated with initial parent requests for 170 students to be supervised onsite. The supervision list was reduced to around 70 students with the average number of students onsite daily between 30-40. The greatest challenge proved to be the rostering of supervision with many staff conscious of the health risks of being onsite and/or juggling onsite supervision with caring for their own children as well as delivering online lessons. Onsite supervision was, however, very successful and as we headed into remote learning version two we have experienced no issues creating the supervision rosters with all but medically vulnerable staff available to assist.

Communication with staff and parents received a high priority during this time. The Critical Response Team met weekly and after each meeting, Staff and Parent Updates were sent via CareMonkey. We received very positive feedback from parents during this time acknowledging the provision of information and sending shout outs to teachers who had done so much to maintain student engagement. Aware of the potential for students to disengage, the Student Services Team maintained contact with as many students as possible to provide encouragement. Their weekly "Words for Wellbeing" provided lots of tips and encouragement.

While some students chose to leave school early, remote learning was successful for the majority. Overall, we saw students flourish and develop organisational skills and exhibit more learning independence than we usually see in the classroom. Likewise, teachers have developed and embedded a range of technology skills far quicker than any onsite professional learning would have achieved. And we have done it together, we have done it in unison, proving Emmanuel College is indeed a place of unity in 2020.

**Peter Morgan, Principal**



## SANTA MARIA COLLEGE, ATTADALE

### WHAT WILL WE TAKE FORWARD?

One of the most significant challenges faced by educators during recent months has been the obsessive amount of time our students have spent on-line, on TEAMS, Netflix, Instagram, Snap Chat, or Tik Tok. Our students' constant need for communication, connection and approval has increased.

While this is one of many challenges faced, this time has also highlighted many opportunities for Santa Maria College to embrace. A crisis such as COVID-19 has forced us to adapt, change and consider some important questions about what we will take forward and what we will leave behind from our current practices.

#### 5 Key Areas of Learning and Consideration for the Future

##### The way we learn will change

While on-line opportunities provide some unique learning, students learn less in fully virtual environments. In-person, teacher-facilitated learning has many advantages, but incorporating the following into our classrooms could provide further quality learning opportunities.

- Record content so students can revisit later. As demonstrated by YouTube, video is one of the most engaging forms of learning for teenagers
- Live broadcasts from teachers, university staff, industry professionals and expert presenters from around the world who are an incredible resource could provide live interactions with classes for limited cost
- Short courses to gain recognised credit, extension opportunities and on-line apprenticeships, university courses, and connections with employers
- Reduced assessment requirements in Year 12 could be possible, given the flexibility with the number of tests, exam weightings and alternative university entry requirements proposed for 2020 graduates
- Increased participation may occur for reserved students who usually make minimal contributions in class, maybe encouraged through the use of functions such as TEAMS chat

- Microlessons are bite-sized presentations that enable the student to engage and process short focussed, meaningful learning without cognitive overload. This enables us to optimise student attention and retention.

##### Connecting Learning to Life will be highlighted

In 2019 the College developed Connecting Learning to Life (CL2L) key attributes. We believe this places us very well, given the focus on many of these skills needed in the future and highlighted in recent weeks:

- CL2L skills such as informed decision making, creative problem solving, communication and adaptability
- A flexible timetable could provide a structure for some remote learning for senior students, enabling a later start to the day and an ability for students to immerse themselves in a subject for an extended period or to work at their own pace
- Pods for collaboration via TEAMS can enhance the power of the collective ideas and teamwork and enable global collaboration, links with brother and sister schools, universities, other experts and allow contributions from home or school.

##### Wellbeing will be prioritised

Recent weeks have confirmed the vital role schools play in developing a sense of connection and belonging for our students. We need conversations and actions in the following areas:

- Mental Health is a foundation for being happy and successful, especially among our most vulnerable children. Our Mental Health Strategy will form this foundation
- The social connection provided through the community, developing relationships, and understanding social rules, behaviours, and actions needed within and beyond year groups to encourage mentoring and belonging
- Pastoral Care Time (PCT) allows students to engage in opportunities to be relational, grow and learn about themselves from significant adults and from their peers, giving them the skills to resolve challenges they may face
- Transition programs focus on developing connections with our incoming boarders and current students and will benefit rural students

- Reviewing our breaks to provide windows for physical, social, and emotional development which are absolute essentials for wellbeing. Could we reduce break-time activities to allow girls to relax and socialise at recess and lunch?
- An events review will enable reflection on long-held events that could be offered in different ways.

##### Teachers' roles will be more flexible

Given the adaptability shown by our teachers in recent weeks, the following changes could be considered:

- Teacher roles could shift, making them more like coaches and mentors. They could provide structure, input sessions, guidance, and feedback for growth
- Teacher Professional Learning time could be more readily available if less face to face teaching was required freeing up teachers to upskill and gain additional qualifications
- Connection with other educators in similar teaching and leadership roles via TEAMS to enable sharing of best practice or connections with educational influencers. Being able to do this onsite without travel time or absentee cover would be of great advantage.

##### Connecting with our community will change

Connection with our college community is something we value highly and some suggestions for the future we will consider include:

- Webinars for parents where parents can listen anytime from the comfort of their home and provide an ongoing library of resources created specifically for our families
- Parent interviews on-line is a future discussion
- Social engagement through Zoom; our recent successful book club is an excellent example of how we can engage with a greater number of our families and particularly our rural families
- Alumni, Parent Network, and Parent Council through Zoom will have the opportunity to increase connectivity and participation.

**Jennifer Oaten, Principal**





## MERCEDES COLLEGE, PERTH LIMITATION INSPIRES CREATIVITY

The approach to the end of Term One was a very different learning journey to the one the College started in February this year. We began with all our usual events and lessons, and as we worked through the term, we could see the landscape changing daily. Along the way we adapted, reviewed, and exercised flexibility in response to government directives to deal with the astonishing impact of COVID-19 in our global community.

The core business of teaching and learning required our teachers to shift from the preferred face to face delivery to the online approach. While previously online tasks were supplementary to our teaching practice, they quickly became the central focus. With the help of Director of Learning Technologies, Mr Paul Reid, and key staff members who are nimble in the online space, the College was able to devise programs for students to follow in a reasonably seamless fashion. Staff either worked at home or onsite at the College, worked in the platform Teams and upgraded their knowledge of SEQTA.

Gaps in delivery in the online space and departments were identified and staff worked together to ensure a consistent and sustainable approach to learning over the coming weeks. The end of term saw teachers working hard to prepare programs of work for students and upskilling quickly so they could be as strong a presence online as they are in the classroom. We commenced Term Two in a very different way, setting clear expectations for teachers and students, recording attendance and interacting with strong engagement.

Mrs Kerrie Fraser, Principal of Mercedes College said the support from the community was very positive and quotes some of the many encouraging messages from parents:

"It has been really encouraging seeing the way my daughter has settled into the new routine this week. Each of her teachers has approached teaching slightly differently (some offering drop-in sessions, some online for the whole class) but I think that has made it more engaging for her. She is really surprised at how quickly she is able to complete set tasks..."

"Many thanks for your outstanding efforts to get the girls to an online learning environment so quickly. My daughter feels most benefit from classes where the teacher teaches via visual or audio means and is available throughout the lesson to answer questions. All teachers have been excellent at keeping the girls focused."

"I think the school has done a great job of setting up an online learning program that has been easy to access and complete work and also helps keep routine with the student's regular school days."

"Thank you for all your time and support while adapting to a big change in our lives."

Once restrictions were lifted in mid-May the school learning returned to normal. However, with so many co-curricular activities cancelled some innovative new programs were launched. The Media Department created opportunities for students to develop their creativity and boost their production skills, launching 'MC Lunchtime Live' on June 11. This 6-week live TV production hosted by two students sees a mixture of content with pre-recorded segments including staff interviews, performances, highlights of key events, and some content that is just for fun .... School Bus Karaoke anyone?

Another innovative event created with the help of the Media Department, is the Young Mercies new online Fashion for Compassion – a major fundraising event that usually attracts an audience of 200 people. This pre-recorded student fashion parade will be promoted to families early in Term 3 to encourage them to purchase tickets to view this online event with the opportunity to help fundraise for MercyWorks. These and other activities have offered students and teachers a ray of sunshine and a boost of creativity after being faced with so many challenges throughout the year.

**Julie Cameron, Marketing and Community Relations Manager**



## MOUNT LILYDALE MERCY COLLEGE

### What software platforms were used to implement remote learning?

Google Classroom, Google Suite, Edrolo, Clickview, and Studiosity.

### What worked well for teachers and students?

We were pleased to learn from our student survey that students felt they worked effectively with the Google Suite tool (90%) and that they had good time management (85%). We were also encouraged to learn that they were satisfied with teacher contact and communication (90%) but nearly half of our students found managing distractions a challenge (45%).

A survey of staff revealed that they valued developing new skills and knowledge of tools to engage students, track learning, and various tasks for asynchronous learning. The majority of teachers collaborated and shared knowledge and skills at an unprecedented level, which they found rejuvenating and uplifting and while their workload increased they were able to find new ways to achieve work/life balance.

### What surprised you and what practices will you keep?

We were surprised by how flexible staffing and timetabling could be and believe this capability will benefit us in the future. The efficiency in which meetings can run in an online setting was also surprising.

There are several practices that we intend to carry forward including holistic management and tracking of student performance. We also intend to vary the style, format, and frequency of staff communications and ensure we continue the collaborative learning and teaching meetings with clear protocols and goals.

### How did students manage/cope?

Overall, the experience of remote learning has had some very positive outcomes particularly in regard to revealing how resilient our students can be. As with any workplace, these new conditions have proven to be difficult for some members of our community, but our Counselling team was able to support those who needed it through our online service.

We found that each of the challenges thrown up by remote learning was met by staff. Years of establishing strong

relationships with students have meant our students were comfortable in reaching out for extra help and assistance. A strong sense of community has become even more evident with students knowing their interests are being prioritised.

### What student leadership initiatives impressed you?

It was wonderful to see our Student Leadership team 'step-up' during this period of remote learning. They recognised that they needed to make a concerted effort to help keep our community connected. Some of their initiatives included: online Zumba classes to give students some fun and physical activity; regular and personalised messages to each year level giving students encouragement and techniques to cope with remote learning and online House challenges to build House pride and connection. The Student Representative Council also remained a strong student voice throughout this period. They maintained regular contact with the Vice Captains, planned fundraising activities, and found different ways to create connections.

Overall we are extremely proud of our students and staff in their ability to adapt and to rise to the many challenges of 2020. With hope and optimism, we have seen our community continue to succeed and thrive.

**Anita Kay-Taylor and John Rodgers - Deputy Principals**



## OUR LADY OF MERCY COLLEGE

### REMOTE LEARNING AT OLMC

At OLMC, we went into the Term 2 remote learning period with trepidation, not certain we would find a rhythm, maintain our connections, and continue

to develop as learners. Like all schools, we were challenged to 'pivot' almost all our learning and teaching practices and day-to-day operations. Rapid and substantial planning, as well as a great deal of staff improvisation, enterprise, and IT upskilling, came to the fore. So too did the goodwill and homespun resourcefulness of our students. They joined forces with their teachers to ensure that interactions were frequent and rewarding and that learning remained purposeful.

The College was already well resourced with a range of G Suite applications, though some were under-utilised prior

to the school closure period. Google Classroom and Google Meet became the 'new normal' mechanisms for learning and teaching, with other key applications including Education Perfect and Edrolo. These technologies served us well.

Periodically, almost everybody encountered malfunctions (frozen screens, mute settings, delayed or disjointed voice interactions), however, students and staff have all happily attested to improvement in their trouble-shooting skills and mastery of a broader range of digital technologies.

Our Student Leaders worked tirelessly and creatively to ensure that students across all year levels were able to have some fun, stay connected, and maintain motivation in a disrupted and difficult time. 'Fun Friday' took place every week, with assigned themes such as 'Fun Mugs' and 'Crazy Socks'.

'Masked Acts' saw students disguised with a mask submitting performance videos, with other students having to guess who the performers were. Concurrently, Sport and House Captains launched a 'House Stepathon' that ran throughout Term 2.

Perhaps our Student Leaders' ultimate triumph was their production of a video featuring volunteer staff members dancing and lip-syncing to the song 'We Are Family'. This video sparked joy and laughter amongst all in the school community and built students' confidence that their teachers genuinely shared a need, like them, to have some fun and stay connected.

We often speak about the partnership between school and home. In so many ways, Term 2 was truly a partnership with our parents as together we shared in the joys and challenges of home-based learning. Many parents became our colleagues, and our teachers were regularly buoyed by their wonderful affirmations about the quality of the learning offered to their daughters. We have subsequently surveyed all parents regarding their daughters' learning experiences. With few exceptions, the feedback has been positive, but there is more to be learnt as we drill down and follow up on some responses.

Staff and students attest to having learnt a great deal about themselves and new ways of working. Recurring insights include that remote learning encouraged innovation and strengthened skills in problem-solving, as well as critical, creative, and agile thinking. For many students, deeper layers of self-agency were unearthed. We are yet to fully discern how we can best leverage these rewarding outcomes so that

our students prosper and remain invested in their learning, wellbeing, and College life.

**Judith Weir, Principal**



## ST ALOYSIUS COLLEGE, ADELAIDE

We shape our self to fit this world and by the world are shaped again.

The visible and the invisible working together in common cause, to produce the miraculous.

The opening lines of this David Whyte poem (Working Together, David Whyte, 1996) capture the essence of the St Aloysius College, Adelaide's response to the COVID 19 pandemic. The poem was shared with me on the Mercy Pilgrimage to Dublin in 2014, and it came to mind as we navigated the unpredictable and unsettling events of 2020 together.

In South Australia, the impact on schools was minimised through the extension of the Term 1 holidays. During that period, the number of cases stabilised and we were able to return to school with very strong attendance rates in Term 2. As a smaller state, we acknowledge that our experience has been quite different from the eastern states.

St Aloysius College is in the second year of transition to SEQTA as our Learning Management System and the events of 2020 led to a rapid increase in the utilisation of this platform by both staff and students. Teachers collaborated during the extended holiday period to ensure that program outlines, content, and assessment information were uploaded. The platform facilitates the easy sharing of programs between teachers. Microsoft Teams also enabled teachers to regularly connect with students learning from home. The feedback from parents around teacher support for learning both at school and at home was overwhelmingly positive. We are now very well placed to open up the SEQTA Engage portal to parents in 2021.

Whilst attendance has been good, many students experienced heightened anxiety and depression as a consequence of the additional stress resulting from the pandemic. A number of students were unable to resume regular attendance patterns

following lockdown, and in two cases, this has led parents to enrol secondary students in Open Access College, a public school designed to facilitate remote learning for students unable to attend school. The Counselling Team and Pastoral Care Coordinators have provided outstanding support to students living with family violence, connecting with external agencies, and going above and beyond to ensure their safety and wellbeing.

One of the most remarkable student initiatives that showed great innovation was the Justice and Mercy group. Led by two recent SAC graduates, the group quickly pivoted to providing an online platform to allow students to maintain their commitment to justice and mercy in new ways. The JAM at Home website promoted weekly challenges, uploaded student podcasts about their own good works in the community, and helped the girls stay connected. They continued to inspire one another with their passion and purpose. Our world needs compassionate and respectful citizens more than ever, and these girls and young women continued to look outwards to see where they could make a difference.

**Paddy McEvoy, Principal**



## ST ALOYSIUS COLLEGE, NORTH MELBOURNE

The Staff and Students at St Aloysius College embraced the remote learning model with real enthusiasm, a willingness to experiment and an endeavour to

implement best practices in supporting teaching pedagogy and student learning. With an emphasis on mass-digitalisation, collaboration and self-directed learning, our world, and our study rooms, living rooms, kitchens, and bedrooms have changed forever.

The Learning Innovation Team, alongside the College Leadership, piloted Microsoft Teams for different year levels on different days of the week before the announcement of Stage 3 restrictions. This allowed us to tweak what was necessary and to ensure that all students and staff were familiar with how to use Teams; this was enhanced through ongoing support from the IT Team and through a series of professional learning sessions for staff throughout the term. Staff shared their best

practices and students were regularly surveyed and parent feedback was also encouraged and welcomed, which aided for better delivery of learning and teaching to all.

What took most educators by surprise was that the oft-referenced "future" was thrust upon us without any real warning and thrust into the midst of an otherwise gently recurring "present". Although clearly an 'unwanted guest', we were all forced to engage, learning much about ourselves and our teams throughout. In this pandemic, technology has supported and supplemented teaching and teachers, but it has certainly revealed that technology will not replace them.

The flexibility and cooperation of all our staff was something we need to celebrate, and we are certainly proud of everyone. They entered an unknown and a very uncomfortable zone, but the way they were willing to seek collegial support and go the extra mile was very Mercy.

Student feedback has been considered and honest – they have told us all the things they have missed about going to school: their friends, teachers, sports, extracurricular activities, and that intangible sense of belonging to a community. They have recounted the challenges of online learning, like struggling to understand assignments, getting easily distracted, and not having reliable internet. However they have described aspects of remote learning they have enjoyed, such as having the freedom to work at their own pace, spending more time with family, setting their own work/life schedule (for the older girls) and being free from the fast-paced environment of highly scheduled lives.

To this end, we would be foolish to fix our gaze upon a horizon that now sits behind us and seek to replicate the way things used to be. Real growth has had us reflecting critically upon the experience to see how it might inform and enhance the way we do things; it has invited us to question the status quo to see if there might be a better way and also challenge us to think beyond the current mode of educational delivery. And that's exactly what we're doing.

**Mary Farah, Principal**





## ST BRIGID'S COLLEGE, LESMURDIE

On the 26 February 2020, Western Australian schools were advised that the COVID-19 virus had reached our shores.

By chance, we had already scheduled a meeting of our Team Leaders for this very day with the intention of looking at our online curriculum delivery plans for 2021. We began our journey idealistically, but optimistically, and our expectations were high, and our 'can do' attitude almost never waned.

Our College has one-to-one devices from Years 1 to 12 (the Junior School using iPads and the Secondary School using laptops), which assisted the transition. Our immediate challenge was that we do not possess one learning management platform. The decision was made to expand the usage of Seesaw in the Junior School and to use a combination of Teams, Zoom and OneNote in the Secondary School.

The experience was a positive one in sometimes trying circumstances. The fact that 'we actually could work remotely' and 'we did it' was such an achievement. Our families enforced the 'value' of teacher proximity and face-to-face interaction, and the relationship with our community was greatly strengthened. Teaching staff affirmed the College's Leadership Team, as they felt they were very much supported (including coffees, treats for morning tea, positive messages and time allowed to learn, plan and organise lessons). This affirmation was reciprocated by the Leadership Team to our staff. It was noted that having a central person to contact students and families to follow up on engagement was effective. A strong Helpdesk at the College was vital, and staff who were also skilled in a variety of platforms to support the community proved invaluable.

One of the greatest surprises across the College was that whilst our students were 'digital natives', there was much for them to learn –they could 'TikTok' or post a 'Meme', but uploading a Word file to OneNote could be a challenge. It was affirming the number of children who did access the materials regularly, but this was equalled by the number who longed for their classroom walls, the human interaction and face to face delivery. There were staff who were previously reluctant to engage with any electronic device, who took the plunge and

created authentic digital learning experiences for their classes, and importantly, have continued to do so.

As a College we are continuing to expand our learning management system. We have learnt that one platform works best and will use SEQTA as our primary delivery tool. We will continue our various workshops to enhance our staff's skills and expand our pool of experts. We will hopefully look to offer a remote alternative, where needed, for students experiencing difficulties in school attendance. Overall, our students across the campus coped well during this period. They connected with their teachers, continued their learning and proved that they are resilient young men and women. However, there were students who in a classroom setting required support, who did not necessarily have this same level of support in the home environment, who even months down the track are still not at their full engagement level. Our student leaders sent video messages to the student body, our boarders developed COVID awareness advertisements, they have continued to Zoom to be able to 'meet' as a whole school and they have aspired to 'return to our new normal'.

Like all, we do not know what is ahead, but we do know that our community is a strong one and that is what will allow us to continue this journey.

**Carmen Cox, Principal**



## SACRED HEART COLLEGE GEELONG

Sacred Heart College Geelong began the year ready to celebrate its 160th Anniversary. Little did we know that in March the Premier of Victoria would declare a state of emergency that would

plunge all Victorian schools into remote learning and working. Channeling the attributes of courage, determination, resilience, and action, the traits shown by our founding Sister Mother Xavier Maguire and her companions, the College began to navigate its way through this uncertain and evolving landscape.

Building on our work in redesigning learning, and guided by the partnership with IB World Schools, SHC drew on the wisdom of our European schools - who since January had been engaged in remote learning - to create a SHC remote learning plan.

Crucial to our plan was the use of two familiar platforms, Zoom, previously used for meetings and to connect students with long-term illness to classroom learning, and CANVAS, the College's learning management platform. By embedding Zoom into CANVAS, teachers were able to curate learning experiences, provide direct instruction, and facilitate collaborative learning using 'breakout rooms,' as well as check-in with students. In curating varied learning experiences, the staff used EDROLO and encouraged students to use Studiosity.

The use of CANVAS and Zoom's video recording function allowed students to take part in synchronized or asynchronous learning which gave them choice and agency. To monitor student engagement a remote learning tracker was created and uploaded onto the SHC portal so that staff and parents had real-time data.

In creating structure to students' home learning, the College's Assembly Day timetable was adopted. Under this structure, the day was broken into 45-minute time frames with a 90-minute break for lunch. A visible wellbeing school, students, staff and families were encouraged to use the extended lunchbreak and learning/work breaks to engage in a variety of wellbeing practices that were located on the SHC Portal - Students Space and Family Life. These included: have a laugh break, physical activity break, mindfulness break, reading break, relationship break, journal writing break, eat and drink break or podcast break.

True to our mercy tradition staff and families were encouraged to care for one another. Knowing that many were experiencing loss, family illness, and financial hardship, the SHC family fund was reinvigorated. Staff increased payroll deductions and families made cash donations. Others donated basic food items. The funds and food were used to make meals and purchase basic goods for food hampers for our families most in need.

Our Student Leaders embraced this new space. Each week they met via Zoom to develop ways of building community amongst our girls. They provided a vital link to school life and created a schedule as follows: - Mercy Mondays - Keeping up with the College Captains Video Tuesday - Winning Wednesdays: competitions, and challenges run by the Community Engagement leaders - Thinking Thursday: Learning Leaders provided study tips - Feel Good Friday: Caring Communities featured weekly podcasts focused on self-care.

The shift to learning from home was a challenge that was met successfully by staff, students, and families. All sorts of solutions to a range of challenges were found and great ideas around teaching practices, technology use, and partnerships between families and school emerged.

Innovative practices developed during COVID-19 that the College will explore further to inform the SHC redesigning learning journey include:

- harnessing the new teaching practices which significantly improved learning outcomes for students
- student-led initiatives
- synchronized and asynchronous learning delivered via the use of blended platforms onsite and off-site
- maximizing partnerships between families and school that support improved learning outcomes for students
- collegial support, the power of teamwork, and the effective use of teams comprised of teachers and education support staff
- use of on-line meetings instead of physical meetings.

The responses by staff, students, and families to the on-line learning environment and changes to the school's operation, affirmed their steadfast engagement in the learning process.

**Anna Negro, Principal**



## SACRED HEART COLLEGE, KYNETON

What an extraordinary year the world has experienced in 2020! I doubt the students and staff of Sacred Heart College Kyneton could possibly have imagined circumstances where our beautiful school

would be closed, not once but twice in a six-month period, in response to a global pandemic.

Notwithstanding the challenges posed, students and staff adapted remarkably to the new and unique environment of remote learning. With only a few evenings of intensive professional learning, new platforms such as Zoom, Google Meet, Education Perfect, Quia, Jamboards and Audacity, were embraced and complemented existing tools such as Google Classrooms, Clickview, and Edrolo. Students, staff, and parents were provided with comprehensive on-line Remote Schooling Handbooks, recently updated to Remote Schooling Mark II.

We were delighted although not surprised by the seamlessness with which students and staff transitioned to remote learning, with the College's IT platform, portals, and individual devices providing robust and comprehensive service.

Students embraced the opportunities offered by remote learning with absence levels well below those seen in 'normal schooling' and some truly remarkable outcomes across our various learning areas included:

- Year 10 virtual mountain biking in Outdoor and Environmental Studies
- Year 7 students cooking dinner at home for their families as part of Food Studies
- Year 9 students competing in the Australian Wool4School Competition
- Year 8 students designing and building a motorised vibrating electronic bug in Technology
- Virtual debates via Zoom
- The College's weekly Mathematics after-school tutorials offered electronically.

There were also many virtual classes that started with, and in the end dominated by, a vast range of household pets in the arms of their owners!

During the first period of remote schooling, students were surveyed at length on how they found the experience. Their comments noted the benefits of more time spent at home with family, getting more sleep and not having to spend time commuting on a bus.

The Sacred Heart College Senior and Junior School Cabinets continued to meet virtually every fortnight and played a key role in developing a series of fabulous videos for the school community on the challenges of remote schooling, the protocols for return to on-site learning and the importance of correct hygiene and face coverings.

The challenges of remote schooling have allowed us to reflect on what innovations can be embraced when we return to on-site learning more permanently – Zoom or Google Meet as forums for parent meetings, exploring the capacity for our highly skilled teachers to more regularly teach remotely if unable to be on-site and how the breadth of online resources can continue to enrich person-to-person teaching and learning.

In this, the most challenging of years, the words of Catherine McAuley almost two centuries ago remain acutely relevant for each of us: "The blessings of unity still dwells amongst us and oh what a blessing, it should make all else pass into nothing ...This is the spirit of the Order, indeed the true spirit of Mercy flowing on us..."

**Darren Egberts, Principal**



## ST JOSEPH'S COLLEGE, MILDURA

At St Joseph's College, teachers used SIMON learning areas during remote learning as we would during face-to-face learning. We are fortunate to be a one-one device school where students

are already well-acquainted with submitting work via SIMON. Teachers also made good use of our Google professional learning program offered in 2019 to upskill and utilise Google Classroom.

We chose Zoom as the platform to connect classes and teachers because of its ability to make use of breakout rooms for small group activities. Teachers made use of flipped learning. The college purchased the full license of Screencastify that allowed teachers to prepare and record lessons on their laptop and to post on platforms such as Google Classroom.

Students appreciated receiving feedback via pre-recorded video. This helped replace some of the personal verbal interaction that occurs between the teacher and the student in the classroom. Students also preferred being spoken with rather than reading feedback on the screen. Small breakout sessions made students feel more comfortable and able to share ideas and do effective group work.

Teachers liked using breakout sessions so they could set up groups as they would in the classroom. Teachers were then able to move between groups and give students more intensive support if needed. Some teachers built in social time in breakout sessions. This gave the students some sense of socialising and was a welcome break in particularly challenging lessons.

The speed that teachers adapted to remote learning was very surprising. Usually it takes time and training to get large groups of people onboard with big changes. But teachers, through necessity, upskilled very quickly, attending optional sessions after school. The level of expertise in our college came to the fore.

After surveying staff, the following aspects of learning remotely were highlighted as positives that staff would like to see continued:

- Flipped learning (especially at VCE/VET/VCAL)
- Teaching students how to become more independent learners(Academe/embed in Years 7 to 10)
- On-line Learning days
- Teaching via Zoom to different classrooms
- Use of Google classroom to complement SIMON Learning Areas
- Video feedback to students
- Meetings via Zoom with colleagues/experts/parents
- Less content and more depth in learning

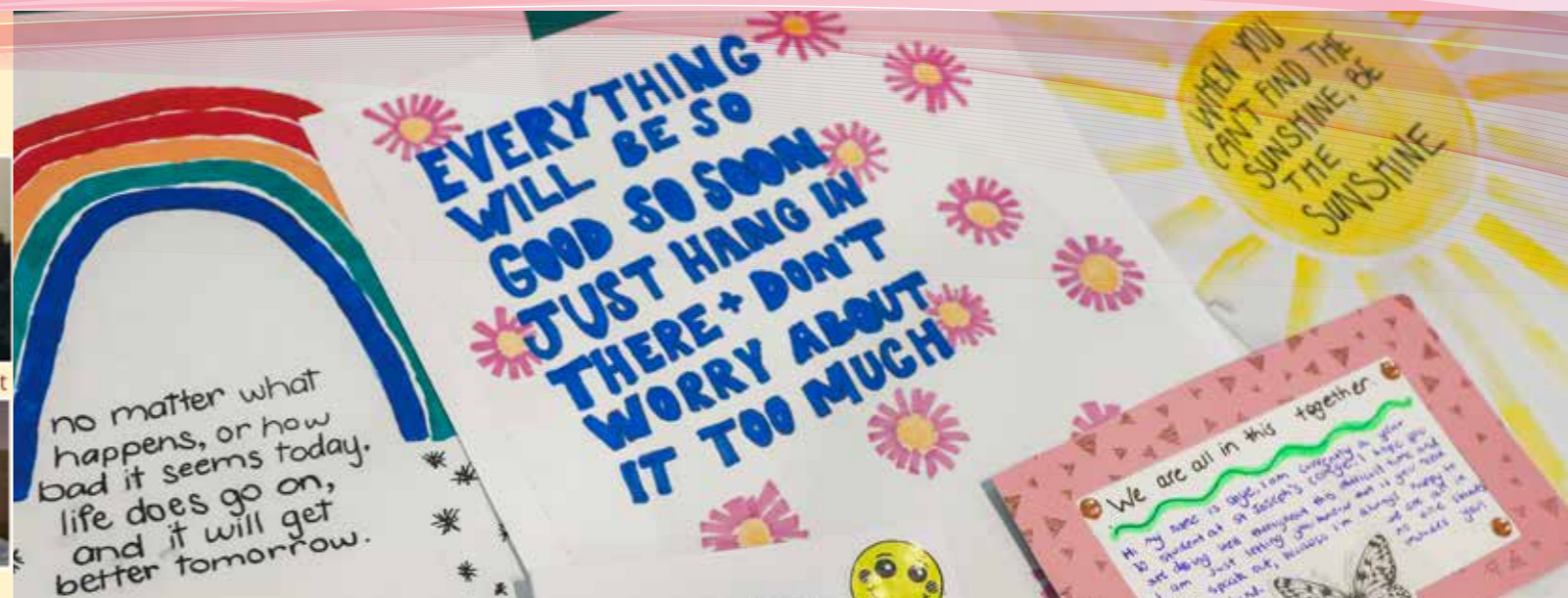
- Spend more time celebrating success (teacher and student)
- Integrating a variation of platforms in our teaching (Kahoot, Google Suite, Screencastify, Quizlet)
- Setting up networks between schools to build connections between students/staff and to offer less common subjects
- Networking and collaboration are vital to teaching
- Professional learning on technology and Learning and Teaching
- A chance to review or approach learning in different ways to update processes and procedures.

Students displayed great resilience through the remote learning period and quickly adapted to the on-line learning experience. The college attempted to ensure the learning and teaching experience for students was as familiar as face-to-face learning. This was achieved by maintaining the same timetable structure and we required students to attend on-line sessions in their school uniform. This allowed students to maintain their normal school patterns and assisted them to be in a mindset where they were ready and eager to learn.

The college maintained an extended pastoral care program where Homeroom teachers touched base weekly with their students to check on their wellbeing and academic progress. The students were regularly surveyed and many commented about the positives of on-line learning - working at their own pace, fewer distractions, less travel time, increased productivity, independence and support from their teachers.

The College Captains, along with the Student Representative Council, maintained their fortnightly meetings to discuss how the students were coping and to raise any student concerns. The College Captains were filmed discussing their reflections on remote learning and how they had grown as people. These reflections were posted on the college website and were inspiring for students, staff, and the college community. Our Mercy Action Group students continued their outreach to the community by providing messages and meals to families who were nominated by students.

**Marg Blythman, Principal**





# WELCOME

## TO MORE MERCY AFFILIATED SCHOOLS



### Mount St Bernard College, Herberton, QLD

The foundation stone of Mount St Bernard College was laid on January 11, 1920, and the College was officially opened on September 21, 1921. The College is named after Fr Bernard Patrick Doyle, who had come from Ireland in 1906, as it was his idea to establish a boarding school on this part of the Atherton Tablelands. Fr Doyle had a dream of one day establishing a boarding school in his parish and many times discussed his idea with the Sisters of Mercy.

In its first year of operation, some of the forty-six boarders were primary school students who attended St Patrick's School while the remainder were secondary students and were taught at Mount St Bernard College. Throughout the twentieth century, Mount St Bernard College has responded to the changing needs and aspirations of students and their families. The College even hosted Cooktown's St Mary's School during a

period of World War II evacuation. At every stage, MSB has provided opportunities for quality Catholic education to the young people of the Far North and beyond.

Students at Mount St Bernard College are typically caring, respectful and inclusive. A valuing and appreciation of different cultures and the opportunity to forge friendships is gained from the diverse cultural composition of the student population including those of Indigenous and Torres Strait Islander origins.

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB is now under the stewardship of the Cairns Diocese's Catholic Education Services and the Mercy charisms of service, faith, hospitality, and social justice continue to be nurtured and lived out by a dedicated and professional staff. Small class sizes allow for personalised learning and a focus upon pathways to post-school ambitions for each student. The College provides tertiary, trade, and vocational pathways to ensure all students are catered for.



### Our Lady of Mercy Catholic School, Deloraine, TAS

Our Lady of Mercy School was established by the Sisters of Mercy in February 1895 to provide a Catholic education to families in the Meander Valley. The Sisters taught boys and girls from infant to secondary classes and also took in girl boarders. In 1971 the secondary section was closed and the boarding school closed in 1972. The first lay principal was appointed in 1996. The school is now staffed entirely by lay

people who work to serve our community through the School's motto: 'The Lord is my light'.

Our Lady of Mercy, Deloraine is a community of learners where excellence is pursued in all we do. We nurture relationships to enable individual growth and develop a sense of belonging for all. We empower our students to be people of courage, compassion and respect and to bring energy and enthusiasm to all they do.



### Mercedes College, Springfield, SA

Mercedes College was established in 1954 when the Sisters of Mercy purchased the property which included the gracious family home, Strathspey. The purchase of the property brought to fruition a dream to find a healthier and more open environment for the boarding students of St Aloysius College, Adelaide as there was little remaining space at the city site. The first day scholars accepted were girls from Year 1 to Year 11 and boys from Year 1 to Year 3. A small number of matriculation boarders went into St Aloysius each day to complete their schooling.

Today, Mercedes offers contemporary quality learning facilities with wide-open spaces and beautiful gardens. Mercedes College is an International Baccalaureate Reception to Year 12

Catholic school with a wonderful record of academic excellence in both the IB and SACE. We offer a progressive, internationally focussed curriculum supported by family and community values.

Our strong values-centred Catholic education is based on the Mercy Keys of Compassion, Loyalty, Justice, Integrity, Responsibility and Mutual Respect, core values that are an integral part of the way of life for all members of the Mercedes community.

Mercedes College always allowed boys up until Year 3 but changed to become a fully co-educational school under Principal, Ruth Whiteley, in consultation with parents who largely supported the change, with two male students joining Year 8 in 1976. Today, the split between male and female students at Mercedes College is approximately 50/50.



### Our Lady of Mercy College, Australind, WA

Our Lady of Mercy College was originally constructed as a second campus for Bunbury Catholic College to alleviate enrolment pressures and to open up more enrolment places for students in the Australind area. It was referred to as the Mercy Campus (with the original campus being known as the Marist Campus) and opened in 2015, catering for Years 7 through 9. The first graduating class departed in 2018.

As the Mercy Campus began to become more independent of the original school, the decision was made in 2019 for the two campuses to separate and for Mercy to become a fully independent school.

Our Lady of Mercy College Australind has a Mercy tradition inspired by Gospel values and provides young people with a strong moral foundation for contemporary education. Our Mercy values guide students to live a life of purpose.

Situated in a peaceful environment, our beautiful College has been designed with students in mind. We have wonderful learning spaces and an abundance of open space and sporting facilities. Our guiding philosophy encourages our students to embrace all aspects of life, to nurture their spirituality and to let their natural curiosity inspire deep learning.

Our focus upon global competencies ensures our students are engaged in relevant real-world issues – they are learning for today – and the future.



### Sacred Heart College, Yarrowongga, VIC

Sacred Heart College is a progressive co-educational Catholic secondary school based on the traditions of its Mercy foundation. The College provides education for students in Years 7–12 and is part of the Sandhurst Diocese which has strong links with the Parish Priest, the Sacred Heart Parish, the Sisters of Mercy and the wider community.

In the rich traditions of Sisters of Mercy, the Sacred Heart Parish and the Catholic Church, Social Justice teachings underpin the life of the College and all students participate in meaningful social justice activities.

Sacred Heart College constantly strives to evolve and improve the provision of high-quality education for our students. While our academic programs are very strong and rigorous, the College also takes great pride in its outstanding manual and applied learning environments. The College has extremely well-equipped Engineering and VET Health centres. This provides an industry-simulated environment that introduces the design and health-focused careers to our students, meeting a high industry need for this region. Our students can complete VET certificates alongside their VCE. The College also offers a highly regarded VCAL program as an alternative stream to VCE.



### St Francis de Sales College, Mount Barker, SA

In 1902, Bishop Dunne, the Bishop of Wilcannia-Forbes, gave permission for the Sisters of Mercy to establish a convent and day school in Mount Barker. The Sisters, who came from Broken Hill and the NSW inland, established the Sisters of Mercy Convent of Mount Barker; the Young Ladies High School, the convent boarding school for girls, and the primary school, all under the name St Scholastica.

By 1945, the school had 46 day-students and 64 boarders with a staff of 11 Sisters. The school continued to grow until, in 1958, with a population of 130 students, plans were drawn up for a building consisting of classrooms, teachers' room, toilet block and verandah. The following year the school moved down the hill into the new building known as "The Dell".

By 1963, Fr Kelly, the Parish Priest of Mount Barker, felt there was a need for a secondary school in the area. However, plans were shelved as this was not seen to be viable either financially or practically.

In 1977 the Sisters of Mercy withdrew from teaching at Mount Barker and in 1978, the school became known as Mount Barker Parish School, staffed entirely by lay teachers. The primary school continued to grow, and the buildings with it, and by 1984 students were being bussed from Woodside and Balhannah. In 1986 the Parish school changed its name to St Francis de Sales Parish School.

In 1999, St Francis de Sales Parish School became a R-12 Catholic Co-educational College, now known as St Francis de Sales College. The College has continued to proudly provide a Catholic education to families in the Adelaide Hills.

### Trinity College, Colac, VIC

In 1888, the Sisters of Mercy opened a school in Calvert St, Colac. From this emerged St Joseph's College, which provided secondary education from Years 7 to 12 for girls and boys until 1967. After tirelessly raising funds and purchasing land since 1957, Monsignor J H Gleeson and the Christian Brothers opened the Pound Rd campus of Trinity College Colac in 1967. It was then a secondary school for boys from Years 7 to 10.

As St Joseph's College on the Calvert Street site grew, its secondary students were transferred to a new building in Trinity College Colac in 1976, while Father Coley McKenzie was the parish priest. In 1979, at the request of the new parish priest of Colac, Father John Martin, and with the approval of the Bishop of Ballarat, the Sisters of Mercy and the Christian Brothers

amalgamated St Joseph's and Trinity Colleges. Between 1979 and 1982 the school was called St Joseph's-Trinity College and both of the original crests and sets of colours were maintained.

From 1983 onwards, the single title Trinity College was adopted along with a new crest, based on the original St Joseph's crest. The new colours of red and blue embodied one from each of the previous combinations of red and black (Trinity College) and blue and gold (St Joseph's).

Trinity College offers students many extra-curricular opportunities such as music, bands, performing arts, chess, robotics, debating and public speaking, retreats, local and interstate excursions and camps, social gatherings and a comprehensive sports program. As a Catholic College, our community is ever mindful that God is central to our being and to our actions.



### St Francis Xavier Primary School, Ballarat East, VIC

Established in 1914 by the Sisters of Mercy, St Francis Xavier Primary School embraces the charism of Catherine McAuley. Catherine's story and example provide the inspiration for our students to 'make a difference' in the world by actively living the Gospel values in their relationships and through outreach to others. We can confidently state that the same level of Christian hospitality and inclusivity exists in our community today. Our school motto, "All with God" promotes the dignity of, and respect for, each individual.

At St Francis Xavier, we value strong relationships with our God and one another, acceptance of individual differences, holistic education, collaborative partnerships, and the on-going pursuit of excellence. St Francis Xavier is a nurturing, village-like environment in which teachers and school officers take collective responsibility for ensuring that all students progress in their learning. We are in the unique position of being able to cater to the individual needs of our boys and girls. The general safety and well-being of each child are of paramount importance to us.



# We must strive to do ordinary things extraordinarily well. Catherine McAuley

	MERCEDES COLLEGE Perth, WA 1846		ST BRIGID'S COLLEGE Lesmurdie, WA 1929		<i>St Mary's School commenced in 1880 in the 'old Church' which in later years became the Parish Hall.</i> ST MARY'S COLLEGE SEYMOUR Seymour, VIC 1880 <i>Affiliated School</i>
	ACADEMY OF MARY IMMACULATE Fitzroy, VIC 1857		SANTA MARIA COLLEGE Attadale WA 1937		MERCEDES COLLEGE Springfield, SA 1954 <i>Affiliated School</i>
	SACRED HEART COLLEGE Geelong, VIC 1860		<i>St Ann's College amalgamated to</i> EMMANUEL COLLEGE Warrnambool, VIC 1872 <i>Co-sponsored College</i>		MOUNT ST BERNARD COLLEGE Herberton, QLD 1920 <i>Affiliated School</i>
	<i>Catholic College Bendigo renamed in 2018 to</i> CATHERINE MCAULEY COLLEGE Bendigo, VIC 1876		MERCY COLLEGE Coburg, VIC 1965 <i>Affiliated School</i>		OUR LADY OF MERCY CATHOLIC SCHOOL Deloraine, TAS 1895 <i>Affiliated School</i>
	ST ALOYSIUS COLLEGE Adelaide, SA 1880		MERCY REGIONAL COLLEGE Camperdown, VIC 1973 <i>Affiliated School</i>		OUR LADY OF MERCY COLLEGE Australind, WA 2020 <i>Affiliated School</i>
	ST ALOYSIUS COLLEGE North Melbourne, VIC 1887		<i>Sacred Heart College amalgamated to</i> NOTRE DAME COLLEGE Shepparton, VIC 1902 <i>Affiliated School</i>		SACRED HEART COLLEGE Yarrowonga, VIC 1963 <i>Affiliated School</i>
	SACRED HEART COLLEGE Kyneton, VIC 1889		<i>Stella Maris Regional Girls' College amalgamated to</i> MARIST REGIONAL COLLEGE Burnie, TAS 1900 <i>Affiliated School</i>		ST FRANCIS DE SALES COLLEGE Mount Barker, SA 1902 <i>Affiliated School</i>
	MOUNT LILYDALE MERCY COLLEGE Lilydale, VIC 1896		<i>College of Our Lady of the Sea – 1898 / Padua Preparatory House for Little Boys – 1899; amalgamated to Padua College, Mornington 1946</i> PADUA COLLEGE Mornington 1946 <i>Affiliated School</i>		TRINITY COLLEGE Colac, VIC 1983 <i>Affiliated School</i>
	ST JOSEPH'S COLLEGE Mildura, VIC 1906		CATHOLIC COLLEGE WODONGA Wodonga, VIC 1979 <i>Affiliated School</i>		ST FRANCIS XAVIER PRIMARY SCHOOL Ballarat East, VIC 1914 <i>Affiliated School</i>
	OUR LADY OF MERCY COLLEGE Heidelberg, VIC 1910		BUNBURY CATHOLIC COLLEGE Bunbury, WA 1973 <i>Affiliated School</i>		