

# 2025

## Annual Report to the School Community



### **Our Lady of Mercy College**

52 Cape Street, HEIDELBERG 3084

Principal: Judith Weir

Web: [www.olmcheidelberg.catholic.edu.au](http://www.olmcheidelberg.catholic.edu.au)

Registration: 914, E Number: E1075

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## Principal's Attestation

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I, Judith Weir, attest that Our Lady of Mercy College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2026



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## About this report

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



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## Governing Authority Report

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The 2025 Annual Report to the School Community provides an excellent commentary on the endeavours of the talented staff, parents, caregivers, and students at Our Lady of Mercy College Heidelberg who have worked generously with dedication and excellence to achieve success in this past year.

We hope that as you read this report, you too will share my delight and that of the Mercy Education Board of Directors and the staff at the Mercy Education National Office at the many triumphs of 2025. From academic and sporting achievements to the spiritual, social and emotional care, all who are associated with Our Lady of Mercy College Heidelberg can be proud of the tangible evidence of success across all areas of school life.

2025 was a significant year in the life of the Universal Catholic Church. It was a Jubilee Year, held every 25 years. The theme for this year is Pilgrims of Hope. A report of this nature captures the inherent hope in the community that is Our Lady of Mercy College Heidelberg. This report is explicit in describing the inherent hope in this school community and its aspiration to engender hope to the world. This aspiration is what is precious to all of us who are connected with this community and Mercy education.

As a Catholic school, informed by the legacy of Catherine McAuley and the Sisters of Mercy, Our Lady of Mercy College Heidelberg educates generations of students and empowers them to enter the world as Mercy people with a mission to look beyond themselves and drive change.

Guided by our values of Compassion, Justice, Respect, Hospitality, Service, and Courage all of us are called to be, in the words of Catherine McAuley, “shining lamps, giving light to all around us.”

The Board of Directors and the staff at the Mercy Education National Office recognise the incredible commitment of the principal, Judith Weir, the College Advisory Council, Leadership Team and all staff in fostering a strong community where everyone thrives.

From leaders, to staff, students and families: your contributions have added to the College’s and Mercy Education’s rich history and will be joyfully shared in years to come.

We look forward to the journey ahead as we work together to ensure Catherine’s shining lamp continues to light our ways in service to others.

Karen Jongebloed

*Acting Chair, Board Director*

**Mercy Education Limited**

Andy Kuppe

*Chief Executive Officer (Interim)*

**Mercy Education Limited**

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## Vision and Mission

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### **Our College Vision**

Our Lady of Mercy College Heidelberg, founded in 1910, is a Catholic secondary girls' college owned and operated by the Sisters of Mercy. The College's vision and work are inspired by the life and teachings of Jesus Christ and guided by the example of Mary, Duce Maria and the charism of Catherine McAuley, the founder of the Sisters of Mercy.

### **Our Mission**

We are a community of learners where excellence is pursued in all we do and where respectful relationships are nurtured to enable individual growth and a sense of belonging for all. We empower our students to be people of joy, courage and compassion who retain an enduring commitment to God's vision of mercy and justice for all.

### **Our Values**

#### **Justice**

We seek to:

Extend hospitality to all

Respect the sacredness of all of God's creation through action

Act for justice in our school, local and global communities.

Be inspired by the traditional custodians of this land to care for our environment

#### **Compassion**

We seek to:

Nurture a generosity of heart and a spirit of kindness

Nurture a reciprocal respect, empathy and love for each other by encouraging an open mind, heart and spirit.

Understand others and respond to them in times of need

Know the power of forgiveness and offer this to others.

Embrace the history, culture and people of OLMC

### **Courage**

We seek to:

Acknowledge the gifts and talents of all

Embrace life, recognising our strengths, limitations and possibilities

Promote perseverance and resilience when faced with challenges

Encourage risk taking in learning

Be a school community where all are encouraged to reflect and grow

Live authentically guided by the values taught by Jesus.

### **Joy**

We seek to:

Embrace moments of grace and beauty in our world

Value ourselves and others, appreciating our similarities and celebrating our uniqueness

Share and celebrate as a community

Bring energy and enthusiasm to all that we do



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## College Overview

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Our Lady of Mercy College (OLMC) Heidelberg provides extensive learning programs for students from Bulleen, Bundoora, Doncaster, Donvale, Greensborough, Heidelberg, Ivanhoe, Kingsbury, Macleod, Mill Park, Montmorency, Templestowe and Thornbury East.

The College has the capacity for eight streams at Years 7, 8 & 9 to move through to Year 12. Our February 2025 enrolment was 1192 students.

Community life at OLMC is enriched by our Catholic faith and Mercy heritage. We draw on these traditions to help our girls find 'pockets of spirit in themselves and their world. Our social action, community engagement and outreach programs provide girls with many and varied ways of developing their social consciousness.

Our learning culture features a strong commitment to excellence and continuous improvement. The College has achieved a consistent record of good learning outcomes over many years.

Staff members contribute significantly to this learning culture. They are energetic, collegial, highly motivated educators who are passionate about learning, love teaching girls and are committed to their own professional growth. They have specialist knowledge in girls' education and draw on this expertise to provide safe, nurturing and stimulating learning environments.

At OLMC, the social and relational aspects of student growth are at the forefront of our efforts. The crucial relationship between wellbeing and learning success is well established. We therefore ensure specific programs and structures are in place to counteract the negative influences that impact on our girls. We also value our role in enabling and nurturing friendships that endure well beyond students' time together at OLMC.

Our learning environments feature technology-rich spaces and purpose-built facilities for Sport, the Performing Arts, Science and Design and Technology. Our Centenary Building provides Year 7 and 8 girls with contemporary, colourful and engaging learning spaces and our Nalleijerring Centre is a wonderful facility for Physical Education, Sport and lunchtime activities.

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## Principal's Report

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'Don't be afraid. Go and be...' (Mark 5:36).

The College scriptural theme this year called on all of us to look to being our best selves confident in the knowledge that through God's grace and mercy we do not need to be afraid. It was chosen the by the Year 12 Student Leaders of 2025 and they have tried to live its message whilst at the same time encouraging all students to follow this example.

The student leaders introduced this theme to students and parents in February this year. They challenged all of us to become involved in the many opportunities that OLMC provides both within and outside the classroom. The participation of students in the co-curricular life of the College has grown this year. Students have tried out, volunteered, lead or supported school life in so many different ways. Our values of courage and joy were ever present.

OLMC provides a rich opporutnity for students to excel academically whilst also providing a significant number of oportunties to pursue other interests. The link between full school engagement and success is evident in the outstanding achivements of the Class of 2025. Two of our strategic directions are focused on skills for the future and community connections. What follows are highlights from activities conducted throughout the year to provide oportunites for our students and community.

Our sporting teams acquitted themselves excellently once again this year. Involvement in GSV from our Year 7-9 students in particular increased. The teams always share a special connection born from competing for a common outcome. The Sports Award night was a wonderful celebration of the many ways our students found the courage to go and be. Students from all year levels were awarded for their roles in leading and supporting their teams.

The Arts is an area of college life that where students can be, expressing themselves and sharing their perspectives with us. This may be through performance, song, music or the visual and creative arts. We are always impressed by the depth of courage many students will show in this space. It is also a hallmark of the breadth and diversity of opportunity availalbe to students and sits within our strategy of 'Skills for the future".

The performances in "The Addams Family" and "Into the Woods" were wonderful productions showcasing the talents of students from both OLMC and Marcellin college. The music performances and the Celebration Concert, this year focused on icons, included so many students sharing fun and lively performances. The annual Art Show was an opportunity for all of us to see the world through the eyes of our young people.

A huge highlight this year was the response of OLMC students to contribute to activities that were designed to contribute to improving the lives of others. We saw the largest number of students volunteer in our Social Justice activities. Each one of them was called to go beyond themselves to provide something for someone else. It is a testament to the courage, compassion and sense of justice that students from OLMC always care for those beyond our doors. In these moments who they are for others is inspirational.

The way our students responded to the theme 'Don't be afraid. Go and be...' (Mark 5:36) has been inspiring. They have modelled something we can all aspire to.



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

#### Connected **Communities:**

To provide a range of experiential opportunities to allow our community to live Mercy (Justice and Charity) in Melbourne, interstate and overseas.

*OLMC Strategic Areas of Focus 2025-2029*

### Achievements

#### 2025 Scriptural College Theme

***“Don’t be afraid. Go and be...” (Mark 5:36)***

In 2025, our College community drew inspiration from Jesus’ words in the Gospel of Mark: “Do not be afraid; just have faith.” (Mark 5:36). The Student Leadership Team introduced the theme: “Don’t be afraid. Go and be...” as a call to courageous, faith-driven action.

This theme encouraged us to move from hesitation to trust. It challenged each community member to act confidently, use their gifts generously, and respond to others with compassion and courage. In the Mercy tradition of Catherine McAuley, this call is active, outward-focused, and grounded in service.

Throughout the year, students showed initiative, staff led with purpose, and the wider community responded generously to those in need—the invitation to “go and be” served as a guiding principle for our Mercy community.

#### Prayer and Liturgies

Prayer and liturgy remained central to College life in 2025, grounding us in faith and shaping our Mercy community’s identity.

We began the year with our Opening College Mass, inviting all to respond to Mark’s Gospel. Lent began with an Ash Wednesday liturgy, and the Triduum was marked by a reflective Holy Thursday liturgy that encouraged students to engage with Christ’s service and sacrifice.

Throughout the year, we gathered for key liturgical events including ANZAC Day, Mercy Day, Class Masses, Graduation Mass, Remembrance Day, and Advent liturgies. These formative experiences saw students participate as leaders, readers, musicians, and ministers.

In each of these moments, the theme “Don’t be afraid. Go and be...” encouraged students to step forward in faith and contribute to the College’s spiritual life.

### **Social Justice Initiatives**

Our Social Justice programs reflected the call to courageous action. Inspired by the Mercy charism, students responded to others’ needs with empathy, dedication, and practical support.

Our partnership with Exodus Community remained central. Students attended fortnightly family dinners, building relationships and offering support. During the September holidays, Camp Heide provided additional opportunities for connection, with Year 10 and 11 students leading activities for local children.

Year 10 students continued their partnership with St Pius X Primary School, supporting younger students through tutoring and shared learning.

Justice Groups played a key role in advocacy and awareness, especially during Reconciliation Week, NAIDOC Week, and Eco-Justice Day. The Feminist Collective continued to address period poverty, supporting women through partnerships with McAuley Services.

Before Christmas, Year 9 students prepared hampers for Exodus families, demonstrating solidarity and compassion.

### **Mercy Cambodia Immersion**

In 2025, we introduced the Mercy Cambodia Immersion program, strengthening our commitment to global solidarity and experiential learning.

Students in the immersion program engaged directly with Sr Denise and local communities in Cambodia. They experienced diverse cultures, deepened their understanding of global justice, and reflected on their role as Mercy people in an interconnected world.

The immersion focused on building relationships and offered opportunities to listen, learn, and walk alongside others with humility. Students returned with broader perspectives, a stronger sense of purpose, and renewed commitment to the Mercy charism.

This program will continue to grow as a key aspect of formation, inviting students to “go and be” in a global context.

### **Mercy Day**

Mercy Day remains a defining celebration for the College. In 2025, we gathered with joy and gratitude to honour Catherine McAuley’s legacy and the ongoing mission of the Sisters of Mercy.

This year, Mercy Day focused on supporting vulnerable communities through MercyWorks and its partners. The day was characterised by unity, generosity, and shared purpose.

Mercy Day is more than a celebration. It is a lived expression of our commitment to compassion, justice, and service.

### **Religious Education Curriculum**

In 2025, the Religious Education team continued to strengthen and refine the curriculum to ensure it remains relevant, engaging, and academically rigorous.

Units were reviewed and updated to better connect with students’ experiences while maintaining Catholic tradition. Courses were further integrated into our Learning Management System, enabling students to access resources, track progress, and take ownership of their learning. This supports both academic growth and the ongoing development of thoughtful, informed, and reflective people of faith.

### **Value Added**

#### **Year 8 Reflection Days**

Year 8 students participated in Reflection Days focused on belonging in a Mercy community. Through storytelling, activities, and discussion, they revisited the parable of the Good Samaritan, exploring how compassion, forgiveness, and inclusion shape relationships. The day emphasised the importance of everyday actions in building a connected, caring community.

#### **Year 11 Reflection Day**

The Year 11 Reflection Day provided students with space to consider their direction at a pivotal stage. Focusing on leadership and responsibility, students reflected on their place

within OLMC and the wider world, and were challenged to embody Mercy values in their decisions, relationships, and future pathways.

### **Year 12 Retreat.**

The Year 12 Retreat drew on the Road to Emmaus, inviting students to reflect on their journeys, challenges, and hopes. Over three days and two nights, students stepped away from academic pressures to deepen relationships and engage in personal and spiritual reflection. This experience fostered meaning, connection, and perspective as students approached graduation.

### **Class Masses (Years 7 and 8)**

Class Masses remained important for faith formation in Years 7 and 8, with Pastoral Groups gathering regularly in the College chapel. These liturgies allowed students to express gratitude, pray for others, and deepen their understanding of shared faith and community.

### **Justice Groups and Partnerships**

Student involvement in justice initiatives remained central to College life, supported by partnerships with organisations beyond the school. These experiences connected learning with action and fostered awareness and responsibility.

### **Key programs and partnerships included:**

- Exodus Community, Heidelberg West
- St Vincent de Paul Society
- FIRE Carriers
- Mercy Seeds of Justice

Students contributed through various initiatives, including:

- Exodus Bread Run

- Exodus Family Dinners
- St Pius X Reading Club
- Camp Heide
- Mercy Education Limited Seeds of Justice gatherings
- Young Vinnies involvement
- High Tea in support of McAuley Services for Women and Children

These opportunities continue to strengthen students' understanding of justice as an active and ongoing commitment grounded in the Mercy tradition.



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## Learning and Teaching

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### Goals & Intended Outcomes

#### *Skills for the future*

- Skills based teaching program

#### *Innovation for purposeful change*

AI curriculum and teaching support program

***OLMC Strategic Focus Areas 2025-2029***

### Achievements

#### **LEARN Instructional Model**

Instructional models provide educators with guidance on how to design, sequence, and deliver instruction that supports student learning. Adopting a schoolwide instructional model provides teachers with a common approach and language that make professional learning, coaching, and collaboration more focused and efficient.

In 2025 there was a process of discernment to determine the model that reinforced the language and strategies previously initiated at OLMC. The LEARN model consolidates routines and embedded practice building consistency in our approach

fostering the use of a common language. Professional Learning initially focused on developing an understanding of each phase - Learning Intention 'I do', Engage/Explore 'We Do', Apply 'You Do', Reflect and Next Lesson Link.

#### **CIDILABS**

To further ensure that there is consistency in the use of our instructional model, templates were developed for use in our Learning Management System. Through the use of these templates it is promoting collaboration for our teaching teams and consistency for our students

#### **Essential skills for learning**

What do students need to navigate the future and be the best versions of themselves?

This question was posed in developing the OLMC strategic plan for 2025-2029. Excitingly education is at a crossroads where systems and practices are facing major shifts in preparing our students for the future. With the changing nature of the workforce, there are key skills

and character traits that our students need to develop to thrive in the future.

OLMC will facilitate Professional Learning in the next 4 years based on the Australian Council for Educational Research (ACER) document Essential skills for learning. As a result of ongoing research, ACER has identified five essential skills for learning - critical thinking, creative thinking, collaboration, communication, and self-regulation.

Adopting the ACER Essential Skills for Learning will provide OLMC with a shared focus, a shared language and shared strategies. In 2025 critical thinking was the Professional Learning focus.

## **AI**

Throughout 2025 the College explored the impact that AI is having in education. Thorough hearing from experts at various times during the year, as well as the work of our AI Working Party, the College was able to provide opportunities for colleagues to develop their skills and understanding of how and why AI may be used. Our AI Working Party shared current practice at staff meetings, and through a consultative process with teachers helped to create the College's AI policy with a particular focus on learning and teaching.

## **Languages**

### **Italy Study Tour 2025**

Students from Years 10, 11 and 12 travelled to Italy for a study tour. The three-week immersion into Italian language and culture included a week at the Monash campus in Prato where our students attended Italian classes.

Some of the highlights were seeing the Basilica San Marco in Venice and travelling to Murano. Then, Verona to see Juliet's balcony then La Spezia to see the Cinque Terre. The day in Florence, visiting the Accademia gallery, the home of Davide, was also a highlight. Activities also included participating in cooking demonstrations, visiting a textile museum and the Baci factory.

In Rome Mass was celebrated at the Papal Basilica Santa Maria Maggiore and there were tours of the Vatican museums, the Trevi Fountain, Spanish steps, Piazza Navona, Villa Borghese, and the Colosseum and Ancient Forum..

### **Seirei Gakuen High School**

The College also hosted a visit from eighteen students from our Japanese sister school, Seirei Gakuen High School in July.

During this visit, the Japanese students participated in English and Australian cultural lessons, visit OLMC classes and do language and cultural exchanges with our Japanese students.

These opportunities are rich in learning, and the growth of student confidence in their use of language during these experiences are remarkable.

### **Professional Learning Teams**

Teaching staff at Our Lady of Mercy College worked in Professional Learning Teams (PLT) in 2025. Professional Learning Teams (PLTs) were based in Learning Areas in order to facilitate collaboration and sharing of resources, ideas and insights. The PLTs will be aiming to see a measurable improvement in student learning outcomes over a period of time and involve trial and error. The subject focused PLTs made use of a range of data sources but particularly NAPLAN, VCE results and internal assessment results. Some examples include Developmental Rubrics, strategies for extended responses, and reading for understanding.

### **Student Learning Outcomes**

NAPLAN provides further information as to our students' abilities, and can help identify areas that the cohort may benefit from further focus. The cohort overall has performed well in the tests when compared with the state and national medians. In some cases, such as Writing, there is a significant difference between the College and the state, with 37 points difference at Year 7 Writing between OLMC and the state mean, and at Year 9 there is 49 points difference.

An example of how the Year 7 NAPLAN data has been used is by looking at the Numeracy results. These results help us to identify students who would benefit from being involved in our Get Ready In Numeracy (GRIN) programme in Semester Two.

Year 9 data for NAPLAN indicates that cohort overall has performed well in the tests when compared with the state and national medians. An example of how this Year 9 NAPLAN data has been used is to assist us in identifying students who would benefit acceleration in 2026, including identifying those students who would benefit from greater extension in Mathematics through our Year 10 subject, Advanced Mathematics

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	579	87%	580	87%
	Year 9	596	73%	598	77%
Numeracy	Year 7	567	89%	564	87%
	Year 9	585	80%	584	80%
Reading	Year 7	580	90%	577	91%
	Year 9	599	86%	596	85%
Spelling	Year 7	553	83%	555	84%
	Year 9	580	82%	578	82%
Writing	Year 7	589	90%	594	92%
	Year 9	636	92%	632	92%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	33
VCE Completion Rate	99.50%
VCE VM Completion Rate	100%
VPC Completion Rate	*

\*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary Study	[ASR_PostSchoolDestinations.tertiary]
TAFE / VET	[ASR_PostSchoolDestinations.tafevet]
Apprenticeship / Traineeship	[ASR_PostSchoolDestinations.apprenticeship]
Deferred	[ASR_PostSchoolDestinations.deferred]
Employment	[ASR_PostSchoolDestinations.employment]
Other - The category of Other includes both students Looking for Work and those classed as Other	[ASR_PostSchoolDestinations.other]



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## Student Wellbeing

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### Goals & Intended Outcomes

#### *Skills for the future*

- Improved use of student data sets related to student learning which will enhance teacher practice

#### *Connected Communities*

- Cohort specific pathways including a specific program, events and recognition

### *OLMC Strategic Focus Areas 2025-2029*

### Achievements

#### **Student Leadership and House Initiatives**

Our Senior Student Leadership Team played a highly significant role in building a sense of belonging for students and maintaining a strong sense of community in 2025. The Student Leadership team utilised the college values of Courage, Compassion, Justice and Joy to help build a sense of what it means to be part of the OLMC community.

The piece of scripture that was the college's theme for 2025 was 'Don't Be Afraid. Go and be ....' (Mark 5:36). The team used this theme to anchor their work and to guide their communication with students. A core message from the student leaders to the wider community this year was to not let fear dictate our decisions but to act in a way that is true to ourselves and our values instead.

OLMC has a rich co-curricular program with students having the opportunity to involve themselves in the various GSV competitions, participate in the music and performing arts programs, or commit to the various social justice groups that run throughout the year. All of these activities provided opportunities for students to rise above any apprehension and uncertainty and to participate, connect and be with others.

This theme also guided a number of activities run by the Student Leadership Team in 2025. One of these activities, which is led by the Student Leadership Team, is Dare2Donate. This

day of joy (for the students) and courage (from the staff) is an important fundraiser for McAuley for Women and Children with a total of \$5665 being raised on the day.

Another important date through the year in relation to building College community is Mercy Day. After celebrating mass together in the Nalleijerring Centre, students and staff competed in the traditional staff vs students volleyball game before enjoying some treats from the café run by the VCE VM students, or making a purchase from the badge-making stall. This year, our House Arts performances took place to end our Mercy Day celebrations. In 2025, we saw acts from our junior and senior house groups that were a wonderful demonstration of house spirit and cooperation. Our Student Leadership Team played a pivotal role in the success of these acts. All money raised on Mercy Day goes to supporting Mercy Works. In 2025 the college raised \$7832 for this organisation.

The SRC team raised awareness of a number of prominent issues throughout the year. This included the National Day Against Bullying and Violence and R U OK? Day where students connected through art activities and meaningful conversations. Our Year 9 House Vice Captains also provided important leadership throughout 2025. They led House Assemblies for our Year 7-9 students each term this year and supported the House Captains in such events as the College Swimming and Athletics Carnivals.

### **House Trophy**

Every year a trophy is awarded to the House with the most points accumulated via various events. It is a combination of participation numbers and success that leads to a House

winning the coveted trophy. In 2025, the results were as follows:

1. McAuley 5,200 points
2. Carmel 3,975 points
3. Loreto 3,225 points
4. Mercy 3,075 points

### **Pastoral Program**

An effective way to build community begins with the connections that students make within their Pastoral Group. In morning pastoral and during Lesson 3 on Day 7, the Pastoral team work hard to provide opportunities for students to gain a sense of belonging to their Pastoral Group. This begins at the start of the year, with various 'Icebreaker' activities, but continues during the set activities that are planned for the Pastoral Program throughout the year.

A few of the highlights of the Pastoral Program are listed below:

### **Year 7 Pastoral Program**

Time & Space Evening for Year 7 students and their significant female mentors.

Work with the OLMC Counselling Team looking at strategies to manage friendships.

Year 7 Camp at Phillip Island

Preparation of their time capsules as a way for students to capture the highlights of their first year at OLMC.

### **Year 8 Pastoral Program**

Time & Space Evening for Year 8 students and their significant male mentors Completing modules as part of the eSmart Digital Licence, an initiative supported by the Alannah and Madeline Foundation

Visit from Banyule Council looking at youth services in our local area

Camp at Campaspe Downs.

### **Year 9 Pastoral Program**

Peer Support Training and leadership skills

Growth mind-set and goal setting activities

Cyber Safety presentation from Susan McLean

Resume writing and interview skills

Presentation from Red Frogs on partying safely

## **Senior Students Wellbeing Programs**

Our Senior Pastorals are based in Houses and consist of Year 10, 11 and 12 students.

Senior Pastoral had a focus on the following activities as part of their Pastoral Program:

Career Action Plans

Learning a New Skill Sessions

Women's Health Week activities

In addition, Year 10 students had a focus on Safe Partying. Sonya Karras is an experienced presenter and advocate for safe partying amongst young people. Students learnt about the effects of drug and alcohol substances, as well as how to look after themselves or others who may be affected. Meanwhile, Year 11 students listened to presenter Scott Harris and his story of resilience, and Year 12 students heard from the Pat Cronin Foundation in regards to how to manage anti-social and aggressive behaviour in social settings.

## **Value Added**

The Time and Space Program, which is offered to Year 7 and Year 8 students and their

families, continues to provide a valuable way to connect with our community. The program is based on Year 7 students taking time with a key female in their life (mother, grandmother, godmother, etc.) to share their feelings about their 'significant other' about what they most valued in the relationship, and what they needed from them as they entered and transitioned into secondary school life. It was likewise an opportunity for the women to reciprocate along similar lines.

The Year 8 evening was for students and a key male mentor or figure in their life. This was an opportunity to discuss 'growing up' and how this change might deepen and alter the dynamics of their relationship. The discussions at both evenings were facilitated by older OLMC students. There are a significant number of these senior OLMC students who choose to return each year to volunteer at this event. This is testament to the value of the program. It is also wonderful to see this service to the College being modelled to our Junior students.

This program is an opportunity for our families to be more involved and engaged in some aspects of school life that our students experience. In 2025 we have extended the Time and Space Program to include our Year 11 cohort. This evening was held in the last weeks of the 2025 school year and was designed to recognise the milestone of beginning this cohort's last school year at the college.

Other initiatives have helped build connections between our Senior and Junior students throughout this year. These included the development of a buddy system between Year 7 and Year 12 students in each of our houses, and the support provided by senior house students in the development of the House performances held on Mercy Day this year.

### **Student Satisfaction**

In 2025, the college formalised the process of hearing student voice by including student feedback when a review of a college event is completed. This has meant that student feedback is collected when various college events are held including college sports carnivals, whole school assemblies, and elements of the Pastoral Program. This has helped the planning of future events to ensure that they meet the needs of our students.

### **Student Attendance**

The procedures for student absences are as follows:

- If prior notification has not been received at the College by approximately 9.30 am on the day of absence, the College will send an SMS to the parent or guardian advising of their child's absence.
- If a parent or guardian does not contact the College to provide an explanation on the day of their child's unexplained absence, the College will attempt to contact the parent or guardian of the student within three days of the unexplained absence, either by telephone or email.

The College will record the reason for the unexplained absence if a reasonable explanation is received.

- If after contacting the parent or guardian, no explanation is provided within 10 school days, the absence will be recorded as an unexplained absence and remain recorded as an unexplained absence in the College's attendance database.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	93.69

Average Student Attendance Rate by Year Level	
Y07	90.91
Y08	89.57
Y09	88.63
Y10	88.3
Overall average attendance	89.35



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## Leadership

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### Goals & Intended Outcomes

*Skills for the future*

*Innovations for purposeful change*

*Connected communities*

*OLMC Strategic Focus Areas 2025-2029*

### Achievements

#### Leader Development

The Leadership Team engaged in professional learning led by members of the team to develop a framework and understanding of the strategic focus for the College.

This included the discernment process for the LEARN Instructional Model and the ACER Essential Skills to develop the Skills For the Future framework for OLMC.

#### Middle Leaders Development

In 2025 the Middle Leaders continued working with Ms. Kris Darmody, teacher and lawyer who works with people to help understand and resolve conflict. She led our leaders through a program of "Conflict Competency". The feedback from leaders continues to be very encouraging.

#### Teacher Candidate Program

OLMC continues to engage with pre-service teachers and staff were happy to mentor a number pre-service teachers. We also engaged two pre-service teachers in our Learning Support Team. We are privileged to support new teachers in their learning and hope to expand the number of pre-service teachers in 2026.

## **Professional Learning Teams**

As in previous years, teams were formed based on Learning Areas, using the Data Wise model of inquiry. This approach focused on the development of key knowledge and skills for teachers, based on the learning and wellbeing needs of our students. Each Learning Area trialed a range of pedagogical strategies designed to engage students and encourage them to move beyond their comfort zones.

## **Professional Learning**

As is the case each year, teachers at OLMC are encouraged to engage in learning that will challenge them. This has seen teachers involved in a number of programs over the course of the year to enhance their knowledge, particularly in the area of VCE.

A group of staff also had the privilege of working with Real Schools, an organization committed to supporting schools to fully develop and enhance the use of Restorative Practices. In light of the work and feedback from the team of teachers, this will be a feature of our professional learning that will continue in 2026.



## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2025

Teachers at OLMC participated in a wide variety of professional learning activities over the course of 2025.

#### **Middle Leaders:**

- Conflict Competency training for Wellbeing and Learning Area Leaders

#### **All Staff:**

- Spirituality Day with a focus on our Mercy Heritage and how we live it in a modern world at OLMC
- Real Schools
- Focus on AI

#### **Professional Learning Teams**

- Collaboration on high impact teaching and Real Schools restorative practices tools

#### **Learning Area based learning**

- VCE subject briefings and examiners meetings
- VCE Assessors
- Members of VCE Exam setting panels
- Victorian Curriculum 2.0 for all Learning Areas

#### **OLMC Staff Conference**

Workshops on pedagogical practices, classroom strategies, AI and faith development were held over a four day conference in December. In addition to being joined and led by Leon Furze regarding AI; staff from OLMC led their colleagues through a range of new learnings that enabled them to engage in professional growth

The conference also focused on Wellbeing and providing ideas and opportunities to practice good self care.

Number of teachers who participated in PL in 2025	106
Average expenditure per teacher for PL	\$1165.00

## Teacher Satisfaction

Throughout 2025 teachers at OLMC engaged in a range of different experiences to support each other in the development of an Instructional Model designed to engage students in learning that challenges and engages. During the process teacher feedback was sought and their feedback and inputs contributed to the development of the final model. As part of the process teachers were surveyed and involved in collaborative activities to elicit feedback and critique. This process highlighted a growing satisfaction with the model. the feedback was also a crucial part of the the ongoing development of the model.

The partnership with Real Schools and the use of new tools also allowed teachers to provide feedback to the leaders. The feedback gathered through Circle Architecture and other innovative feedback loops highlighted a growing satisfaction wiht the improvement in student engagement and learning. There was also evidence of a rise in teacher confidence and conflict management.

The retention of our teaching staff in another key indicator of the satisfaction of staff along with a reduction of absenteeism. However, the growing and complex demands of meeting compliance and other needs has continued to be an area of dissatisfaction and concerns about workload. In 2026 this wil be an area of focus to support the improvement of teacher workload and therefore satisfaction.

A staff Wellbeing Survey was provided to all staff to specifically elicit feedback on what we are doing, what could be done and what in the future staff would like to see as part of the support for their wellbeing. There was majority approval for many current practices like morning teas, staff association activities and whole staff gatherings whether they be for learning or social purposes. There was support for continuing the fitness club. In 2026 there will be a focus on moving to provide a greater number of opporutnties for staff to gather and to increase cross curricular engagement.

Teacher Qualifications	
Doctorate	1
Masters	32
Graduate	51
Graduate Certificate	6
Bachelor Degree	93
Advanced Diploma	9
No Qualifications Listed	23

<b>Staff Composition</b>	
Principal Class (Headcount)	6
Teaching Staff (Headcount)	126
Teaching Staff (FTE)	111.35
Non-Teaching Staff (Headcount)	70
Non-Teaching Staff (FTE)	60.5
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

#### *Innovation for purposeful change*

- AI curriculum and teaching support program

#### *Connected Communities*

- parent engagement
- partnership framework and implementation

*OLMC Strategic Plan 2020-2023, Key Commitments 6 and 7*

### Achievements

A focus for 2025 was on enhancing opportunities for parent engagement. To this end in Term 1 a series of evenings were held that had a specific year level focus. The aim of each evening was to both provide some information for parents, create an opportunity to meet teachers and a chance to engage with each other. For Year 10 there was also parents were also guided through a round table conversation led by one of our Counsellors. The focus was on the challenges and changes that young people of this age start to experience.

The feedback from families was overwhelmingly positive, with many ranking the chance to meet with other parents very highly.

#### **Mother's Day and Father's Day Events**

The OLMC Parents' Association again held the annual Mother's and Father's Day Events in 2025. Mother's Day was attended by nearly 200 people and included students and significant women in their lives. Once again we were privileged to host families who had three generations of women there on the night. A photo booth allowed everyone to capture the moment and dress up for photos.

The Father's Day breakfast was attended by approximately 80 people. The student-led liturgy, offering a blessing for each significant man, was very special.

This and other initiatives of the Parents' Association were warmly and gratefully received.

#### **Parent's Association**

A very committed team of parents meet regularly to plan events and fundraisers in support of the students at OLMC. We are blessed to have such a large and strongly engaged team of

parents. One of these goals is to build community engagement and they were very successful in 2025 in increasing participation in a variety of ways.

Another of the goals of the Parent's Association is fundraising. Each year they very generously support the provision of amenity to students. In 2025 the donation of \$20,000 will be put towards the provision of art works and facilities in the new Music Centre.

#### Parents' Association Events

- Mother's Day Supper
- Father's Day Breakfast
- Trivia Night
- Bunnings BBQs.

#### **Mercy Works and McAuley for Women and Children Fundraisers**

Each year the College hosts a 'High Tea in Heidelberg' to raise funds for McAuley for Women and Children, an organisation that helps women and children confronting family violence to rebuild their lives. It was very special to once again welcome so many members of OLMC and the broader Mercy Community to the event, including a number of Sisters of Mercy. In addition to sharing good food and company, we also spent time listening to the experiences and needs of McAuley for Women and Children.

Our students regularly focus on our role in the community beyond the gates of OLMC. Each year students spend time on Mercy Day reflecting on the works of Mercy Works, in particular their work in Papua New Guinea and with Indigenous communities in remote parts of Australia. Our staff and students baked, made badges, sold second hand books, coffees and played games, all to raise money to help those who belong to the broader Mercy Family.

#### **Parent Engagement**

Earlier sections of this Annual Report account for various activities and events that helped to build strengthened partnerships with our parent community in 2025. The activities/events included:

- The Year 7 Welcome Mass – see Catholic Identity and Mission
- The Year 7, Year 8 and Year 11 Time and Space Programs – see Student Wellbeing
- Pastoral Meetings for Year 7, 8, 9 and 10
- Subject Selection and Subject Expo programs (online) – see Learning and Teaching.
- Parent Information Evening for Year 7, 8, 9, 10 and 12
- OLMC and Marcellin Joint wellbeing evening for parents.

**Parent Satisfaction**

In 2025 parent satisfaction was measured in a variety of ways. Beyond the formal surveys we also illicited feedback after each specialised event or social activity. As a key part of our strategic focus on connected communities we were keen to understand how impactful our new initiatives, trialed this year, had been. The followig events received strong favourable support from parents:

Year 7 Information and induction evening followed by a social event supported by the Parent's Association

Year 8 and 9 Information Evenings

Time and Space for Year 7, 8 and 11 parents and children

Engagement with external speakers on specific topics impacting teenagers including Real Schools and Black Dog Institute.

Attendance at Parent Teacher Interviews continues to be very high with a parent of majority of students in all Year Levels attending an interview. The interviews conitnue to be held online and the level of satisfaction with this mode continues to have strong support. The virual nature of the reporting allows for families to manage busy schedules, the complexiti of family life while at the same time engaging with school to support the learning of their child.

Another metric the College uses to measure parent satisfaction are complaints. While there was a slight increase in the number of complaints in 2025 the issues were similar to other years. In most cases support for and with familieis allowed a resolution for the student and or family.



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## Financial Performance

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

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

