Mercy Education

OUR CHARTER AS A MERCY SCHOOL

The aim of all Mercy schools is to be true to Catherine McAuley, the foundress of the Sisters of Mercy, who wanted first and foremost for her schools to live and to teach the Good News revealed in Jesus Christ. Our commitment to Catherine's vision as a lens through which to embrace the Gospel message inspires our schools to strive for inclusive and safe environments, excellence in learning and student success.

Our Charter as a Mercy School

Central to the mission of Mercy Education is an unequivocal commitment to fostering the dignity, self-esteem and integrity of young people and providing them with a safe, supportive and enriching environment.

1. WE ARE A FAITH-CENTRED CATHOLIC SCHOOL IN THE MERCY TRADITION INSPIRED BY CATHERINE McAULEY

- We model the values of compassion, justice, respect, hospitality, service and courage in the way we teach and relate to others in living mercy
- We foster a passion for social justice
- We care for the young and vulnerable and value cultural diversity
- We are witnesses to our school community and to the wider community of the school's Catholic identity
- The faith life of our school is practised in prayer and liturgy; evident in our commitment to religious education, faith formation and engagement in social justice activities; and lived out in the day-to-day activities of school life

2. OUR SCHOOL LEADERSHIP IS VISIONARY AND SHARED

- The Board and the school leadership team share an inspiring educational vision and enables practical measures for its realisation
- This vision ensures that our school is open and accountable; undertaking rigorous risk assessments; setting challenging targets for improvement; sharing, recording and reporting information about performance; and using evidence to inform improvement strategies
- Our leaders are committed to modelling, developing and maintaining a child-safe culture in all aspects of school life
- Staff exercise careful stewardship of the school's resources with a focus on both excellence and equity and ensuring that the school environment is friendly, welcoming, safe, supportive and well maintained
- We nurture staff development, providing opportunities for faith formation, reflective practice and professional learning
- We foster a culture of consultation, collaboration and clear communication evidenced by shared leadership and decision-making

3. WE ARE LEARNING-CENTRED AND FOSTER A CULTURE OF EXCELLENCE AND CONTINUOUS IMPROVEMENT IN OUR TEACHING

- Our staff undergo a rigorous selection process and appropriate staff induction programs, staff professional development and supervision arrangements to ensure a child safe environment
- Our teachers act as role models and personalise the learning for their students, engaging them to learn purposefully and successfully and challenging them to strive for excellence
- Our students experience physical and online learning environments and education programs that are innovative, stimulating and inclusive
- Our teachers are skilled in using instructional teaching together with teamwork, research, problem-solving and self-directed learning that develops students' critical thinking, self-awareness and responsibility for their own learning
- Our teachers continually update their knowledge and skills to ensure that they are employing the most effective, research-based, evidence-informed teaching practices

4. WE FOSTER OUR STUDENTS' GROWTH AS COMPETENT, CONFIDENT, INDEPENDENT YOUNG ADULTS

- Our priority is our students' safety, protection and wellbeing
- Our students' school experience builds confidence, initiative, independence and a determination to contribute and succeed
- Our students are safe, secure and informed and participate in decision-making processes including child protection protocols
- Our students are respectful and considerate of the rights and circumstances of others and have a sense of service to others and care for the earth
- Our students are diverse, adaptable and resourceful and understand the importance of self-discipline, hard work and doing one's personal best
- Our graduates are equipped to thrive in a challenging, dynamic and technologically advanced world

5. WE VALUE THE ENGAGEMENT OF PARENTS AND THE WIDER COMMUNITY

- We maintain positive, open and productive relationships with our Board, the College Advisory Council and the parent community
- We welcome and value the active engagement of parents and carers in their children's learning and promote feedback opportunities
- We seek ways to enhance and support student learning and wellbeing by partnering with parents and families, parishes, local businesses and community organisations as well as other education and training institutions
- Our codes of conduct provide guidelines on expected behaviours, roles and responsibilities for staff, students, parents, volunteers and the wider community for working and engaging with children

> ***Mercy Education Limited has a zero tolerance for child abuse and is committed to compliance with all relevant legislation and guidance including:***
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> ***Children and Young People (Safety) Act 2017 (SA)***
> ***Child Safety (Prohibited Persons) Safety Act 2016 (SA)***
> ***Ministerial Order 870 (Vic)***
> ***National Child Safe Organisation Principles (all States)***
> ***National Catholic Safeguarding Standards (all States)***

Mercy Education

MERCEDES COLLEGE
Perth, WA
1846

SACRED HEART COLLEGE
Kyneton, VIC
1889

ACADEMY OF MARY IMMACULATE
Fitzroy, VIC
1857

MOUNT LILYDALE MERCY COLLEGE
Lilydale, VIC
1896

SACRED HEART COLLEGE
Geelong, VIC
1860

ST JOSEPH'S COLLEGE
Mildura, VIC
1906

EMMANUEL COLLEGE
Warrnambool, VIC
1872

OUR LADY OF MERCY COLLEGE
Heidelberg, VIC
1910

CATHERINE McAULEY COLLEGE
Bendigo, VIC
1876

ST BRIGID'S COLLEGE
Lesmurdie, WA
1929

ST ALOYSIUS COLLEGE
Adelaide, SA
1880

SANTA MARIA COLLEGE
Attadale WA
1937

ST ALOYSIUS COLLEGE
North Melbourne, VIC
1887

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