



Education Leaders' Gathering

6 August 2026
Saint Rita's College

The name Mercy Partners reflects the mercy of God at work in partnership.



St Rita's College Guest Wi-Fi details

Username: **srcpresenter**

Password: **706905**

The name Mercy Partners reflects the mercy of God at work in partnership.



Welcome, and Housekeeping

Lee Anne Perry

Chair, Mercy Partners

Education and Collaboration Committee

COMPASSION JUSTICE RESPECT HOPE

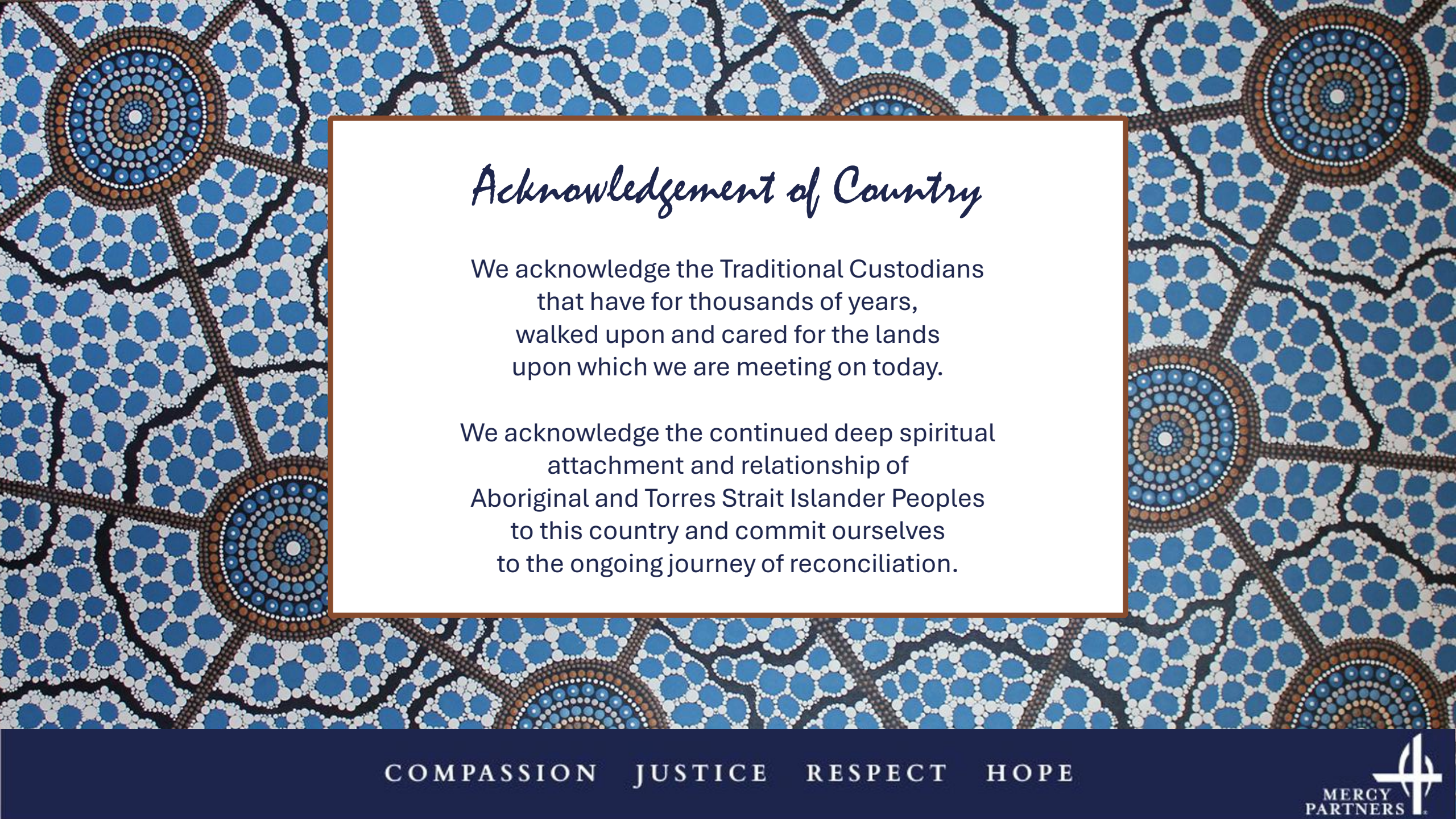


Welcome to Country and Prayer Reflection

Kate Garrone

Mercy Partners, Director of Formation

COMPASSION JUSTICE RESPECT HOPE



Acknowledgement of Country

We acknowledge the Traditional Custodians
that have for thousands of years,
walked upon and cared for the lands
upon which we are meeting on today.

We acknowledge the continued deep spiritual
attachment and relationship of
Aboriginal and Torres Strait Islander Peoples
to this country and commit ourselves
to the ongoing journey of reconciliation.

COMPASSION JUSTICE RESPECT HOPE

POPE LEO XIV

MAGNIFICA HUMANITAS

Magnificent Humanity

*On Safeguarding the Human Person
in the Time of Artificial Intelligence*



COMPASSION JUSTICE RESPECT HOPE





ENCYCLICAL LETTER OF THE HOLY FATHER LEO XIV

MAGNIFICA HUMANITAS

*On safeguarding the human person
in the time of Artificial Intelligence*

COMPASSION JUSTICE RESPECT HOPE



Introductions

Lee Anne Perry

Chair, Mercy Partners

Education Collaboration Committee

COMPASSION JUSTICE RESPECT HOPE



Innovative Use of Technology (particularly AI) for Learning Purposes

Professor Matt Bower

School of Education and Applied AI Research Centre
Macquarie University

COMPASSION JUSTICE RESPECT HOPE



Morning Tea

10.00am – 10.30am

Coming up in Session 1 – Please note assigned seating

10.30am – 11.05am

Maximising ATAR Success

11.05am – 11.40am

Clear Pictures, Better Conversations: Data Representation and the PLC Process

11.40am – 12.15pm

Learning About Learning: Building Academic Agency Through the Science of Learning

COMPASSION JUSTICE RESPECT HOPE

SESSION 1

(10:30am – 12:15pm)

TABLE 1

DEBORAH RYAN
REBECCA CETROLA
NICOLE CHRISTENSEN
CARMEL DELZOPPO
SIMONE ROCHE

TABLE 2

MAREE TRIMS
MARK MURPHY
SAM JENSEN
JACINTA COLLINGS
CAROLYN LIDDY
MARNIE BUTLER

TABLE 3

CATHERINE O'KANE
KATH LITTLE
LUCIE FARRUGIA
LUKE TREE
ALLISON STOTT
LARA MORGAN

Maximising ATAR Success

Louise Millar

Director of Teaching and Learning
Our Lady of Mercy College, Parramatta



COMPASSION JUSTICE RESPECT HOPE



Our Lady of Mercy College
Parramatta

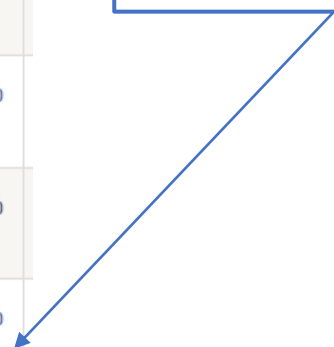
Maximising ATAR Success

Our Lady of Mercy College Parramatta

School Name	Year	Rank	%
Our Lady of Mercy College Parramatta	2018	81	17.1%
Our Lady of Mercy College Parramatta	2019	158	10.7%
Our Lady of Mercy College Parramatta	2020	81	18.8%
Our Lady of Mercy College Parramatta	2021	101	16.7%
Our Lady of Mercy College Parramatta	2022	67	21.3%
Our Lady of Mercy College Parramatta	2023	72	20.9%
Our Lady of Mercy College Parramatta	2024	71	22.8%
Our Lady of Mercy College Parramatta	2025	98	19.3%

Total Band 6
Total entries

167
870



Total Band 6
Total entries

167
870

(That is, mainly, lower the denominator.)

Excerpt of Dr Ian Lambert's letter to Scots parents about ways to game HSC rankings:

If our sole objective were to move our position into the top 30, there are well-known and straightforward ways to do it.

- We could increase acceleration in statistically favourable subjects.
- We could selectively enrol high-performing students.
- We could counsel capable boys to choose easier subject combinations more likely to guarantee Band 6 results rather than stretch them in demanding pathways aligned to their ambition.
- We could restrict boys to exactly ten units to tighten statistical efficiency.
- We could introduce subject entry cut-offs in Year 10 to protect ratios.
- We could offer full scholarships to external high-performing students.
- We could discourage boys unlikely to secure Band 6 outcomes from sitting particular examinations.

Sydney Morning Herald 19/02/26



Our Lady of Mercy College
Parramatta

Today

1. HSC Analysis – taking action
2. Knowledge-building
3. Course Preference process





Our Lady of Mercy College
Parramatta

HSC Analysis – taking action



Our Lady of Mercy College Parramatta

HSC 2025 - Course Analysis for Heads of Department

The HSC Analysis process should be focused on asking questions:

What does this data tell me? Where can I dig deeper on this data? Does this information help me in making future decisions? Does this information help my teachers know what they're doing well, and where to look for improvement next? What strategies from previous analysis worked well?



Actions - examples

- Assessment Blocks; mini exam blocks
- External invigilators – NAPLAN; Year 11 Final Exams; HSC Trial Exams; HSC Exams
- External Markers
- Study Week
- HSC ‘Sprints’
- HSC Study Residential





Our Lady of Mercy College
Parramatta

Processes Knowledge-building

Predicted ATAR after trials	Actual Atar	Difference
87.30	87.75	0.45
94.10	94.45	0.35
92.85	92.90	0.05
93.05	93.05	0.00
51.55	51.55	0.00
96.05	95.90	-0.15
75.90	75.75	-0.15
86.70	86.50	-0.20
81.05	80.85	-0.20
94.10	93.85	-0.25
85.05	84.75	-0.30
77.35	77.05	-0.30
45.20	44.90	-0.30
97.70	97.35	-0.35
90.90	90.55	-0.35
93.50	92.95	-0.55
65.15	64.55	-0.60

Late or absent? How does this impact my ATAR?

Student	Predicted ATAR in Year 11	Number of absent days	Number of days late	ATAR in year 12	Impact
[REDACTED]	71.80	14	30		
[REDACTED]	69.75	27	90		
[REDACTED]	60.55	23	42		
[REDACTED]	85.80	13	12		
[REDACTED]	83.57	16	23		
[REDACTED]	74.29	8	36		

Late or absent? How does this impact my ATAR?

Student	Predicted ATAR in Year 11	Number of absent days	Number of days Late	ATAR in year 12	Impact
[REDACTED]	71.80	14	30	61.50	- 10.30
[REDACTED]	69.75	27	90	46.55	- 25.20
[REDACTED]	60.55	23	42	53.90	- 6.65
[REDACTED]	85.80	13	12	75.50	- 10.30
[REDACTED]	83.57	16	23	81.15	- 6.85
[REDACTED]	74.29	8	36	50.65	- 14.35

Arriving on time and ready for learning

Student	Predicted ATAR in Year 11	Number of absent days	Number of days Late	ATAR in year 12	Impact
[REDACTED]	78.25	2	2		
[REDACTED]	95.50	2	6		
[REDACTED]	89.20	3	2		
[REDACTED]	87.45	3	6		
[REDACTED]	74.20	1	11		

Arriving on time and ready for learning?

Student	Predicted ATAR in Year 11	Number of absent days	Number of days Late	ATAR in year 12	Impact
[REDACTED]	78.25	2	2	78.25	6.75
[REDACTED]	95.50	2	6	98.85	3.35
[REDACTED]	89.20	3	2	93.40	4.20
[REDACTED]	87.45	3	6	89.65	2.20
[REDACTED]	74.20	1	11	77.9	3.70

Assessment moderation

Learn how the process of moderating school assessments works in the HSC, making it fair for students.



On this page

[Calculating school assessment marks](#)[About moderating school assessments marks](#)[How NESA moderates](#)

*“We all do
well if we all
do well”*



Our Lady of Mercy College
Parramatta

Course Preference Processes

UAC says...



The advice from UAC to all students is that the underlying principle of scaling is:

“you will be neither advantaged nor disadvantaged by choosing one combination of HSC courses over another.”



Our Lady of Mercy College
Parramatta

Choosing Wisely, Choosing Well

..the best way to maximise an ATAR (and prospects beyond school) is to enrol in courses balancing interest, challenge and realism, [and] then to work hard over Years 11 and 12.

Source: Cooney, G and DeCourcy, J (2016) Choosing Wisely Choosing Well Sydney: Catholic Education Commission NSW



Who achieved the highest ATAR?

Student A – 10 units		Student B – 11 units		Student C – 11 units	
English Advanced	94	Maths Extension 1	93	Studies of Religion I	48
Studies of Religion II	95	Maths Extension 2	88	Legal Studies	94
Business Studies	93	Chemistry	86	English Extension 1	47
Biology	91	English Advanced	87	English Advanced	90
Maths Advanced	81	Physics	84	Modern History	92
		Studies of Religion I	42	Mathematics Standard	90
				History Extension	43



Who achieved the highest ATAR?

Student A – 10 units		Student B – 11 units		Student C – 11 units	
English Advanced	94	Maths Extension 1	93	Studies of Religion I	48
Studies of Religion II	95	Maths Extension 2	88	Legal Studies	94
Business Studies	93	Chemistry	86	English Extension 1	47
Biology	91	English Advanced	87	English Advanced	90
Maths Advanced	81	Physics	84	Modern History	92
		Studies of Religion I	42	Mathematics Standard	90
				History Extension	43

Four Band 6 results

Two Band 6 (or equivalent) results

Six Band 6 results



Who achieved the highest ATAR?

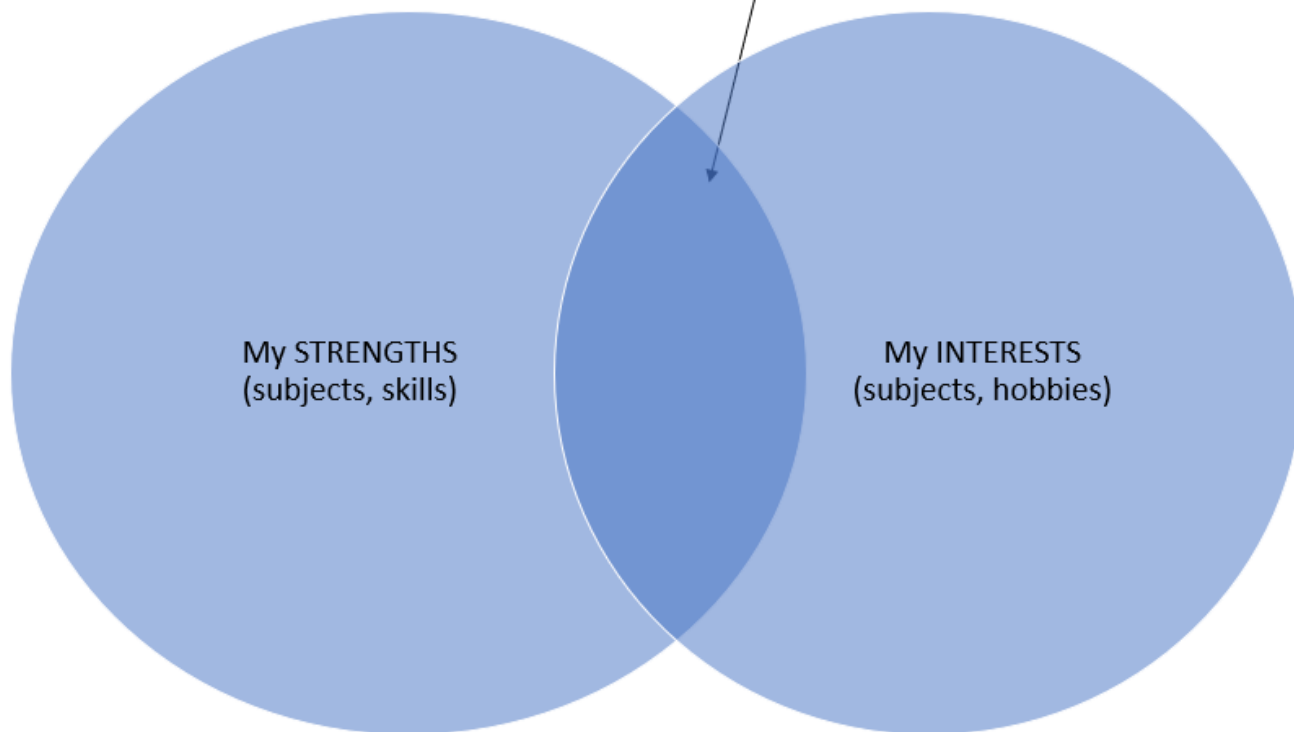
ATAR		96.70		96.70	
Student A – 10 units		Student B – 11 units		Student C – 11 units	
English Advanced	94	Maths Extension 1	93	Studies of Religion I	48
Studies of Religion II	95	Maths Extension 2	88	Legal Studies	94
Business Studies	93	Chemistry	86	English Extension 1	47
Biology	91	English Advanced	87	English Advanced	90
Maths Advanced	81	Physics	84	Modern History	92
		Studies of Religion I	42	Mathematics Standard	90
				History Extension	43
Four Band 6 results		Two Band 6 (or equivalent) results		Six Band 6 results	



YEAR 10 REFLECTION
STRENGTHS, INTERESTS AND
POSSIBILITIES

Student Name: _____

**Which aspects of your strengths
and interests are in common?**



**What are you
thinking about
doing after
Y12?**



2nd June, 2026

Year 10 Course Preference Process 2026

Dear Lily,

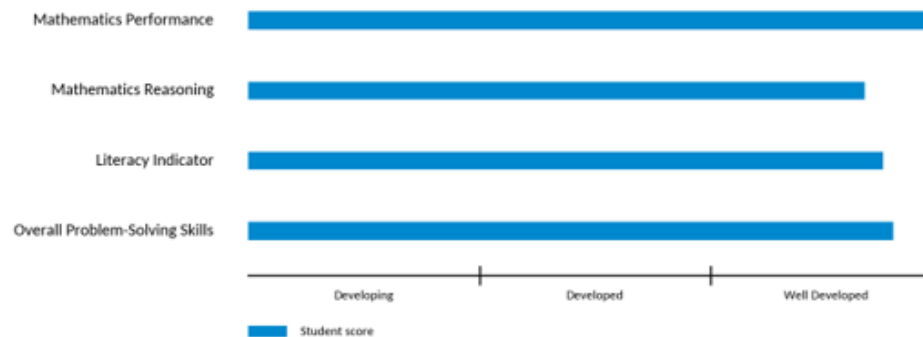
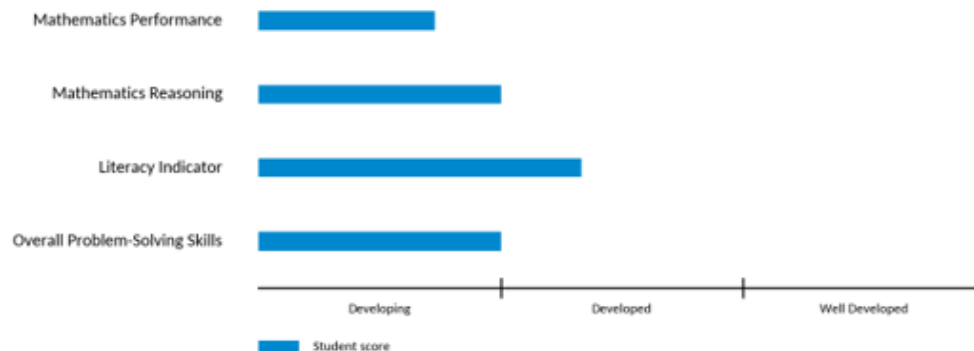
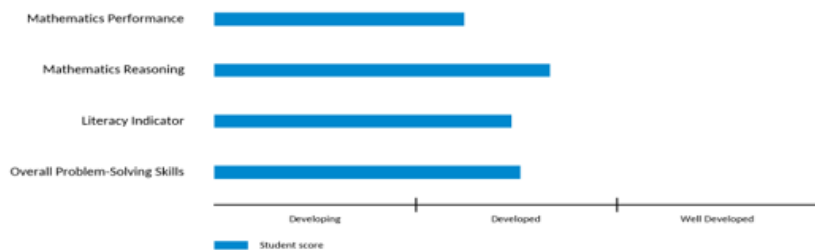
At the end of this [term](#) you will be selecting options for your Year 11 pattern of study. To support you in making informed decisions, we have compiled academic data which gives us reliable information about how your academic progress is currently tracking. This data also provides a strong indication of your suitability for study of [particular courses](#) in Year 11.

English is compulsory in Year 11 and 12. Mathematics and Sciences are not compulsory, but lots of students do [undertake a study of](#) Mathematics or one of the Sciences at OLMC.

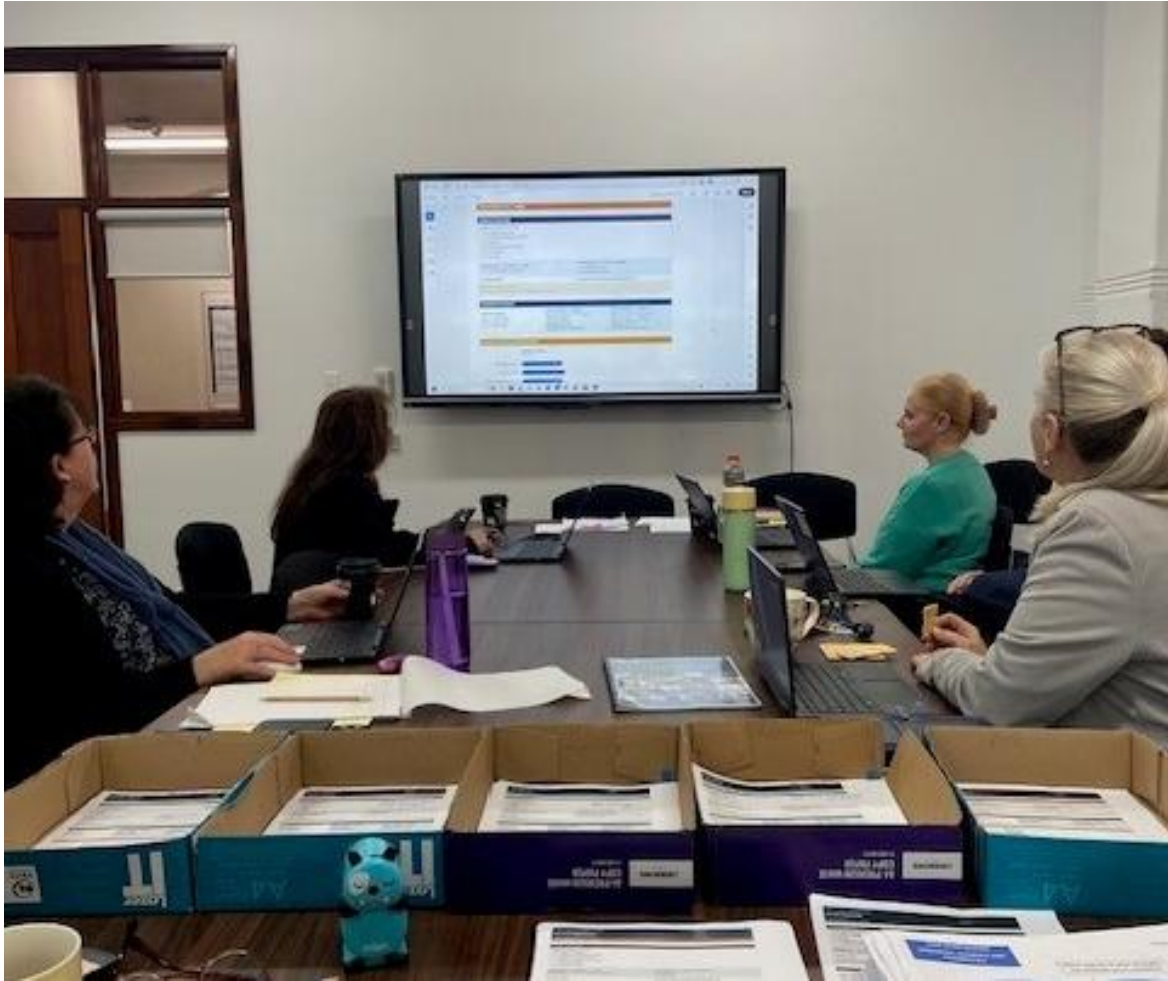
Students frequently make fundamental errors in selecting which level of English and Mathematics is most appropriate for them, and this letter seeks to use data to best advise you about which level is most suitable for you.

MONTGOMERY Lily

Year 10 2026



Our Lady of Mercy College
Parramatta



YEAR 11 2027 COURSE REVIEW		Student ID 103738
		Homeroom Stanley 4
PRELIMINARY FLAG: GREEN		
SUBJECT SELECTION		
Subject selection In order 1. 11 English Advanced 2. 11 Studies of Religion (2 Unit) 3. 11 Legal Studies 4. 11 Society & Culture 5. 11 Biology 6. 11 Mathematics Standard		
PREFERENCE 7 - EXTENSION / 1-UNIT No extension / one-unit option selected	PREFERENCES 8-9 - BACK-UP COURSES 8. 11 Health & Movement Science 9. 11 Modern History	
MAJOR WORKS	MAJOR WORKS (MAIN SELECTIONS): YES - Society & Culture (one major work subject)	
Diverse Learning concerns No entry in the supplied Year 10 Disability Provision list.		
ACADEMIC EVIDENCE		
REPORT GRADES Eng: Yr10 C Yr9 A Math: Yr10 C Yr9 C Sci: Yr10 C Yr9 C	YEAR 8 ALLWELL - STANINES General 7 Verbal 8 Non-verbal 6 Maths 6 Reading 9 Spelling 8 Writing 9 Composite: 242 / 276 Cohort placement: 26th of 213	YEAR 10 ALLWELL - STANINES General 8 Verbal 8 Non-verbal 8 Maths reasoning 8 Maths perf 7 Reading 9 Spelling 9 Writing 8 Composite: 237 / 276 Cohort placement: 32nd of 197
YEAR 10 ALLWELL INDICATOR PROFILE		
Year 10 allw Mathematics Indicator:  Literacy Indicator:  Overall Problem-Solving Skills:  Developing Satisfactory Above Average Highly Developed ■ Student score ■ School cohort mean		
PRELIMINARY REVIEW		
WHY	Selections are complete. Report grades and Allwell indicators do not create an automatic course-suitability concern. One major-project subject is present, so workload should still be confirmed.	
REVIEWER GUIDANCE	The Allwell profile shows several strong indicators. Confirm course motivation and readiness through the student reflection, recent classroom performance and teacher knowledge before final approval.	
Committee Review Notes	A Course Preference Interview is required - note any red flags, areas of concern, questions for students/parent. Yes / No	
Why		



Our Lady of Mercy College
Parramatta

Questions or Comments

Thank you



Clear Pictures, Better Conversations

Luke Tree

Deputy Principal, Learning and Innovation
St Ursula's College, Yeppoon



COMPASSION JUSTICE RESPECT HOPE



STAFF PROFESSIONAL LEARNING • ST URSULA'S COLLEGE, YEPPOON

Clear Pictures, Better Conversations

Data Representation and the PLC Process

August 2026

Luke Tree | Deputy Principal

What is good data?

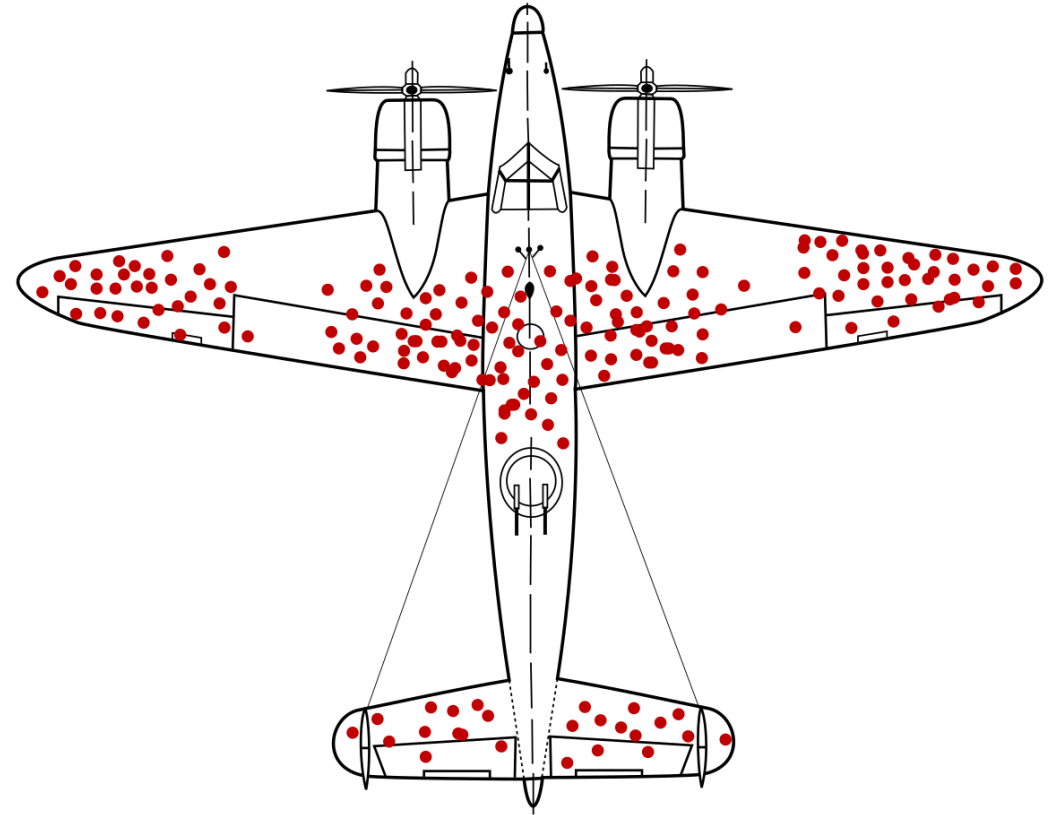
The goal is to turn data
into information, and
information into insight.

-Carly Fiorina, Former CEO of HP

www.zacrac.com

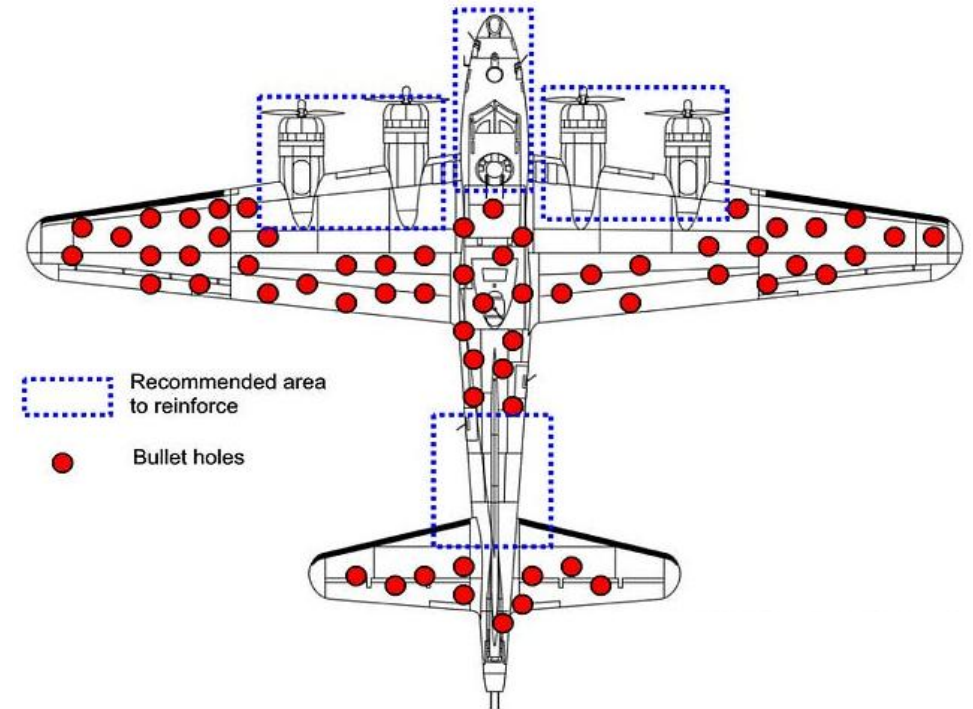
The problem with incomplete data

During the second World War the Airforce faced a critical issue. Bombers were getting shot down over Germany and after each mission the bullet holes and damage from each returned bomber was analysed and recorded.



Survivorship Bias

Officers proposed reinforcing the wings and tail, exactly where the holes were densest. Statistician Abraham Wald asked a different question: which planes never made it back? The holes on the wings and tail were survivable; those planes flew home. Damage to the engines was almost always fatal, so it never showed up in the data at all.





THE TOUCHSTONE

The data in front of us is not always the data that matters.

How complete and well-represented data is determines the effectiveness of putting data into action.

THE FOUNDATION

Why Data Matters

- Quality decisions rest on quality evidence. What we measure shapes what we do.
- Effective data is complete, current and well represented, so patterns are visible rather than buried.
- When the picture is clear, conversations shift from impressions to evidence about student learning.

THE CATALYST

**What Our
Audit Told Us**

Our National School Improvement Tool audit identified that staff needed to engage more deeply with data. That single finding set the direction for the improvement work you'll see across this session.

THE STRUCTURE

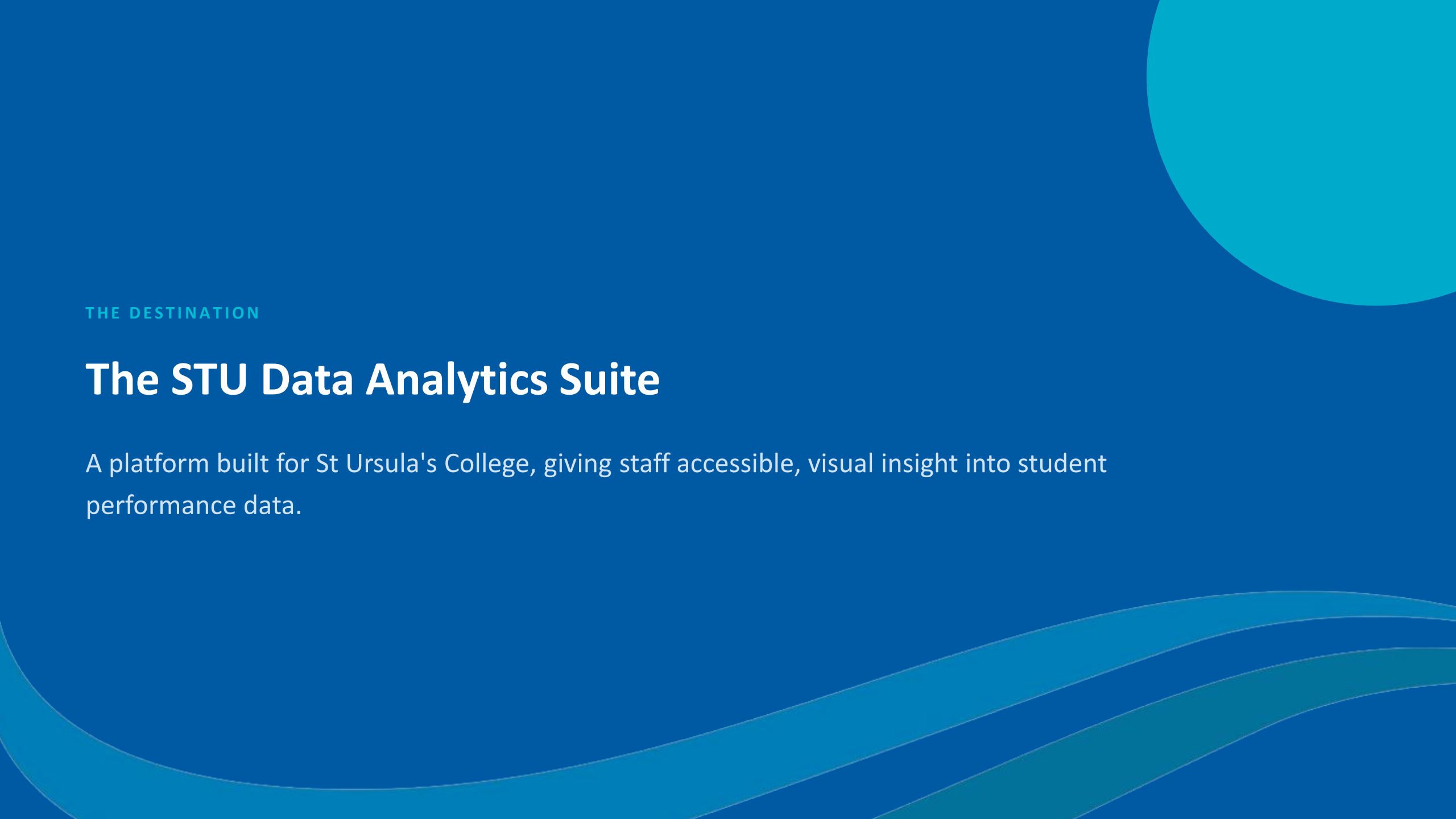
Establishing Our PLCs

- Professional Learning Communities were established across the College, each built around a focused inquiry cycle.
- Teams meet regularly and hold shared responsibility for the learning outcomes of their students.
- The structure gives every teacher a forum where evidence, not anecdote, drives the conversation.
- Led by teachers, not just CLT.

THE JOURNEY

Seeing Data Differently

This led to exploring multiple ways of presenting data that take out the guesswork. Rather than digging through spreadsheets, data is presented visually to reveal correlations, trends and patterns.



THE DESTINATION

The STU Data Analytics Suite

A platform built for St Ursula's College, giving staff accessible, visual insight into student performance data.

THE OUTCOME

Where It Led Us

- The PLC structure and a shared data baseline created the conditions for something purpose built.
- PLC conversations turned a data problem into a design opportunity: the STU Data Analytics Suite.
- The Suite is the product of the process. Effective data, shared structures and staff capability made it possible.



Home

DATA ANALYSIS

NAPLAN Overview

PAT Analysis

Senior Results

GENERAL CAPABILITIES

Literacy GC

Numeracy GC

RESOURCES

Lessons

Glossary

Cognitive Verbs

Sitemap

SYSTEM

Admin

Home

Search...

Academic Year 2025

STU

Data Analysis Suite

Comprehensive insights across five key assessment areas to support student learning and school improvement planning.



~90

Students Assessed



5

Assessment Areas



3

Years of Data



1k+

Data Points

Featured Dashboard

2024 Senior Subject Academic Results

Analysis of Year 11 and 12 performance across all QCAA subjects. Explore IA vs EA performance, grade distributions, and year-over-year comparisons.

Open Dashboard →



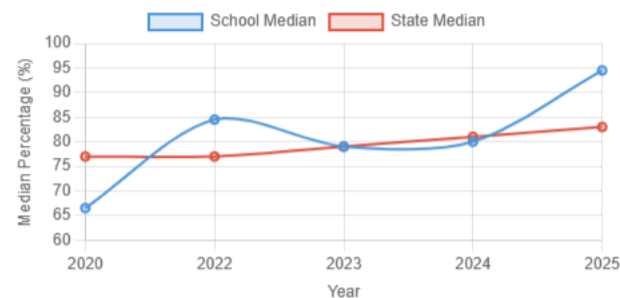
From Spreadsheets to Stories

Trend over time

Subject Trends Over Time

Subject:

Japanese



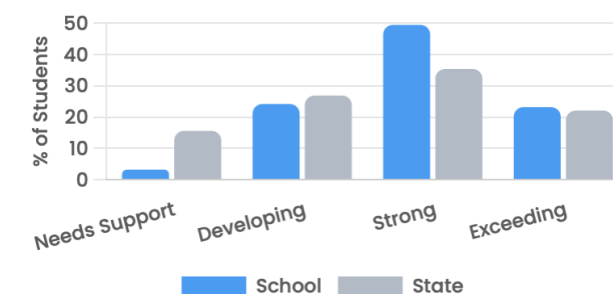
Key Successes

Key Successes

- Accelerated Indigenous Student Growth:** Our Indigenous cohort demonstrated exceptional progress, with scaled score growth significantly outpacing the state, especially in Writing (+71 vs +37 state) and Grammar (+44 vs +8 state).
- Exceptional Growth in Writing:** The cohort achieved a remarkable **+12.4%** increase in overall writing accuracy from Year 7 to Year 9, with a **+15.1%** growth in the 'Exceeding' proficiency band.
- Strong Improvement in Reading:** Reading showed solid growth with a **+3.7%** increase in overall accuracy, driven by an impressive **+7.1%** improvement in the Literature sub-domain.
- High Overall Performance vs. State:** The school consistently outperforms the state average in the top proficiency bands across all domains. In Year 9 Writing, **72.7%** of students are in the 'Strong' or 'Exceeding' bands, compared to 57.5% for the state.

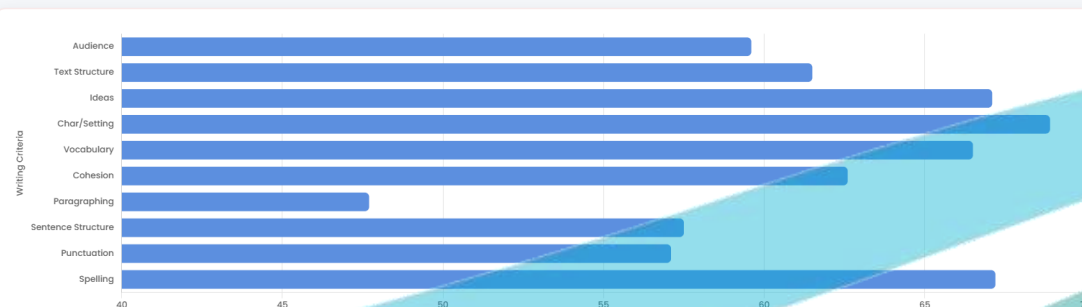
Benchmark check

Writing Proficiency



Domain comparisons

Writing Criteria: Average % Score



What the Suite Makes Possible

- **Data representation:** Accessible, visual insight across assessment areas, no spreadsheet skills required.
- **Cohort tracking across years:** NAPLAN data follows the same cohort from Year 7 (2023) through Year 9 (2025), making growth visible over time.
- **Strand-level diagnostic depth:** PAT results broken down by sub-strand (e.g. Number & Algebra, Retrieve & Infer, Statistics & Probability) to pinpoint exactly where students need support.
- **Year-on-year comparisons built in:** Side-by-side 2025 vs 2024 PAT and NAPLAN views so improvement or regression is immediately visible.
- **Curriculum-linked lesson resources:** Direct access to interactive lesson plans and teaching resources across 15+ subject areas, from Maths to Religious Education.
- **ACARA Glossary and Cognitive Verbs built in:** Staff can look up curriculum terminology and cognitive verb expectations without leaving the suite.
- **Identified College patterns:** Correlations, trends and patterns surfaced automatically, so conversations start with insight, not extraction.
- **AI Copilot embedded:** An in-suite AI assistant to help staff interpret data and surface next steps conversationally.
- **ACARA General Capabilities mapped to data:** Literacy and Numeracy GC progressions overlaid on cohort results, connecting assessment to curriculum planning.

How Our PLCs Work With Data Now

- Staff training built a shared baseline for reading standardised data, including PAT and NAPLAN.
- PLC meetings now open with a visual data view rather than a raw spreadsheet.
- The use of the Data Analysis Platform is now embedded in College goal setting
- We also built a common understanding of Generative AI, its capabilities and its responsible use.

Prompt Hub

General

Posts

Shared

Page

Teaching and Learning...

PromptHub

Meet now

PromptHub

Top contributors

1		Luke Tree	34 prompts
2		Barry Mullane	3 prompts
3		Rebecca Eyles	2 prompts
4		Jenny Blackwood	1 prompt
5		Katelyn Schultz	1 prompt

Top prompts

1		A prompt that allows you to iteratively create ...	5 likes
2		One Prompt To Rule Them All	1 like
3		Create a Pivot table highlighting things you n...	0 likes
4		A topic paragraph	0 likes
5		Add an image to a slide	0 likes

New prompts

1		Draw a diagram	0 likes
2		Create Hiragana weekly homework prompt	0 likes
3		A topic paragraph	0 likes
4		Yr 7 Elements of Music Exam Prep	0 likes
5		Basic content 20 question quiz	0 likes

My Likes

App

Department

Persona

Search prompt titles and descriptions

Go

Copilot (M365)

Prompts for Copilot (M365)

42 prompts

Copilot (web)

Prompts for Copilot (web)

15 prompts

Designer

Prompts for Designer

2 prompts

Excel

Prompts for Excel

3 prompts

Forms

Prompts for Forms

2 prompts

Loop

Prompts for Loop

2 prompts

St Ursula's College, Yepoon

ADP Athlete Dashboard



STU/ADP
YEPPOON • DEV PROGRAM

LIVE • YEAR 11 • VOLLEYBALL / ATHLETICS

HELLO, AVA.

Your latest telemetry, progression and profile. Click any metric to drill down.

+ LOG SESSION

MY GOALS ↗

AT Ava Thompson
YEAR 11 • STUDENT

01 DASHBOARD

02 PROFILE

03 GOALS

04 LOAD

05 DATA

OVERALL INDEX

REAL-TIME

62

/100

POWER

68

REACT

61

SPEED

62

AGILITY

69

FITNESS

49

ATHLETIC PROFILE • YEAR 11 BENCHMARK



/ LATEST RESULTS • 8 METRICS

UNDERSTAND MY DATA ↗

VIEW AS

ATHLETE

COACH

→ SIGN OUT

01 CMJ JUMP HEIGHT ↗ 1.7%

25.99

cm

● PROGRESSING

02 RSI-MODIFIED ↗ 2.9%

0.35

m/s

● PROGRESSING

03 PEAK POWER/BM ↗ 4.2%

42.21

W/kg

● PROGRESSING

04 DROP JUMP ↗ 1.5%

26.55

cm

● PROGRESSING

05 DROP JUMP RSI ↗ 4.5%

06 10M SPRINT ↗ 2.5%

07 AGILITY ↗ 1.7%

08 BRONCO ↗ 5.1%



Thank You

Questions and discussion welcome.

Luke Tree | Deputy Principal | St Ursula's College

Learning About Learning:

Building Academic Agency Through The Science of Learning

Simone Roche, Deputy Principal, Teaching and Learning
Mount Alvernia College



COMPASSION JUSTICE RESPECT HOPE



Learning About Learning

Building Academic Agency Through the
Science of Learning

Simone Roche

Deputy Principal, Mount Alvernia College

Celebrating 70 Years of Franciscan Education for Girls



The Question That Changed Our Thinking

How can students
regulate a process they
don't understand?



Academic agency is
students understanding
enough about learning that
they can make increasingly
informed decisions about
how they learn.



The Question Behind the Question



Achievement Data

- Internal and external assessment data prompted us to examine students' approaches to learning.

Student Voice

- "I studied for hours."
- Heavy reliance on rereading, highlighting and cramming.
- Uncertainty about where to begin.
- Social media increasingly shaping study advice.

Classroom Observations

- Difficulty retaining previously taught knowledge.
- Significant effort but relatively ineffective strategies.
- Limited confidence preparing independently for examinations.



**Let's experience learning
together**



A coherent story requires prior knowledge

- Memorise the digits, while on screen.
- Say it – only AFTER the string disappears.



4082

53011

287490

6189057

50193672

ΓΕΝΙΚΑ, ΣΤΜ

072026082027

The Invisible Processes of Learning



Understanding the science
behind learning helps us
understand the invisible
processes taking place
beneath the surface.



But understanding how people learn allows us to make more informed decisions about curriculum, pedagogy and assessment.



Three Ideas That Reshaped Our Thinking



1

was reminding ourselves
that learning has an
underlying architecture.



2

was reminding
ourselves that learning
develops through
phases.



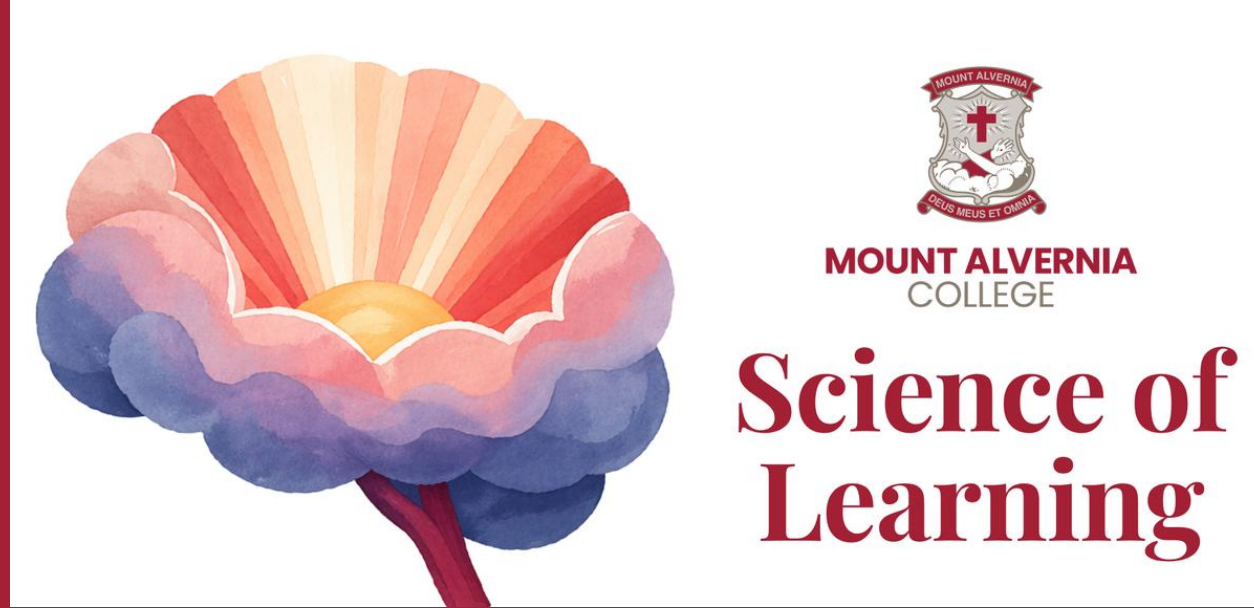
3

was recognising that many of the challenges students experience aren't random.



**If we want students to
understand their own learning
styles more deeply...where
should we begin?**





Breakfast Series





**We Learn Together
Question Together
Wonder Together**





**Through the lens of our own
classrooms.
Our own students.
Our own experiences.**





Shared ways of talking about learning.





**Instead of talking only about
what we are teaching... we
increasingly found ourselves
talking about how students
are learning.**





Inviting Students Into the Conversation

- *If academic agency is our goal... why are adults doing (most o) the thinking?*
- *Knowing the vocabulary of learning isn't the same as understanding learning.*
- *Agency isn't something adults give students.*
- *Students appreciate practical strategies.*





- *Instead of simply saying... "**Here's retrieval practice.**" We spent much more time helping students understand why retrieval works.*
- *Instead of saying... "**Space your learning.**" We explored why spacing strengthens long-term memory.*





Not... "Is this on the exam?" But... "Would retrieval help me here?"



Student Advisory Group:

Learning, Explained by
Students





MOUNT ALVERNIA
COLLEGE

Science of Learning



**This is very much at the heart
of our Franciscan charism.**

**Connection builds
understanding.**



Making Learning Visible

- Culture changes through the hundreds of interactions that happen every single day inside classrooms.
- Helping teachers make their thinking explicit.
- Helping classrooms become places where learning isn't simply something students do...it's something they understand.



What We're Learning So Far

We're still very much in the early stages of the next phase of our Mt A journey:

- culture changes much more slowly than programs.
- consistency matters more than novelty.
- students are capable of much more sophisticated thinking about learning than we sometimes assume.

When people understand why something matters... practice begins to change naturally.



Where Next?

- We're continuing to refine our student workshops.
- We're continuing to develop resources *with* students rather than simply *for* students.
- We're continuing to explore how learning science can strengthen curriculum, pedagogy and assessment.
- We'll continue asking new questions.



The Question We'll Keep Asking

How do we help every student understand learning well enough that they can confidently direct their own learning?



Discussion

In your context, where would students need the most support to use effective learning strategies independently?

- Do they know what to do and how to do it?
- Do they believe the strategies will work for them?
- Are they motivated to persist when strategies feel effortful?
- Can they plan, monitor, and adjust their study over time?





Lunch

12.15pm – 1.00pm

Coming up in Session 2 – Please note assigned seating

1.00pm – 1.35pm

Formed, Supported, Empowered: Developing Independent Learnings for Outstanding Outcomes

1.35pm – 2.10pm

Tilting Toward Success: Aligning Data, Feedback, and The Rose Framework

COMPASSION JUSTICE RESPECT HOPE

SESSION 2

(1:00pm – 2:10pm)

TABLE 1

DEBORAH RYAN
MARK MURPHY
LUCIE FARRUGIA
LARA MORGAN
ALLISON STOTT
MARNIE BUTLER

TABLE 2

NICOLE CHRISTENSEN
MAREE TRIMS
KATH LITTLE
SIMONE ROCHE
CARMEL DELZOPPO
CAROLYN LIDDY

TABLE 3

REBECCA CETROLA
CATHERINE O’KANE
SAM JENSEN
LUKE TREE
JACINTA COLLINGS

Formed, Supported, Empowered:

Developing Independent Learnings for Outstanding Outcomes

Catherine O’Kane, Principal
Carolyn Liddy, Deputy Principal
All Hallows’ School



COMPASSION JUSTICE RESPECT HOPE

A MERCY LEARNING STORY

Formed, Supported, Empowered

*Developing
independent
learners for
outstanding
outcomes*



A legacy of
championing
the education of
young women in
Queensland

OUR

Vision

CATHERINE MCAULEY SAID:

*We must strive to do ordinary
things extraordinarily well.*

OUR VISION IS:

To be an extraordinary school
that inspires faith,
engagement, learning and
leadership, empowering
all in the spirit of Mercy.



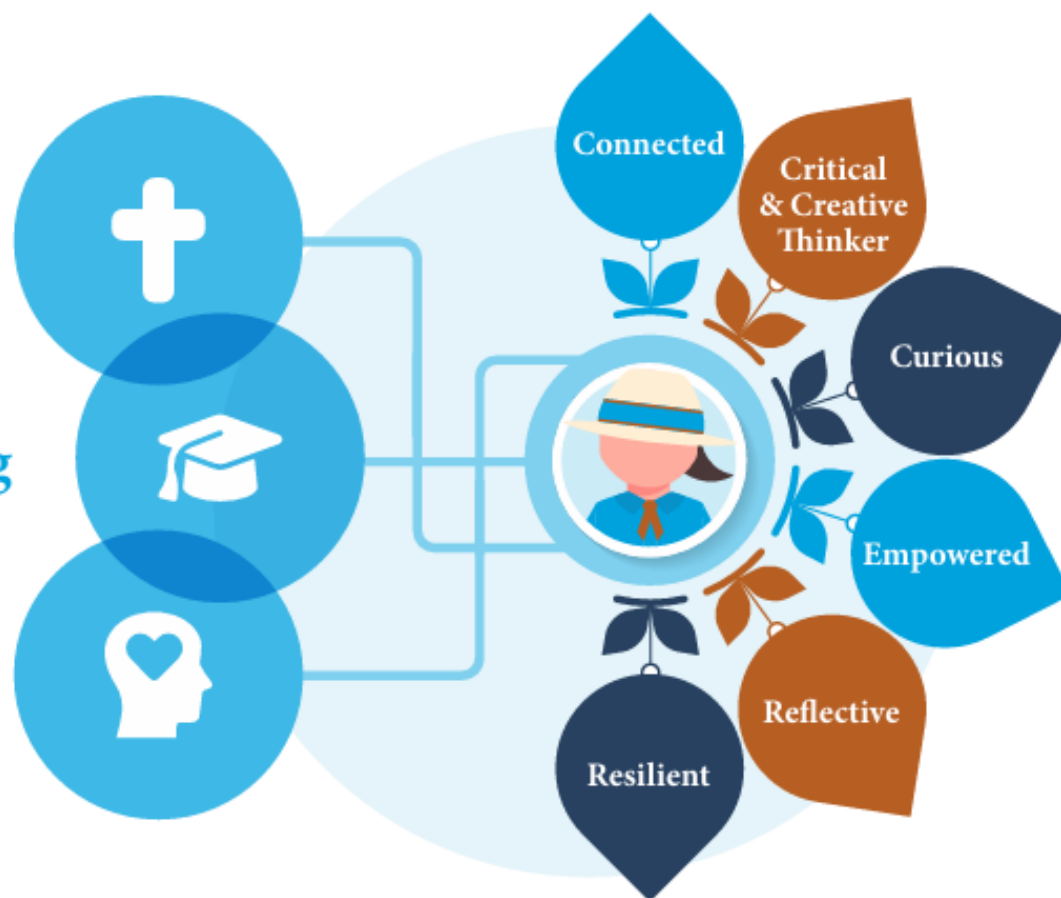
ALL HALLOWS'
SCHOOL

Student Formation Framework

Faith & Mercy

Learning

Wellbeing



Our Students grow in the six attributes

Purpose:

The Student Formation Framework promotes the holistic development of students and is inspired by the faith and charism of Catherine McAuley, the founder of the Sisters of Mercy.

Personal formation in the Catholic Christian tradition occurs through a dynamic process enabling the growth of the whole person.

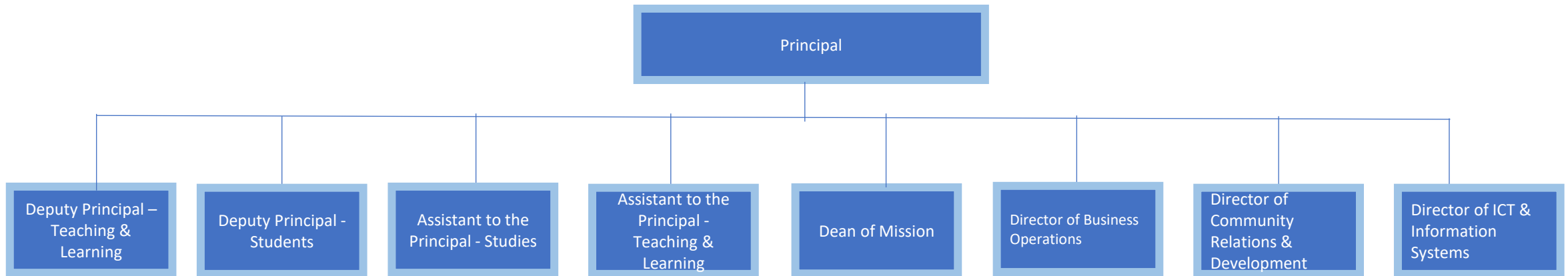
At All Hallows' School, holistic education occurs within the interconnected domains of Faith and Mercy, Wellbeing, and Learning.

This is enacted through our intentional approaches to Mission, teaching and learning, pastoral and academic care, and our extensive complementary curriculum.

When students embrace the opportunities provided through an All Hallows' education, they will become people who are Connected, Critical and Creative in their thinking, Curious, Empowered, Reflective and Resilient.

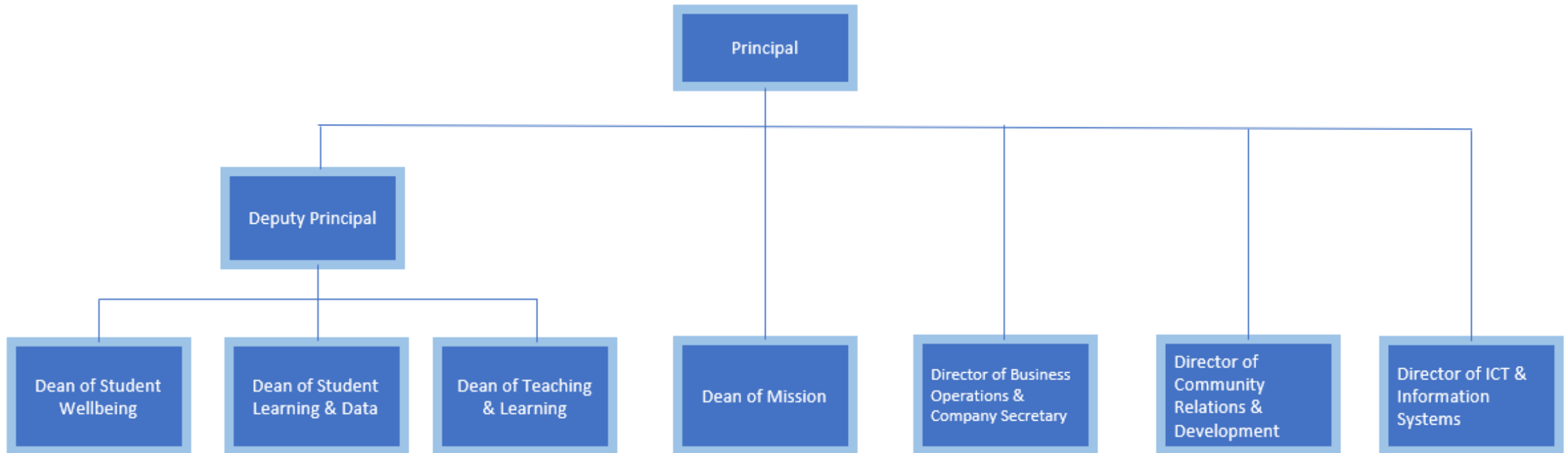
It started with the structure

Leadership Team structure pre-2022

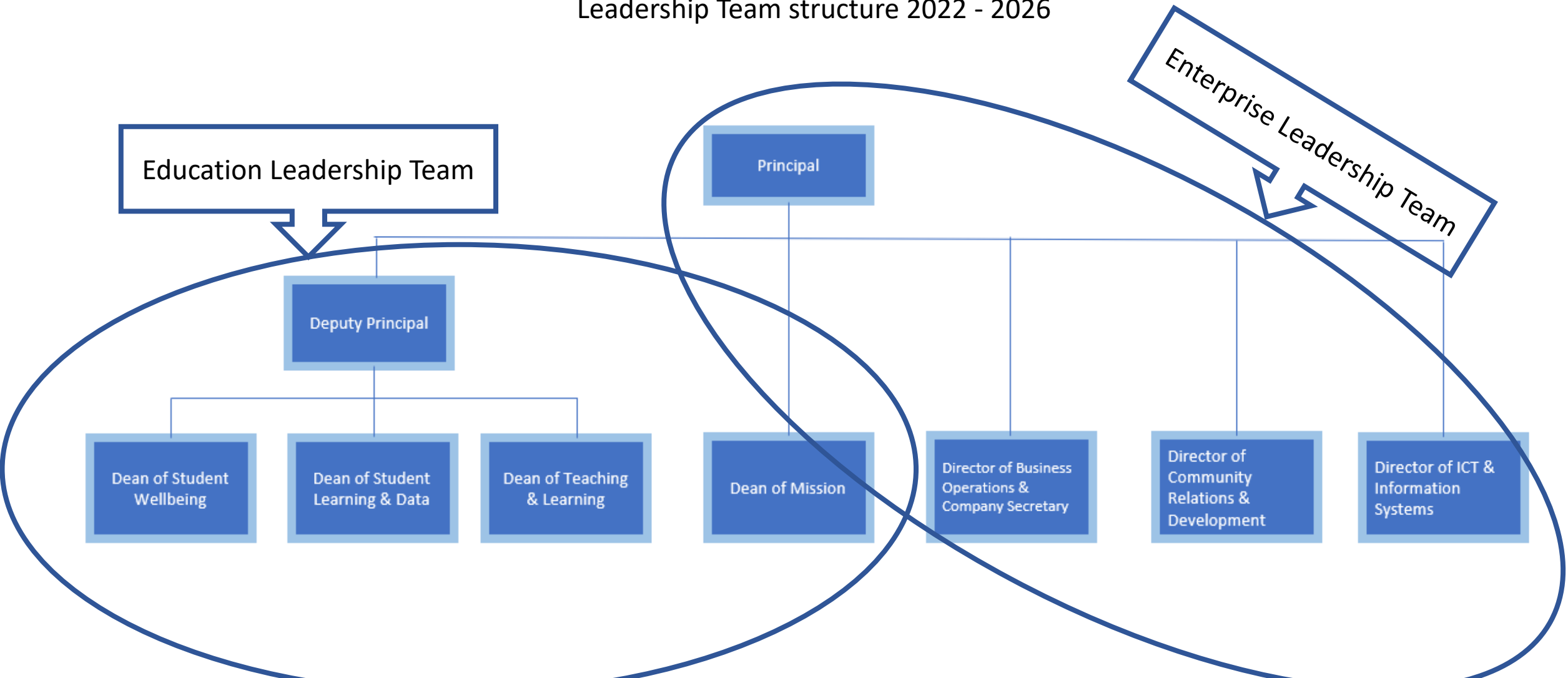




Leadership Team structure 2022 - 2026



Leadership Team structure 2022 - 2026



Long term dream:

We wanted to articulate a new way of working with students and each other

The Education Leadership Team were determined to work in an integrated and collaborative way, and we wanted the Student Formation Framework to illustrate how this could be done!

We wanted to frame that all opportunities at AHS allow for growth through Faith and Mercy, Learning and Wellbeing. They are intertwined not siloed.

We wanted to be able to explain to our students and families why we do things the way we do!!

- We communicate primarily with our students, even from Year 5, and expect them to be agents of their learning in all aspects of our school
- If a student is unhappy about something eg team selection, cabin allocation at camp, learning challenge, they are expected to advocate for themselves – see the Sports Coordinator, speak with the Head of Year 7, accept the allocation, meet with a teacher at lunch, etc.



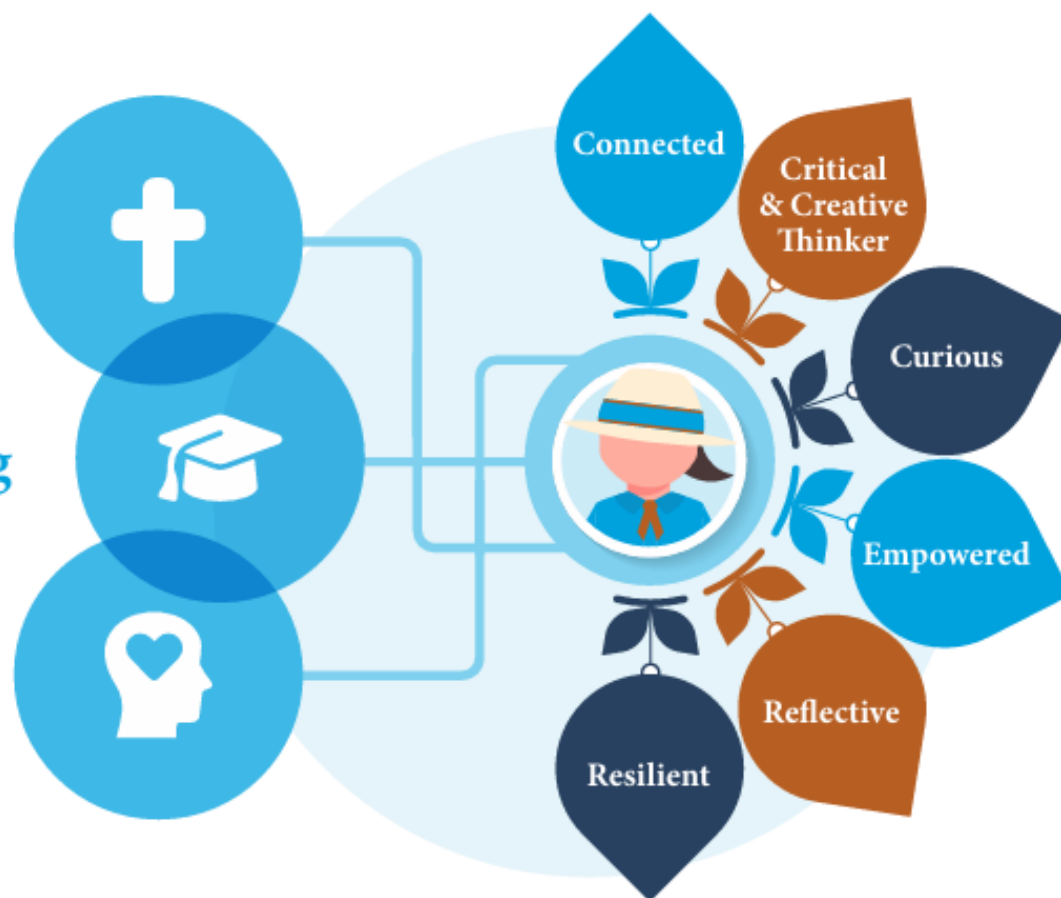
ALL HALLOWS'
SCHOOL

Student Formation Framework

Faith & Mercy

Learning

Wellbeing



Our Students grow in the six attributes

Purpose:

The Student Formation Framework promotes the holistic development of students and is inspired by the faith and charism of Catherine McAuley, the founder of the Sisters of Mercy.

Personal formation in the Catholic Christian tradition occurs through a dynamic process enabling the growth of the whole person.

At All Hallows' School, holistic education occurs within the interconnected domains of Faith and Mercy, Wellbeing, and Learning.

This is enacted through our intentional approaches to Mission, teaching and learning, pastoral and academic care, and our extensive complementary curriculum.

When students embrace the opportunities provided through an All Hallows' education, they will become people who are Connected, Critical and Creative in their thinking, Curious, Empowered, Reflective and Resilient.



Student Formation Framework

Domains



Faith and Mercy:

Faith and Mercy are the foundations of our holistic approach to transformative learning. Our Catholic Mercy ethos and charism informs the programs, activities and opportunities that support our students' spiritual development and formation. Through this domain, our students are empowered to live the Gospel of Jesus Christ and to be compassionate, confident, and informed individuals committed to enriching the world with a deep sense of justice.



Learning:

Holistic Learning encompasses academic growth, cognitive development, and the acquisition of knowledge, skills, and competencies in all its forms. It also encompasses the practices and mindsets that lead to successful scholarship. It includes both formal and informal learning experiences within and outside the classroom.



Wellbeing:

Wellbeing encompasses physical, cognitive, emotional, and social aspects of health. Activities and initiatives focus on supporting students' overall wellbeing and helping them thrive.



Connected:

A connected student demonstrates responsibility in building positive relationships, showing empathy, and making informed and considered decisions which help to foster a sense of belonging and inclusivity within community.

"If we love God, we will undoubtedly love our neighbour also; they are as cause and effect." (Catherine McAuley, Retreat Instructions p147)



Critical and Creative Thinkers:

A critical and creative thinker embraces complexity and ambiguity, employing both logic and imagination to generate innovative solutions and challenge established norms.

"The adage 'never too old to learn' is a great comfort to me." (Catherine McAuley, Letter to Frances Warde September 27, 1839)



Curious:

A curious student seeks understanding when faced with the unfamiliar or unknown and enriches their community by sharing their insights and knowledge.

"We can never say 'it is enough'." (Catherine McAuley, Familiar Instructions p2)



Empowered:

An empowered student uses their agency and voice to wisely pursue their own aspirations, to challenge injustice, and understands the value of collaborating with others.

"Speak as your mind directs and always act with more courage." (Catherine McAuley, Letter to Mary Ann Doyle July 24, 1841)



Reflective:

A reflective student understands their own strengths and the resources available to them to make thoughtful decisions for the betterment of themselves and their community.

"In silence and quiet the devout soul becomes familiar with God." (Catherine McAuley, Retreat Instructions p187)



Resilient:

A resilient student seeks opportunities for growth and development when approaching both individual and shared challenges and inspires hope and motivation in others.

"The comfort comes soon after a well-received trial." (Catherine McAuley, Letter to Frances Warde February 17, 1838)

Attributes



Question

What does it take
for a female to be a
successful student
in schools today?

Some Possible Answers

Wellbeing: *'I am emotionally and mentally safe and supported'*

***A sense of belonging :** *'I feel known and valued'*

***Confidence and self-efficacy** leading to **academic risk-taking:** *'I believe I can do this and it is worth the risk'*

***Productive relationships:** *'Staff and students are here for me and want me to grow and learn'*

Engagement and agency: *I have choice and ownership of my learning*

Academic behaviours : *I know how to learn*

AHS Teaching for Learning Framework



At All Hallows', we are committed to providing a learning environment which nurtures and challenges each student to discover their potential and purpose within the tradition of the Sisters of Mercy. Through our teaching we seek to intentionally form young women whose words and actions embody the values of: **Respect, Integrity, Service, Compassion, Joy and Justice.**

This framework provides both a shared understanding of teaching for learning at All Hallows' and strategies to optimise learning within the classroom environment.

- **Academic care is provided through a teacher's purposeful attention to:**
 - Building student capacity to engage with a range of constructive feedback
 - Guiding students in ways of working with others
 - Providing authentic opportunities for student autonomy and choice in their learning
- **Responsive Practice is developed through a teacher's purposeful attention to:**
 - Constructing learning episodes which include checks for understanding
 - Responding to evidence of learning by adjusting teaching strategies
 - Adjusting learning environments to meet the needs and the development of learners
- **Engaged Professionalism is developed through a teacher's purposeful attention to:**
 - Collaborating on classroom practice and learning with colleagues
 - Implementing contemporary practice and educational research
 - Establishing and maintaining collaborative community partnerships

Academic care at All Hallows' is:

The intentional
integration of
academic success
and wellbeing

A whole-school
approach (not a single
program)

Built through:

explicit teaching
of scholarship
skills

relational
mentoring and
targeted support

Designed to:

build confidence,
agency and
belonging

ensure equity
and access for all
learners

ACADEMIC CARE

Heads of Years

Student Care, belonging, and scholarly dispositions held together in one coherent growth agenda.



Know students

Belonging and relationships



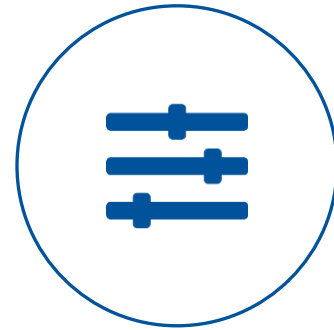
Teach habits

Age-appropriate routines



Monitor progress

Goals and accountability



Adjust support

Early intervention

Academic Care Lessons



A SHARED LANGUAGE

Learner dispositions support student learning

- Explicit teaching of scholarly dispositions and approaches to study
- An age-appropriate developmental program from Years 5 - 12
- Habits of organisation, reflection, perseverance and responsibility
- A common language across reports, progress interviews, mentoring, and parent conversations



Organisation



Reflection



Perseverance



Responsibility

Independence is
deliberately
developed

- Guided
formation
- Supported
independence
- Empowered
autonomy



Senior Learning Centre

- Quiet zone
- Collaborative spaces
- Resources for self-directed learning
- Together = confident, capable learners

Where to next?



REHEARSAL FOR AUTONOMY

The September Study Hub

An intensive, time-bound rehearsal of the behaviours required for external assessment.



Resources

Revision materials and
exemplars



Independent study

Self-directed revision and
self-testing



Collaborative study

Shared practice and peer
support



Practice exams

Senior Study Group
Assistants to support, no
teacher-led sessions

Relativistic momentum

- Momentum is affected by special relativity.

→ momentum increases more than expected with Newtonian physics

- mass is invariant and independent of speed.

Rest mass

m_0 → mass measured by an observer at rest relative to an event.

TERMS

l_0 = proper length
 t_0 = proper time

measured by observer in FOR of the event

= relativistic length

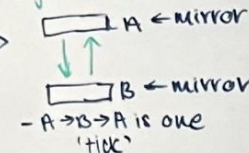
= relativistic time

measured by observer outside the event.

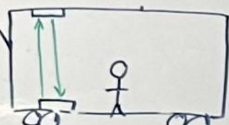
∴ one 'tick' of clock ($A \rightarrow B \rightarrow A$) appears to take longer

$$t = \frac{d}{c}$$

Light activated clock



For man 1:



→ 0.8c

- in the train, so he is at rest relative to the event.
- light switches on.
- he sees the beam move from $A \rightarrow B \rightarrow A$.
- the clock completes one tick.

Thought exp:
 what happens when the light switches on

Time dilation

- when the time difference between two events is not the same for observers in diff FOR.
- occurs for objects travelling close to c .

man 2

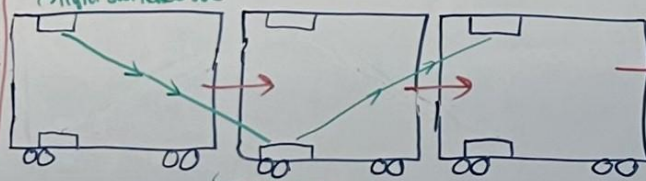
MOVING CLOCKS RUN SLOW

Time appears to move slower for people travelling closer to the speed of light

For man 2:

- on the train.
- sees the train move quickly (0.8c).

→ light switches on



moves down to B on a diagonal path (longer than the straight path)

man 2

∴ one 'tick' of clock ($A \rightarrow B \rightarrow A$) appears to take longer

$$t = \frac{d}{c}$$

SPECIAL RELATIVITY

BIRTH OF SPECIAL RELATIVITY

Natural Phenomenon

- muons (μ) are particles created from cosmic rays hitting the Earth's atmosphere
- half life of 2.2 μs & fall down at c
- should only be present up to 1 km down from Earth's atmosphere according to Newtonian physics.
- HOWEVER they were detected up to an extra 6.5 km down meaning that they were not following the constraints of Newtonian physics



POSTULATES OF SPECIAL RELATIVITY

Principle of relativity holds in all inertial FOR

Speed of light is constant for all observers in inertial FOR.

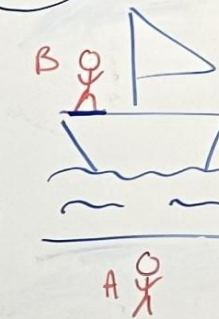
Frames of Reference

→ thought of as the position which you observe the event

Inertial FOR.

→ a FOR that is either at rest or moving at a constant velocity

For man 1:
 • stationary
 • A is moving velocity v



For man 2:
 • stationary
 • B is moving velocity v

Relativity of Simultaneity

Two events appear simultaneous for one observer, but not for another (in a diff FOR).

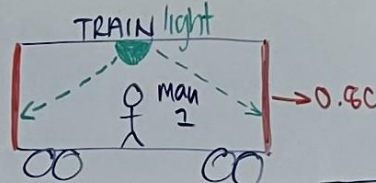
Thought exp:
 what happens when the light turns on?

For man 1

- in the train so he is at rest relative to the event
- light turns on & travels at c
- takes the same time to travel to each door

∴ doors open simultaneously

light + activated doors



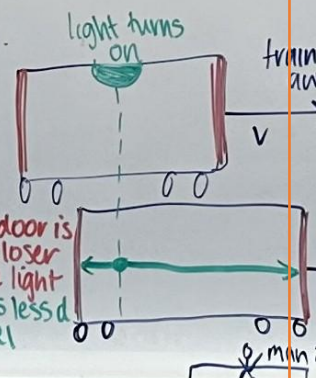
man 2

For man 2

- on platform a the train is moving past him very quickly

∴ left door opens first (NOT SIMULTANEOUS)

left door is now closer to the light (light has less d to travel)



Formed, Supported, Empowered

- Identify needs – School focus on student wellbeing; articulate a new way of working within our Leadership Team, with our students and families, and with each other
- Create structures – Leadership Team, Academic Care Team
- Develop programs – Student Formation Framework, Academic Care curriculum
- Planning for and delivering on facilities to support strategies



Tilting Toward Success:

Aligning Data, Feedback, and The Rose Framework

Rebecca Cetrola, Principal

Allison Stott, Deputy Principal, Learning and Teaching

Our Lady of Sion College



COMPASSION JUSTICE RESPECT HOPE

Tilting Toward Success: *Aligning Data, Feedback, and The Rose Framework*

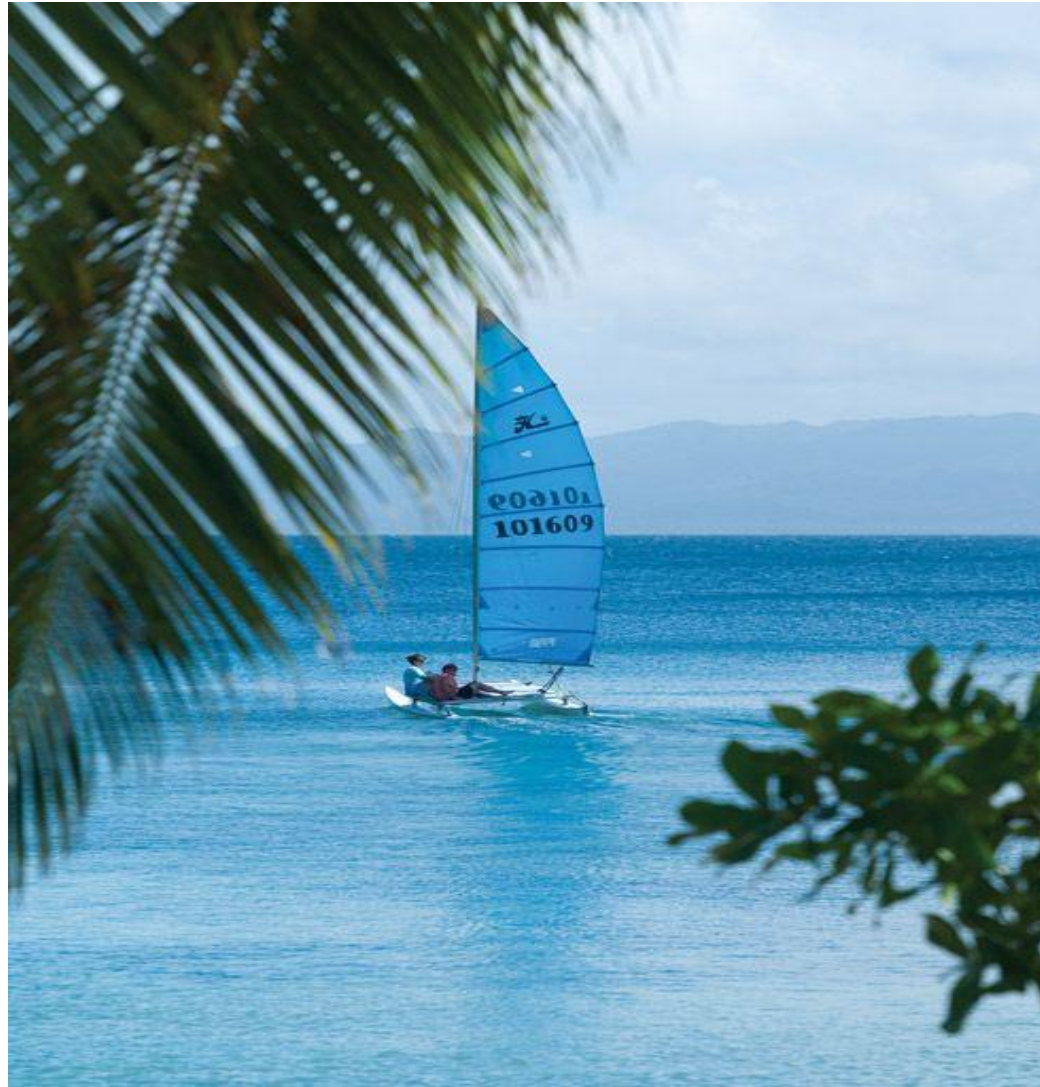
Rebecca Cetrola & Allison Stott

Our Lady of Sion College, Box Hill, Victoria



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE



School Improvement Plan 2023- 2026

Goal 1: To enable all students to be learners who achieve high growth and personal excellence.

Goal 2: To create a staff community of best practices

2026 Annual Action Plan

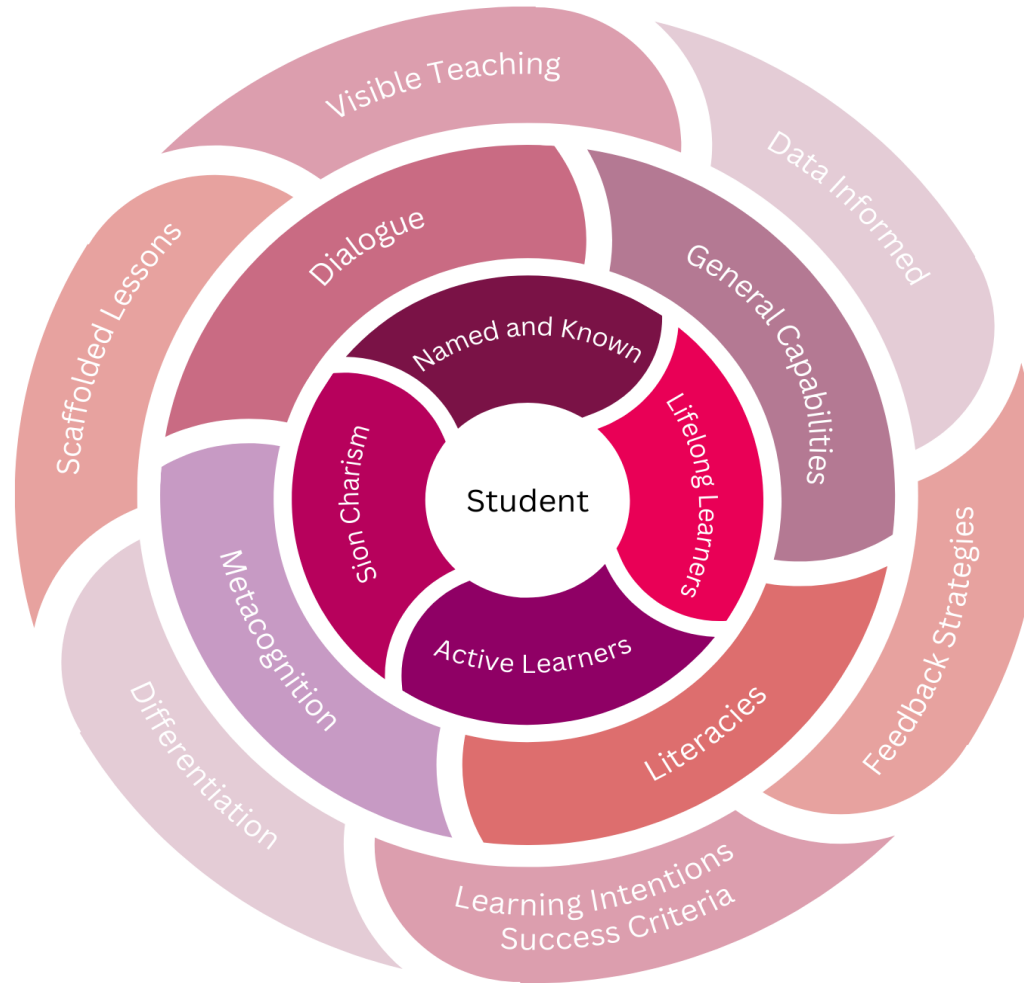
Goal 1: To ensure every student has targeted opportunities to support their learning growth.

Key Improvement Strategy: Provide targeted professional learning for teachers to strengthen their use of differentiated teaching and effective feedback strategies, enabling improved student learning outcomes.



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

TURNING INTENT INTO ACTION



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

(in)Spire

Striving for Professional Innovation, Reflection, and Excellence



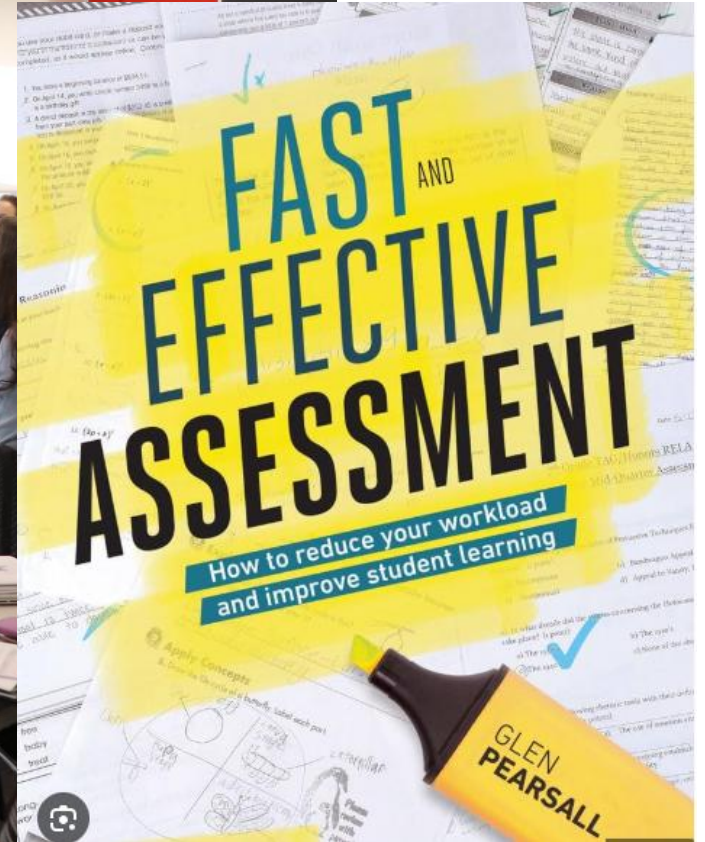
Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

Tilting your teaching

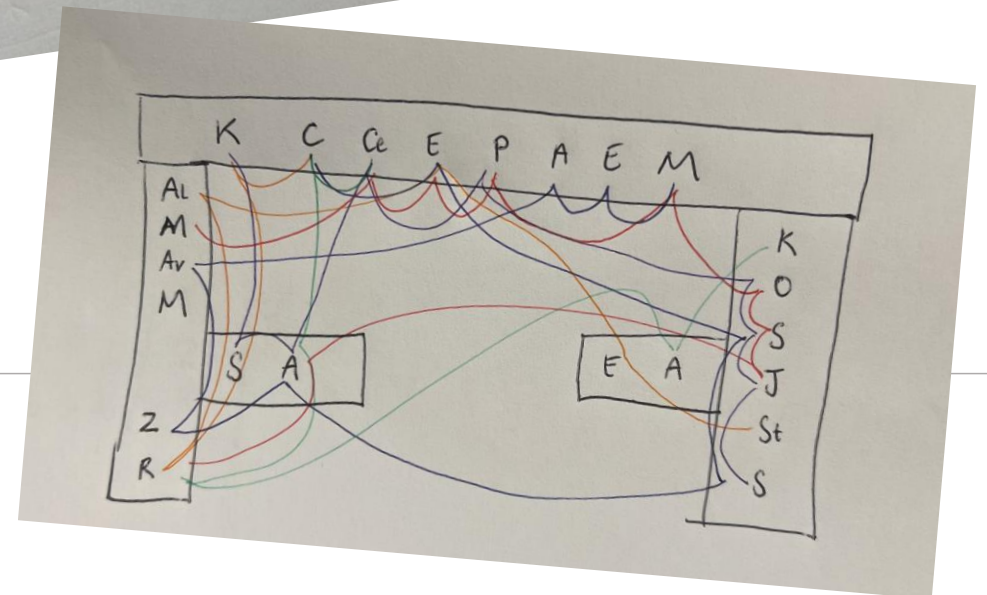
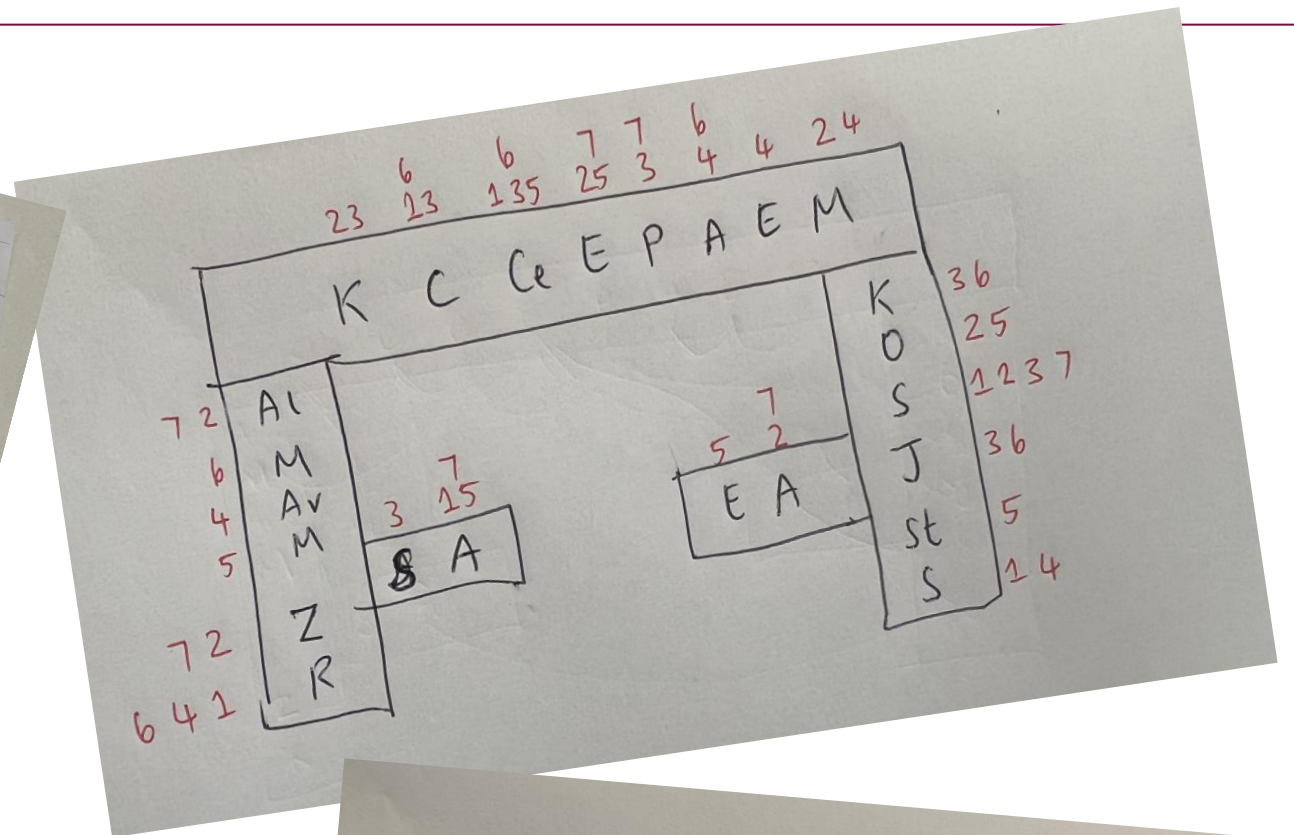
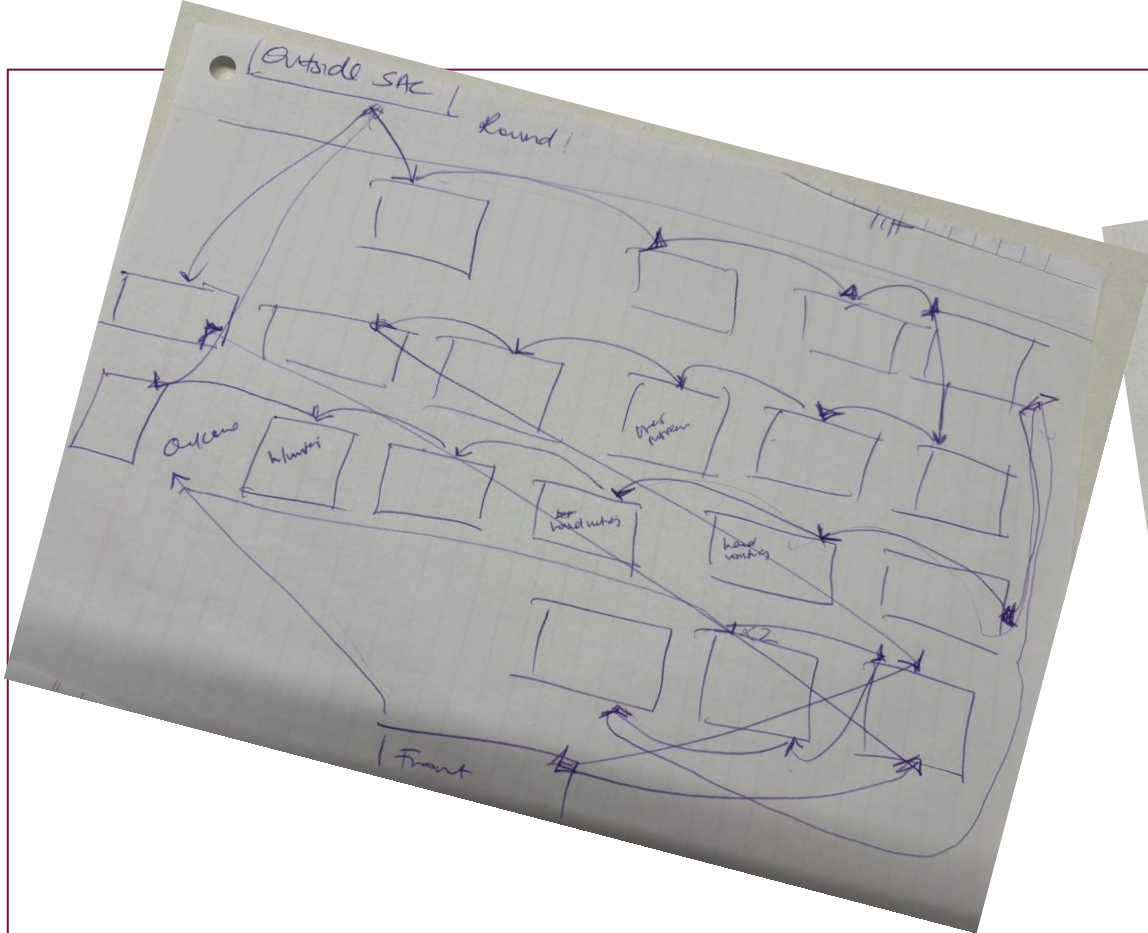
7 simple shifts that can substantially
improve student learning

Glen Pearsall
with Natasha Harris



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

THE IMPACT SO FAR



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

What our teachers are telling us so far...

Greater collaboration through pedagogy-focused professional dialogue

Open classrooms fostering shared practice and learning

Using student data to inform and refine teaching practice



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE



[Alice speaks of her tilt](#)



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE



[Paul speaks of his tilt](#)



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

Bern speaks about her learning



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

Teacher Tilt/s Planning Document Template			
Student Insight Tool			
What questions have you selected?		Nominate the class/es that you will apply the tool	Which week of the term would be best to determine the baseline?
1. In my class, my teacher gets answers from lots of people 2. My teacher creates an environment where I feel comfortable answering questions, even if I am not sure 3. My teacher creates an environment where I can make mistakes and learn from them 4. In my class, a few students answer most of the questions 5. My teacher has high expectations of us when we answer questions 6. My teacher sets the expectation that all students get involved in discussions and answer questions 7. My teacher asks questions that make us think deeply 8. In my class, students listen to one another during discussions, not just to the teacher 9. My teacher doesn't always give me enough time to think my answer through 10. In my class, there are 5 or 6 students who never give responses or get involved in discussion		8 Hums (08HUM#1R)	4
			8 - 9

When your teacher asks you a question in front of the class:

- how much time do they give you to put your hand up in order to respond to a question.
- how much time do they give you to answer a question once asked.
- do they give you enough time to improve on your answer?
- After another student answers a question, how often does your teacher wait a few seconds before speaking or asking another question

Not enough time,
Just enough time,
Enough time,
Too much time/
Unsure

Focus Area: Thinking Time (Wait Time)

- Does the teacher give you enough time to think before asking for an answer?
- Do you feel more comfortable answering a question when there is a short silence after it is asked?
- Does having extra "think time" help you come up with a better response than your first thought?
- Do you feel pressured to answer immediately when the teacher calls on you? (Scale: 1-Often, 4-Never)
- Does the teacher wait for several seconds before letting anyone raise their hand or speak?

Focus Area: Elaboration and Depth (Pause Time)

- After you give an answer, does the teacher pause to let you add more detail?
- Does the teacher's silence after you speak encourage you to keep explaining your thinking?
- Do you find yourself self-correcting or improving your answer because you were given a moment to keep talking?
- Does the teacher use a "pause" to let you justify your reasoning or give an example?
- Do you feel like you have the chance to finish your full thought without being interrupted by the teacher or other students?

Focus Area: Student Perspective and Insight

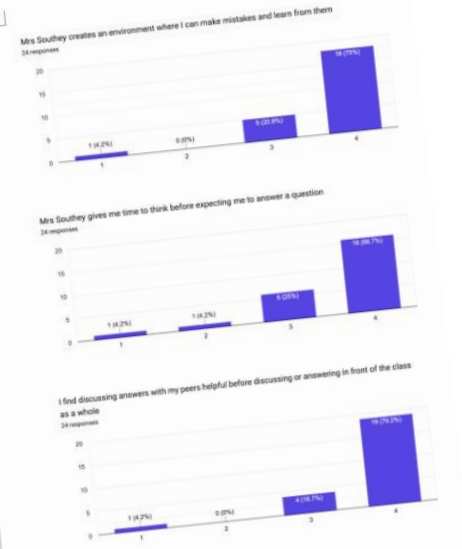
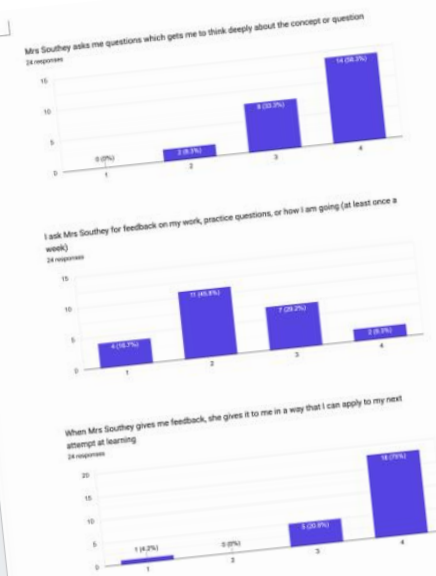
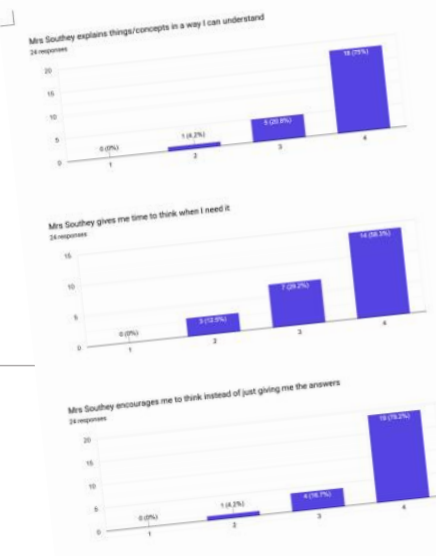
- Does the "think time" provided make you feel more confident about participating in class?
- Do you feel that your teacher is listening to how you think, rather than just checking if you are right or wrong?
- When there is a pause, do you use that time to listen to and think about what your classmates are saying?
- Does the teacher's use of "Wait and Pause" make the classroom feel like a safe place to make mistakes?
- Overall, do these silences help you understand the lesson better?



Our Lady of Sion College

SPEAKING THE TRUTH IN LOVE

	A	B	C	D	E	F	G	H	I	J	K
1	amp	My teacher asks questions I am given opportunities to ask my own question I feel comfortable sharing my question I can tell when I don't know My teacher encourages me to ask questions I feel more involved in my class My teacher supports me to learn in the way we use questions									
2											
3	6/2026 12:37:18	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly disagree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree
4	6/2026 12:37:20	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree
5	6/2026 12:37:26	Disagree	Disagree	Agree	Agree	Strongly Agree	Strongly Agree	Disagree	Agree	Disagree	Disagree
6	6/2026 12:37:27	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Disagree
7	6/2026 12:37:32	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly disagree	Strongly Agree	Agree	Disagree	Agree	Agree
8	6/2026 12:37:34	Strongly disagree	Agree	Agree	Strongly Agree	Disagree	Agree	Agree	Disagree	Strongly Agree	Strongly Agree
9	6/2026 12:37:41	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Disagree	Agree	Agree	Strongly Agree	Strongly Agree	Agree
10	6/2026 12:37:44	Disagree	Strongly Agree	Agree	Disagree	Agree	Agree	Agree	Strongly Agree	Agree	Strongly Agree
11	6/2026 12:37:53	Disagree	Disagree	Agree	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Agree	Agree
12	6/2026 12:38:27	Agree	Agree	Agree	Agree	Strongly Agree	Agree	Agree	Agree	Agree	Agree
13	6/2026 12:38:42	Agree	Agree	Agree	Agree	Strongly Agree	Agree	Agree	Agree	Agree	Disagree
14	6/2026 12:38:53	Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree	Disagree	Strongly Agree	Strongly Agree	Agree
15	6/2026 12:38:59	Agree	Agree	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
16	6/2026 12:40:13	Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree
17	2/2026 13:14:30	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
18	2/2026 14:20:15	Disagree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Strongly Agree	Agree	Strongly Agree	Agree
19											



Our Lady of Sion College
SPEAKING THE TRUTH IN LOVE



OUR LADY OF SION COLLEGE
FAITH AND MISSION

SCHOOL IMPROVEMENT TOOL

*Sowing the seeds of hope, uncovering excellence within
and inspiring a commitment to justice.*

CHARTING THE PATH AHEAD



Our Lady of Sion College
SPEAKING THE TRUTH IN LOVE



Afternoon Tea

2.10pm – 2.30pm

Coming up...

2.30pm – 4.00pm

General Discussion

Safeguarding and Enrolments Protocol

COMPASSION JUSTICE RESPECT HOPE



General Discussion:

Safeguarding and Enrolments Protocol

Lee Anne Perry

Patricia Bergin

Mercy Partners Education Collaboration Committee

COMPASSION JUSTICE RESPECT HOPE



General Discussion: Safeguarding and Enrolments Protocol

- An idea I am taking away from today is ...
- A question I am leaving today with is ...
- A challenge I would value advice on is ...
- An issue I would like to test is ...
- The conversation we, as senior leaders in Catholic schools, need to be having is ...



Gathering Wrap Up

Thank you for making the time in your busy schedules to attend our gathering today.

Thank you also to St Rita's College for kindly hosting our gathering.

A survey will be circulated, and we would be grateful if you could provide us with your feedback so that we can evaluate the gathering.

For those travelling to the airport, once you have booked your taxi, please make your way to the taxi zone at the main school entrance on Enderley Road.