

2015

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY



**OUR LADY OF MERCY COLLEGE  
HEIDELBERG**

**REGISTERED SCHOOL NUMBER: 0914**

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## Minimum Standards Attestation

I, Julie Ryan, attest that OLMC is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth).

20 May 2016

## Our College Mission

Our Lady of Mercy College Heidelberg, founded in 1910, is a Catholic Secondary Girls' College and is a ministry of Mercy Education Ltd. The College's vision and work are inspired by the life and teachings of Jesus Christ and guided by the example of Mary and the charism of Catherine McAuley.

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

## Our Vision for OLMC Girls

They will be awakened to the life-giving traditions of the Catholic faith.

They will recognise their own and others' innate dignity and humanity.

They will be independent, active and curious learners.

They will be encouraged, supported, challenged and heard.

They will engage in respectful and authentic discernment about the scripts of their lives.

## Our Values

### Justice

We seek to:

- Extend hospitality to all
- Respect the dignity of each person
- Respect the sacredness of the earth and nature
- Act for justice in our school, local and global communities.

### Compassion

We seek to:

- Nurture generosity of heart and a spirit of kindness
- Understand others and respond to them in times of need
- Know the power of forgiveness and offer this to others.

### Courage

We seek to:

- Embrace life recognising our strengths, limitations and possibilities
- Promote perseverance and 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
- Share and celebrate as a community
- Bring energy and enthusiasm to all that we do
- Awaken in students the awe and wonder that will lead to lifelong learning.

## College Overview

At OLMC we provide rich, relevant and extensive learning programs for 1140 girls. The College caters in the main for students from the Heidelberg, Ivanhoe, Bulleen, Rosanna, Macleod, Greensborough and Doncaster areas.

Our girls learn and grow in a community where Gospel values and the ethos of the Sisters of Mercy inspire commitment to community outreach and social justice. We foster in our girls a generosity of heart and a spirit of compassion and courage.

We are passionate about learning and our culture of high expectations motivates girls to experience success and achieve their potential. We are continuously 'raising the bar' in providing learning experiences that will achieve higher levels of student motivation and engagement.

Staff members are energetic, collegial and committed to innovative practice and continuous improvement. They love teaching girls.

Our learning environments feature technology-rich learning spaces and purpose-built facilities for sport, the performing arts and science. Our curriculum balances academic and vocational pursuits and provides learning support for students with distinct learning needs. It also delivers unique experiences for our Year 9 students and broad and extensive co-curricular programs. These provisions, combined with strong student wellbeing structures and programs, ensure that we achieve a consistent record of good learning outcomes and VCE results.

The community of Heidelberg is an important part of the heritage of the school and its future, and it is largely in the local community where we facilitate students' engagement with life as socially aware young citizens with a commitment to social justice. OLMC enjoys high levels of community confidence.





## Principal's Report



### A Year of Review and Strategic Planning

Throughout 2015, the College community was deeply immersed in review and planning processes for OLMC's 2016–2019 Strategic Plan. In the lead up to this project, the College was deemed by the Catholic Education Melbourne (CEM) to have demonstrated the capacity for consistent and sustained school improvement over an extended period of time, and therefore eligible for a self-designed model of review that could differ from the conventional School Improvement Framework (SIF) process.

We were committed to seeking new ways to ask and explore critical questions and to facilitate deep and far-reaching discernment about the next phase of renewal and development. Five research groups were established to investigate our priority themes – Educating in the Church of Francis; Thoroughly Modern Olivia (our students in the 21<sup>st</sup> century); Contemporary Learning; OLMC in Community (partnerships, community engagement, student voice, parent voice); and the Evolving Workplace (workforce planning). Each research group facilitated dialogue sessions with staff on their emerging research findings, and their final recommendations provided the impetus and direction for the Strategic Plan.

It was enormously gratifying to have so many staff devote their time and talents to the research and dialogue processes, and the support and input from our parent community was significant. Approximately 450 parents contributed in a range of ways that included participation in several symposiums and focus groups and completion of surveys pertaining to the Enhancing Catholic Schools Identity Project (ECSIP) and an internally developed Parent Communications and Engagement Survey.

The College Council was also a key contributor to the review and planning processes. Members' presence at key events and their thoughtful response to developments and emerging issues were greatly appreciated by me personally and the Leadership Team. In other matters outside the Strategic Plan, Council members generously contributed their expertise, wisdom, advice and support. We are well served by the Council and I thank them sincerely.

There are high levels of confidence in going forward with the Plan. Many staff have 'talked the talk and walked the walk' over all stages of the Plan's development and now share ownership of and commitment to its realisation. For our Leadership Team, it has been a highly formative experience. Each member has spoken of the significant professional growth they have experienced, noting in particular the varied insights attained around the structuring of a strategic plan and the level of planning and conversation required to reach good outcomes.



## Key Events

Despite the strategic planning work claiming much of our attention, energy and resources, there has been, of course, much more to life and times at OLMC in 2015. Our topmost events included Mercy Day, the Arts Show, the M<sup>2</sup> senior production of *Guys and Dolls* and junior production of *Wryd Sisters*, the annual Celebration Concert at the Melbourne Recital Centre, the Writers Festival and the Celebration of Sport Awards Night. Each and all brought into focus the substantial range of opportunities available to our girls to explore, find and pursue their unique interests and talents.

Our student leaders and House Coordinators worked creatively and tirelessly to organise several highly successful fundraising events for the McAuley Services for Women and for our friends in Cambodia. They also joined forces with the Sports staff to ensure some great results and good fun at the Swimming and Athletics carnivals. The commitment and enterprise of our 2015 Student Leaders and SRC were impressive.

A particularly special event occurred in September, when we re-named and blessed the Sr Mercedes Hogan Theatre (previously known as the PAT). Sr Mercedes was a much loved Principal of OLMC (1956–60), and she remained a great friend of many past pupils and the College until her death in June 2013.



## Looking Forward

In declaring 2016 the Jubilee Year of Mercy, Pope Francis has presented OLMC and all Mercy schools with a wonderful opportunity to take a lead role in proclaiming, celebrating and educating for mercy. We have every reason to be proud of our Mercy identity and Pope Francis' Easter exhortation will be worthily and proudly emulated:

*Let us be renewed by God's mercy, let us be loved by Jesus, let us enable the power of his love to transform our lives too; and let us become agents of this mercy, channels through which God can water the earth, protect all creation and make justice and peace flourish.*

**Julie Ryan**

## Education in Faith

### Goals & Intended Outcomes

*OLMC will be a vibrant community of faith where:*

- Gospel values and the ethos of the Sisters of Mercy are enlivened and inspire an enduring commitment amongst staff and students to compassionate, social responsibility
- Engaging and purposeful experiences of prayer, reflection, religious education and social justice build students' appreciation for the Catholic faith tradition
- Respectful and supportive relationships nurture students' self-worth and confidence and empower them to deal positively with life's challenges
- Staff opportunities for spiritual and intellectual growth build confidence, commitment and cohesion in enacting the College's mission and values.

*OLMC Strategic Plan 2012–2015*

### Achievements

#### Learning from the ECSIP Data

The negotiated review and strategic planning processes in 2015 facilitated a thorough analysis of the Enhancing Catholic School Identity Project (ECSIP) data and sustained dialogue with staff, students and parents about the Catholic identity of the College. We found the *ECSIP Report* to be instructive and challenging in the recommendations it presented pertaining to the development of post-critical belief amongst our students, the need to recontextualise faith for our students, and the requirement to become a stronger dialogical school. The report was a catalyst for substantial probing of our Catholic and Mercy traditions and of our teaching and learning practices, not only in faith development and religious education but in all curriculum areas.

In Term 2, a series of dialogue groups were held to deepen our understandings of Catholic identity and to explore its challenges. The topics were:

1. Learning to live within the Catholic Church in today's modern society
2. Asking those questions you are too afraid to ask
3. Engaging with Catholic Identity through visual art: a conversation.
4. Enhancing Catholic identity survey data –what does the data tell us?

As a result of these dialogue groups and the *ECSIP Report*, we are aiming to develop students who transition towards adulthood developing a mature, hermeneutical, post-critical and symbolically mediated faith.

#### Staff Spirituality

A rewarding day for staff in July was facilitated by Dr Richard Gaillardetz, Professor of Catholic Systematic Theology at Boston College and the Director of Graduate Studies. His keynote addresses explored why we needed the Second Vatican Council; how the Second Vatican Council almost failed; and insights from the Council that are relevant today. The prophetic urging of Pope John XXIII, 'The Church is in danger of becoming a museum!', still resonates and has relevance. It provided a dynamic point of entry for staff to reflect on the challenges of their Catholic faith in current contexts.





### Staff Accreditation

The College continues to invest in formation programs and professional learning for teachers who are seeking accreditation to teach in a Catholic school and/or accreditation to teach Religious Education. In 2015, 56% of all teaching staff were accredited to teach in a Catholic school (down from 61% in 2014), and 47% of teachers who teach RE were accredited to teach RE (down from 70% in 2014). The decrease in the number of accredited staff can be attributed to a number of staffing changes in recent years that include natural attrition impacts and a relatively high number of early career teachers appointed to OLMC. Many staff are well advanced in their accreditation studies and are scheduled to fulfil all requirements in the next 18 months.

### Value Added

#### Our Mercy Charism

As a Mercy school, our Mercy charism is a great strength in enriching our community outreach and social justice programs. We have connections with the broader Mercy networks, including McAuley Services for Women and MercyWorks, and students across all year levels are supported to participate in Mercy Links and Seeds for Justice programs. Mercy values are re-contextualised and built into our curriculum, rituals, retreats, prayers, retreats, social justice programs, immersions and symbols.

The College was pleased to launch the inaugural South Africa immersion program (25 November–10 December). Some of the highlights for participants (3 staff and 8 students) were meeting students and staff from Mercy schools, visiting inspiring projects supported by the Sister of Mercy, standing in the prison cell where Nelson Mandela spent 17 of his 27 years as a political prisoner, and visiting community projects in the townships.



The College formed a partnership with McAuley Community Services for Women to run an awareness campaign about women in crisis situations and the work of McAuley Community Services for Women. A \$5,000 Lord Mayor's Grant allowed the Social Justice team to implement a three-pronged program of activities – raising awareness, preparing a Community Breakfast and a whole-school PJ day (all in Semester 1). The College raised just over \$4000 for McAuley Community Services. In Semester 2, the English Domain and Library staff proudly donated \$2700 to McAuley Community Services as a result of various Writers Festival events.

Twenty Year 10 and 11 students were also involved in a Mercy Global Action Seminar. Sr Aine, the Coordinator of Mercy Global Action at the United Nations in New York, inspired the girls to get involved in advocacy work. She shared her insights about her role in advocating for the right of all people to have access to water and sanitation. Sr Aine and her team were successful in the implementation of this goal as part of the UN's new Global Sustainable Development Goals. It was a privileged experience for our girls to gain an insight into what the Sisters of Mercy do at the United Nations.

Two students joined other students from Mercy schools worldwide on a Mercy Pilgrimage to Dublin and Rome. The Dublin experience focused on the establishment of the Sisters of Mercy and the life of their founder, Catherine McAuley. In Rome, the girls investigated the origins of the Catholic Church and deepened their understanding of Catholicism as lived and practised in various nations of the world.



## Learning & Teaching

### Goals & Intended Outcomes

OLMC will be a community of passionate learners where:

- Learning programs and pedagogy inspire high levels of student engagement and achievement
- Learning programs and pedagogy are informed by student achievement data and by evidenced-based, innovative practice
- The range and flexibility of teaching strategies and learning programs support the learning of all students.

*OLMC Strategic Plan 2012–2015*

### Achievements

#### Strategic Planning: Contemporary Learning

The development of the Strategic Plan 2016-2019 provided an impetus and focus for learning and teaching. Our planning process took us outside the school to identify best practice in contemporary learning and teaching and internally to review our existing practices and programs. Of five Research Groups that were established, one, the Contemporary Learning Research Group, used a series of research questions to explore the questions:

- What encompasses quality learning and teaching today?
- What theories of action support quality learning and teaching?
- Are our students learning? How do they learn best? Are we maximising their opportunities for learning?

We conducted both secondary and primary research. This involved a literature review examining contemporary learning and the theories of action espoused by Hopkins and Craig; school visits using an instructional rounds model; a review of our existing data about learning and teaching from previous surveys and reviews; review of our student learning data from NAPLAN and VCE and our internal online reporting systems, and an internally developed survey for students to identify their beliefs and attitudes about learning at OLMC.



The strategic planning brief called for dialogue with colleagues to share understandings, to test the research investigated by the Research Group and to consult around the developing ideas. We did this through a series of dialogue sessions that on occasion involved external presenters. The foci were:

- *Practice in Action*: exploring the research of the theories of action and instructional rounds and two days of visits to local primary and secondary schools to observe student learning and classroom practice
- *The Future of Learning*: a discussion session led by Jenny Luca, then Director of ICT and eLearning at Toorak College, around the pedagogy needed to meet the demands of the world our students currently inhabit and that which is evolving
- *Curriculum Renewal in Catholic Schools*: a presentation and workshop with staff from the CEM Learning and Teaching team
- *Out of the Mouths of Babes*: what do our students say about their learning? A workshop exploring the data from a questionnaire survey completed by over 200 students across the school.

The process was consultative and informative. We learned much to validate our current practices and also received constructive feedback to develop our existing programs, priorities and practices. The importance of making regular reference to our Learning and Teaching Charter was identified as essential as this identifies the practices, expectations and dispositions we hold for quality learning and teaching.

Three areas emerged as priorities for our work – further development of our understanding of working with students with learning needs; change management associated with full implementation of the Victorian Curriculum, particularly in digital technologies; and the development of the library as a learning commons, i.e. a centre for lifelong learning for students and teachers. These priorities will form the basis for professional learning and collaborative work throughout 2016 – 2019.

### Using Student Data

Following some investigation of Lyn Sharrat's work, *Putting Faces on the Data*, we implemented a strategy to make better use of the transition data about incoming students; the data contained in student semester reports about their work habits and dispositions for study, and that data contained in our online reporting of classroom assessment. This information was shared with teachers and with pastoral leaders so that it could inform classroom practice and strategies for individual and groups of students in pastoral groups in Years 7 and 8. We focused on building teacher understanding of the data, with extended time provided to collaborate and use the data to inform teaching.

### Language Study Tours and Immersion

A party of Year 10 and 11 students and their teachers travelled to Japan for a three week study tour. They spent one week at our sister school, Seirei Senior High School in Akita, living with local families and enjoying school and family life. Another study tour travelled to France and spent time in homestay and language immersion studies in Montpellier. The success of these tours is shown in the number of students studying Language in VCE and those students who then embark on an extended homestay in France or Japan to further develop their fluency.

In November, a small group of Year 12 students, past students and teachers travelled to South Africa in an immersion program. They worked with colleagues in Mercy schools, visited a range of schools and social justice organisations and learned much about the social and cultural life of the places visited. It was a time to encounter much that was unfamiliar and sometimes uncomfortable in a journey that offered personal growth and reflection.





### Learning Support: New Programs

In 2015 we launched a new program for students in Years 7–9 who were experiencing difficulties with literacy across the curriculum. These students, a small group at each level, were identified using student data and on the professional judgements of their teachers. The *Rosetta Program* is a literacy intervention program to assist students to build skills that they will need across the curriculum and runs in addition to classroom learning support and adjustments to learning that individual teachers make for students.

The *Rosetta Program* replaces the study of a Language in Years 8 and 9. In Year 7, students were invited into the program for the second semester. The program resulted in a discernible growth in their reading and comprehension skills because of the targeted, small group nature of the program.

Three students in Year 10 participated in the CEM funded program, *Senior Pathways and Transition Program* (SPTP) and explored some components of the VCAL program offered at OLMC. The SPTP offered students with learning needs the opportunity to explore some of the pathways that are available to them. Learning in the VCAL classroom exposed them to the different styles of learning and assessment. They met over the year with students from other schools to build confidence and assertiveness and to learn about goal setting, negotiation skills – skills that will be necessary as they embark on future training or enter the workforce. A work experience placement was also part of this program. It was very successful and the three students have entered our VCAL program this year well prepared and with a better understanding of their future pathways.

### Writers Festival

The inaugural OLMC Writers Festival, held in the final week of August, offered every student and staff member the opportunity to hear an Australian writer speak about the craft of writing. The authors included Ellie Marney, Leanne Hall, Robert Newton, Kirsty Murray, Luke Ryan, Maureen McCarthy, Andre Dao and Barrie Cassidy. They were writers of various styles, genres, and mediums who offered our students and staff diverse insights into what being a writer is all about. In addition, lunchtime activities during the festival offered students at all year levels a range of fun, literary activities to engage them in the craft of writing and the love of reading.



The highlight for the week was our Writers Festival evening session. Luke Ryan spoke to an audience of teachers, parents, family members, friends of the College and members of the public about his biographical work, *A Funny Thing Happened on the Way to Chemo*. He was followed by Barrie Cassidy, ABC journalist and presenter of *The Insiders*, who discussed his most moving memoir about his parents, *Private Bill in Love and War*. Barrie shared with us the journey he took to uncover the wartime experiences of his father, which would contextualise the intriguing family circumstances that eventuated in his later life.



Due the success of the evening, the College proudly donated \$2700 to the McAuley Community Services for Women. A big thank you was extended to Daniher's Facility Management for their \$5000 grant, without which the range and depth of festival activities would have been more limited.



## Student Learning Outcomes

### NAPLAN Results

The College's NAPLAN results are presented below via a range of 'lenses' and formats:

- **Table 1** presents results for students tested in the period 2013–2015 at Year 7 and Year 9.
- **Figures 1 and 2** compare the cohort of students in Years 7 and 9 in 2013 with cohorts in 2014 and 2015.
- **Table 2** presents the median study score for Year 9 students in 2015.

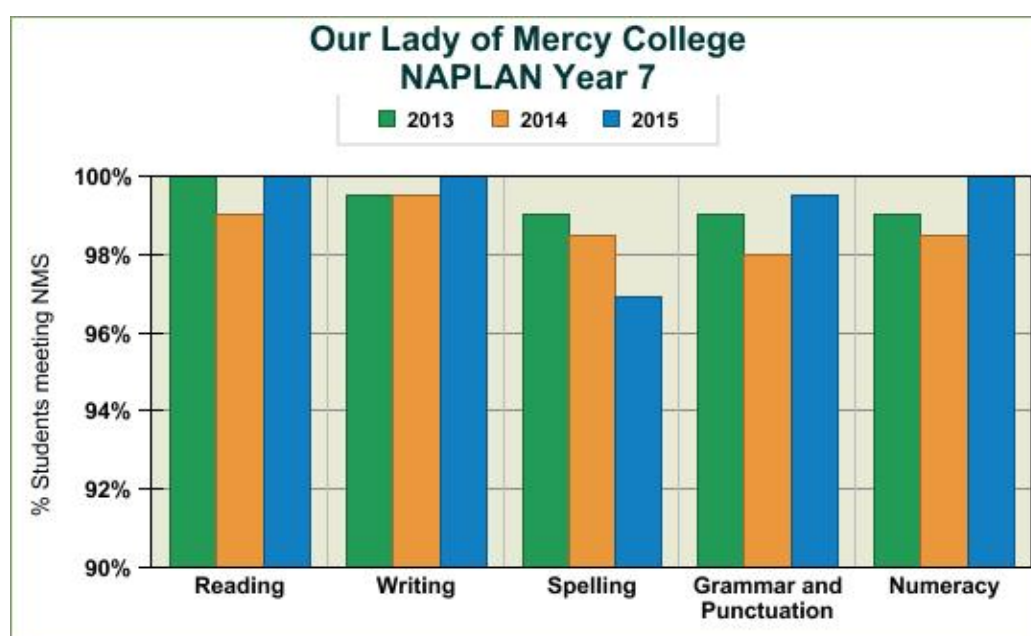


The results identify high numbers of students meeting the national standards across all areas and at both year levels. They also indicate that Year 9 achievement standards are well within state-wide medians.

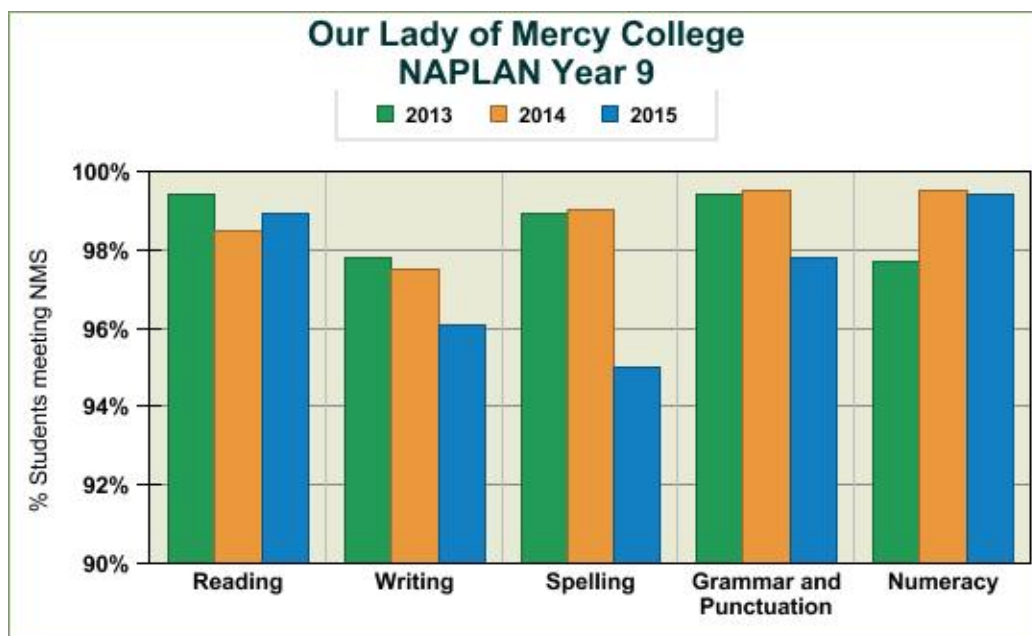
**Table 1: Proportion of Students Meeting Minimum Literacy & Numeracy Standards, Years 7 & 9, 2013–2015**

	Year 7			Year 9		
	2013	2014	2015	2013	2014	2015
Reading	100%	99%	100%	99.4%	98.5%	98.9%
Writing	99.5%	99.5%	100%	97.8%	97.5%	96.1%
Spelling	99%	98.5%	96.9%	98.9%	99%	95%
Grammar & Punctuation	99%	98%	99.5%	99.4%	99.5%	97.8%
Numeracy	99%	98.5%	100%	97.7%	99.5%	99.4%

**Figure 1: Comparison with Previous Assessments of YEAR 7 COHORTS, 2013–15**



**Figure2: Comparison with Previous Assessments of YEAR 9 Cohorts, 2013–15**



**Table 2: Median NAPLAN Results for Year 9, 2015**

MEDIAN NAPLAN RESULTS FOR YEAR 9, 2015	
Year 9 Reading	609
Year 9 Writing	598
Year 9 Spelling	598
Year 9 Grammar & Punctuation	603
Year 9 Numeracy	605



## Senior Secondary Outcomes

The VCE results in 2015 were pleasing on a range of measures. The results reflect the hard work of students and the commitment of our staff.

- VCE Median Score 33
- VCE Completion Rate 100%
- VCAL Completion Rate 100%
- Percentage of VCE study scores over 40 11.9%
- Percentage of students with ATAR over 90 22%
- Percentage of students with ATAR over 80 42%

### POST-SCHOOL DESTINATIONS – 2014 GRADUATES

<b>TERTIARY STUDY</b>	81.7%
<b>TAFE / VET</b>	9.2%
<b>APPRENTICESHIP / TRAINEESHIP</b>	1.7%
<b>DEFERRED</b>	3.3%
<b>EMPLOYMENT</b>	3.3%



## Student Wellbeing

### Goals & Intended Outcomes

OLMC will be community with a culture of high expectations where:

- Students grow in self-belief and responsibility and learn persistence and resilience through a variety of opportunities and experiences
- Staff have contemporary and shared understandings of adolescent issues and girls education and are highly responsive to students' social and emotional needs
- The quality of relationships enables students to engage in their learning and achieve to the best of their abilities.

*OLMC Strategic Plan 2012–2015*

### Achievements

#### Student Voice Initiatives

In 2015 our focus was about how well we prepare students for the world in which they live, and will live, as well as how we could broaden the knowledge of staff about the adolescent world. We wanted to consider how we could increase the skills of our teachers in having open, honest and complex discussions with students.

The work of the Strategic Planning processes allowed us time to research and look at professional development for staff. A research-based approach focused on how we can:

- Utilise student voice more effectively
- Maximise the effectiveness of building community through whole-school events
- Explicitly teach more social-emotional skills to students
- Work with students about developing their assertiveness skills, particularly in friendships and relationships
- Build consistency across staff in being able to notice and engage effectively with students about challenging and complex issues in their lives.

The new 2016–2019 Strategic Plan addresses these matters. We will engage in sustained professional learning to build the confidence and knowledge base of staff about issues of Catholic moral and social teaching in order to support their engagement with students on these matters. Our resolve is strong to promote and support informed and open conversations between staff and students and amongst staff.

#### Individuality and Risk Taking in Learning

As part of the strategic planning processes, an external consultancy completed a cultural audit, which involved discussions with staff, students and parents. It highlighted the positives of the OLMC culture where there was a sense of an 'extended family' where loyalty was important. The flip side for us to consider was whether or not this 'clan' culture limits risk taking and creativity in some ways. What emerged through dialogue groups and review activities was a strong perception that the learning passivity and risk-averse learning behaviours of earlier years were significantly less evident and widespread. We view this shift in our learning culture as an important and heartening finding.

#### Year 8 Family Day

One of our key calendar events, the Year 8 Family Day, was reviewed and adapted to create conversations amongst girls and a 'significant other' in their lives. The focus of these conversations was to identify the strengths within each of the young women and plan for how they can use these to help them in times of difficulty. This modification to a well-loved day was appreciated by girls and families alike.



## Student Retention Rate Years 9–12

In 2015, the retention rate at Years 9–12 was **93.41%**.

## Co-curricular Achievements

Co curricular activities extend students' opportunities for connectedness, learning engagement and achievement beyond the classroom. In 2015, levels of participation in various programs were high, as were the range and diversity of student choice.

There have been a number of impressive success stories across the **Debating and Public Speaking** arena at OLMC, including:

- an increase in participation, particularly at junior levels
- notable successes in the Frayne Festival – voice choir, public speaking, debating division
- one student receiving the Runner Up in the Legacy Junior Public Speaking National Final
- one student receiving the highly prestigious Swannie Award for the Ivanhoe Region, D Grade Year 9 division)
- the Year 10 debating team remaining undefeated throughout the season, narrowly losing in the finals
- one student being invited to participate in the Lions Club Youth of the Year Award. She won the Heidelberg-Waringal Club Final and then proceeded onto the Zone final. She won both the public speaking component as well as the Youth of the Year component .

There were some outstanding team achievements in **Sport**, in particular GSV. Several division championships and a significant number of 'personal bests' marked the year. Major highlights were:

- GSV Division Two Cross Country Runners-Up
- GSV Division Three Diving Runners-Up
- GSV Division Two Track and Field Champions
- 29 teams finished their GSV seasons as Premiers, Finalist or Zone Winners (61 teams entered – 48%)
- SCSA Junior and Senior AFL Champions
- 5 students made the GSV Representative teams to compete in a Tri-State tournament
- 29 students made it past State competitions to compete at Aeroskools Nationals.

The year also featured a strengthened **Music Program**, along with some wonderful events and achievements. Over 200 students participated in the annual Celebration Concert at the Melbourne Recital Centre in August and 100 students attended the annual music camp at Safety Beach, Dromana. Private instrumental lessons were undertaken by 100 students throughout the year, including 21 new Year 7 students.

At the Victorian Bands' League Solo and Ensemble State Championships, OLMC students won a number of 1st place positions in their sections. OLMC students also participated in recital afternoons and a mid-year concert for parents.



**VALUE ADDED**

- Professional Learning
  - Pam Blackman spoke on 'Adolescent Sexual Health' and presented key data from the 5<sup>th</sup> Annual survey of Australian Secondary Students on Sexual Health
  - An internal report on addressing diversity in schools was prepared and incorporated visits to St Joseph's Geelong and Kilbreda College
  - Dr Rebecca Jenkinson spoke on 'Risk taking behaviour in young people', focusing particularly on drug and alcohol use
  - Linda Chiodo spoke on 'Adolescent Peer Relationships'.
- The College maintained its school nurse and counselling services.
- The Annual Parent Evening with Marcellin College focused on drug use amongst young people.
- The College's Pastoral Program, delivered across all year level, addressed age and stage appropriate issues (stress management, relationships, organisations, help-seeking behaviours) that impact on the wellbeing of young women, now and in the future. Events in 2015 included:
  - Interview skills
  - Resilience building skills
  - Time management and study skills
  - Online etiquette
  - Safe partying
  - Peer tutoring
  - Health, nutrition and emotional health with Michelle Chevalley Hedge
  - 'The Resilience Project' with Hugh Van Cuylenberg
  - Susan McLean working with students regarding their online image
  - Project RockIT

**Student Attendance**

Average Student Attendance Rate by Year Level	Percentage
Year 7	93.19
Year 8	92.11
Year 9	92.08
Year 10	93.83
Overall average attendance	92.81

**Student Non Attendance.** An SMS is sent each morning to parents whose daughters have had an unexplained absence for Lesson 1. Parents are requested to contact the College regarding the unexplained absence. At the end of the timetable cycle, a letter is generated and sent to parents where their daughter still has an unexplained absence, with a request that parents provide a reason for that absence. Some parents are also contacted by phone for further follow up.

**Student Satisfaction**

The SIF Student Survey was not undertaken in 2015 due to the alternative negotiated review year approved by the CEM (see Principal's Report, page 6). The 2014 survey data are the most recent scores which, in that year, placed the College well in the top 25% of all secondary schools. We believe the 2015 results would be comparable to these 2014 scores, noted here:

78.43 for Connectedness to Peers	69.33 for Connectedness to School
70.93 for Learning Confidence	85.97 for Student Motivation
87.17 for Student Safety	

## Leadership & Management

### Goals & Intended Outcomes

OLMC will a community where leadership is a shared and collective endeavour and where:

- Staff are expected and empowered to be actively involved in dialogue, reflection, discernment and decision-making about the College's education programs and strategic direction
- All staff are supported and resourced to grow professionally and to collaboratively build a culture of high performance and high expectations for themselves, their colleagues and students
- Staff in leadership, management and coordination roles are empowered to exercise autonomy and to identify and initiate innovative practice in their respective teams and areas of responsibilities
- Efficient and effective deployment of staff and resources enhance productivity and ensure continuous improvement across all aspects of College life.

*OLMC Strategic Plan 2012–2015*

### Achievements

#### Rich Staff Dialogue and Discernment

A major feature of the strategic planning process was the dialogical and collegial approach to reflection and planning that became the hallmarks of the year and its outcomes. There was an expectation that staff participate in a range of forums and dialogue groups (some compulsory and some elective) associated with the five key themes of the review and planning year noted in earlier sections of this report. Most dialogue sessions began with input from an external speaker/consultant, followed by discussion. They were informed by a strong research or theoretical framework, and they were exploratory and inquisitive in tone and approach. In implementing OLMC's Strategic Plan 2016–2019, we are steadfast in our resolve to build upon this strong culture of collaborative and collegial dialogue with processes that will also apply to classroom dynamics and pedagogies.

#### Capacity Building of POLs

As a result of a staged process of implementation which began in 2014, each POL now has an external review once in the term of appointment. These are conducted through a facilitated dialogue by a consultant with the POL and her/his supervisor. Following the review, the Principal meets with the POL to discuss their learnings.

The Domain Leaders are involved in the ARM meetings with staff and to support this work they had the opportunity to work as a group and individually with Sharon Butler, from Silent Partners. The Student Wellbeing Team also had a conference facilitated by Sharon Butler.

In 2016, POLs will be invited to apply for a range of national and international conferences. Five programs will be offered – the ACEL, CASPA and AGSA conferences, the INTASE Conference in Singapore and the ASCD Conference in Atlanta.

#### Workforce Planning

As part of the strategic planning process, a Workforce Planning Research Group was established to examine current and emerging workforce issues in Australia in general, the education industry (state and national) and at OLMC in particular. The Research Group also examined the changing role of Education Support Officers (ESOs) and engaged OLMC ESOs in discussions about job satisfiers, career aspirations, capacity building and retention factors.

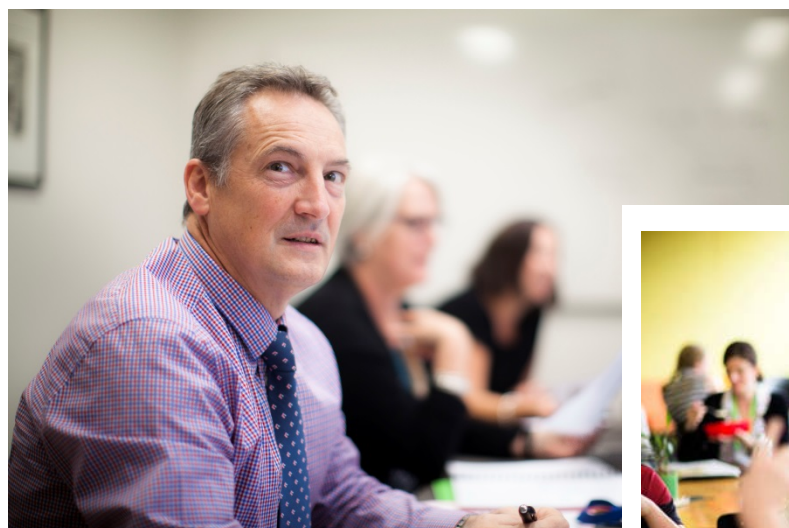
A key finding of the Research Group was that demand for teachers will continue to rise and OLMC is likely to be affected by greater shortages in supply. The group identified a range of actions that will enable the College to continue attracting and retaining high performing staff at all stages of their work life. Over the next four years some of these actions will include:

- Where possible, minimising 12-month positions for graduates and repeated 12-month replacement positions
- Focusing on induction and the first few years (Cadetship, Mentoring, Masters)
- Strengthening support for early career teachers in coping with the demands of teaching
- Knowing more about the professional needs and aspirations of teaching staff at various stages of the career continuum and developing strategies to help all staff manage their career aspirations
- Continuing to investigate how tertiary institutes are responding to teachers' professional needs/aspirations
- Auditing the take-up of professional learning and further study
- Exploring other ways to utilise staff with expertise and experience
- Exploring creative and practical ways of responding to the increased demand for flexible work hours and part-time work, with a particular focus on the impacts on teaching and learning, the timetable, and fair and equitable workloads between fulltime and part-time staff.

We have continued to refine our practices with our part time staff, particularly those returning from parental leave. In 2015, we have also implemented blocking out an afternoon a fortnight for all fulltime staff so that they could leave campus. This has been well received and there is general support from staff.

## Staff Retention

<b>STAFF RETENTION RATE 2015</b>	<b>90.98%</b>
<b>TEACHING STAFF ATTENDANCE RATE 2015</b>	<b>88.83%</b>





**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2015**

The PL undertaken was almost entirely associated with the College strategic planning processes in 2015, inclusive of research activities, dialogue sessions and forums on the themes and issues discussed in more detail in other sections of the this report, namely:

- OLMC's ECSIP data and report
- Student Voice
- Educating in the Church of Francis
- Thoroughly Modern Olivia (our students in the 21st century)
- Contemporary Learning
- OLMC in Community
- Workforce Planning.

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****91.6 (FTE)****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1416****TEACHER SATISFACTION**

The SIF Staff Survey was not undertaken in 2015 due to the alternative negotiated review year approved by the CEM (see Principal's Report, page 6). The 2014 survey data are the most recent 'actual scores' for teacher satisfaction at OLMC when compared to the range of Victorian secondary schools. We believe the 2015 results would be comparable to these 2014 scores, noted here:

- 69.51 for Individual Morale
- 72.26 for Overall School Morale
- 68.37 for Professional Growth
- 67.11 for Supportive Leadership
- 61.32 for Empowerment
- 80.25 for Teacher Confidence
- 81.52 for School Improvement Focus.

<b>TEACHER QUALIFICATIONS</b>	<b>Percentage</b>
Doctorate	0
Masters	18.09
Diploma – Graduate	48.94
Certificate – Graduate	3.19
Degree Bachelor	89.36
Diploma Advanced	14.89
No Qualifications Listed	4.26
<b>STAFF COMPOSITION</b>	
Principal Class	5
Teaching Staff (Head Count)	131
FTE Teaching Staff	113.58
Non Teaching Staff (Head Count)	47
FTE Non Teaching Staff	40.43
Indigenous Teaching Staff	0

## College Community

### Goals & Intended Outcomes

OLMC will be a highly regarded and outward-looking College community where:

- Students and staff enact the College's mission and values through compassionate and committed local and global citizenship
- Relationships of mutual support and involvement between the College and the local Heidelberg community are prominent and highly valued
- The past students' association grows and its contribution to the school's current and future endeavours is highly visible and welcomed
- Parents are afforded opportunities to support their daughter's education, contribute to College life and develop supportive friendships with other parent members
- Marketing and school promotions position the College as a dynamic and vibrant learning environment focused on the distinctive learning and wellbeing of girls.

*OLMC Strategic Plan 2012–2015*

### Achievements

#### Parent Involvement in Strategic Planning

The support and input from our parent community in our review and strategic planning year was significant. Approximately 450 parents (slightly less than one half of our overall families) contributed in ways that included attending a dialogue session, forum or focus group or completing the Enhancing Catholic Identity Survey and the Parent Communications and Parent Engagement Survey.

#### Parent Expectations and Levels of Satisfaction

Through a Parent Communications and Parent Engagement Survey that was externally administered and analysed, we gleaned some important insights into how the College is meeting their expectations. The survey findings affirmed many of our current practices but also signalled areas for strengthening or improvement. A post survey Parent Focus Group assisted us to achieve a deeper understanding of the issues examined and raised. The key findings were:

- **Communications.** A vast majority of parents believe that College information is given in a timely fashion, that they generally know where to find the information, and they are kept well informed about College news and events.
- **Information re wellbeing and learning progress.** Overall, parents are satisfied with their daughter's wellbeing and learning progress.
- **Parent involvement.** Most parents are comfortable with the range of options and their current level of involvement. They do not feel that they need more social activities, or opportunities to volunteer, however some parents, especially Year 7 parents, feel that there should be more events.
- **Future change and improvement**
  - Communication with new parents
  - Parent Portal navigation
  - Appointment reminders
  - More direct, consistent communication with teaching staff
  - Longer parent-teacher interviews
  - A review of types of social activities offered
  - Consistency in upholding uniform standards.

The College will continue to engage with parents to explore and refine the nature of effective parental collaboration. Strengthened student learning will remain a key driver of this continued effort, as will the key role parents play in shaping/promoting the College's reputation.

Another outcome of the survey is that in 2016 our Communications Strategy within and beyond the community will be examined with the assistance of external communications professionals. We intend to properly investigate and understand the needs of our community and the options for more effective communications.

### Twilight Community Market

In November, the College staged its second twilight community market. It was a fundraising event, with most of the monies raised allocated to the Olympic Village Exodus Community in West Heidelberg for their Family Camp program. A small amount was donated to the Santepheap Community in Cambodia

Over 50 stalls offered a range of gifts and 'spoils' that included preserves, gift cards, soaps, scarves, essential oils, handbags, baked goods, jewellery, metallic giftware, Christmas cakes, books, wall hangings and homewares. The event was highly successful on a range of measures, not the least being the monies raised – \$7000!



### Local Community Outreach Programs

OLMC students and staff continued to be involved as volunteers in a range of programs that include the Exodus Community; the Kids in the Shed program and the Bell Bardia Community Meal Project in the Heidelberg Olympic Village public housing estate; the Austin Hospital and Mercy Hospital for Women and the Repatriation Hospital (all in Heidelberg); the St Pius X School Reading Club (West Heidelberg); and the Camp Heide school holiday program. In addition, the Year 9 Horizon program provided multiple and extensive opportunities for students and the College to engage with community through inquiry-based learning projects, weekly community engagement activities and 'trail' days.

### Performing Arts Events

The College staged three major and highly successful performing arts events in 2015 – a senior school musical, *Guys and Dolls*, a junior musical production, *The Wyrd Sisters*, and a Celebration Concert at the Melbourne Recital Centre featuring music, drama, dance and voice.

Cast and crew for the musicals are drawn from OLMC and Marcellin College Bulleen through the M<sup>2</sup> Theatre Company. *Guys and Dolls* marked the M<sup>2</sup> Theatre Company's 10<sup>th</sup> anniversary production and all involved fulfilled the high expectations we have come to hold of M<sup>2</sup> productions. Our partnership with Marcellin College, Bulleen is greatly valued.





## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	6,275,535
Other fee income	694,102
Private income	537,626
State government recurrent grants	2,207,519
Australian government recurrent grants	8,777,237
<b>Total recurrent income</b>	<b>18,492,019</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	12,500,538
Non salary expenses	5,643,157
<b>Total recurrent expenditure</b>	<b>18,143,695</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	
Capital fees and levies	2,320,825
Other capital income	3,841
<b>Total capital income</b>	<b>2,324,666</b>
<b>Total capital expenditure</b>	<b>1,769,827</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>3,833,324</b>
<b>Total closing balance</b>	<b>3,499,988</b>

*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## Future Directions

The recently completed Strategic Plan for the period 2016–2019 presents clear goals and pathways for the College's future. It is premised on our College Mission and it upholds the following key features of our identity and endeavours:

- The centrality of our Catholic faith and the Gospel values of justice, compassion, courage and joy
- Our courage and perseverance in pursuing effective learning for students
- Our outward-looking and thoughtful openness to change.

### Key Commitments

***Our key commitments for the period 2016–2019 are that we will:***

1. Become a stronger dialogical school, assisting students and staff to experience and value the Catholic story in our culturally diverse communities
2. Deepen staff and students' understanding and knowledge of Catholic moral and social teaching and support students in apportioning personal meaning in their lives
3. Draw on the treasures of the Scriptures, the Catholic tradition and the Mercy story to build student and staff capacity for empathetic, compassionate and active citizenship
4. Ensure that our learning and teaching narrative, with its genesis in the College's *Learning and Teaching Charter*, is enacted in teaching practice, classroom dynamics and professional learning programs
5. Strengthen staff-student relationships and student wellbeing initiatives to maximise the aspirations and learning behaviours of students
6. Investigate and implement strategies for optimal use of our resources to promote and sustain contemporary learning and community development
7. Strengthen student voice and dialogue to facilitate their learning and development
8. Investigate and implement employment policies and strategies to enable the College to recruit, develop and retain high performing staff at all stages of their work life.



