

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2016



Our Lady of Mercy College Heidelberg

A Ministry of Mercy Education Ltd



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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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 1170 girls. The College caters in the main for students from the Heidelberg, Ivanhoe, Bulleen, Rosanna, Macleod, Greensborough and Doncaster areas.

We are particularly proud of our school climate and culture. Inspired by our Catholic faith and Mercy heritage, we are frequently blessed with many experiences and moments of living generously and gratefully. Our College values of justice, compassion, courage and joy are alive and well. Our students, their parents and our staff come to OLMC with values and behaviours that not only support but bring to life our mission and values.

We provide a safe and supportive environment for students to grow and thrive academically and socially. Our learning environments feature technology-rich spaces and purpose-built facilities for sport, the performing arts and science. Our Centenary Building provides a wonderful introduction to OLMC for Year 7 girls.

Families entrust the College to nurture their daughter's wellbeing, enhance their learning and guide their aspirations for life beyond school. This trust produces very powerful interpersonal relationships that have a profound impact on students' learning. While our core business is essentially focused on learning, the social and relational aspects of student growth remain at the forefront of our efforts. We value our role in enabling and nurturing friendships that endure well beyond students' time together at OLMC.

For their part, staff members contribute to a learning culture that aspires to excellence and continuous improvement. They are energetic, collegial, highly motivated educators who are passionate about learning, love teaching girls and are committed to their own professional growth.



Principal's Report



Like all Mercy schools, our heritage, values and identity provided fertile ground for responding to the challenges of the 2016 Jubilee Year of Mercy. We were blessed with many enriching experiences and 'moments of grace' as we sought to give full and creative expression to the meaning and practice of mercy.

We remained focused and committed to achieving the priorities identified in our Strategic Plan. Some notable achievements in learning and teaching included our Budding Biochemists program being shortlisted for the prestigious Graeme Clark Award for excellence in science education. For like-minded staff and students of biochemistry and genetics, it was a great achievement to have their work recognised in this forum. Other pleasing achievements included the VCE results of our 2016 graduates and, at the other end of the trajectory, the significant success of our Year 7 Maths Extension (MEXI) girls in the state-wide Maths Talent Search.

We also sought to strengthen student voice and encouraged girls to voice their views, argue their point and reflect on the opinions of others. One initiative of note has been the 'Feminist Collective', established by a group of students in 2016 and continuing to grow in numbers, reputation and influence. The Collective is open to all year levels and meets weekly at lunchtimes. The girls spend time dissecting and analysing social issues as well as discussing ideas for change and community development at OLMC. For many staff it has been highly satisfying to see and experience the confidence of girls as they assert their views and either hold or shift ground accordingly.

Throughout 2016 the College patiently awaited then observed the construction of our new gymnasium. It is a striking building and has given rise to many comments and queries from members of the public about its

Of recent years, the applications for enrolment at OLMC have well exceeded our capacity to accommodate them. A major contributing factor is, I believe, the quality of our staff. OLMC is blessed with so many staff members who are deeply committed to students experiencing success and achieving to the best of their potential. Purposeful learning is important to our staff, as is really knowing their students and their respective learning dispositions. They are skillfully providing students with robust, challenging feedback complemented by healthy doses of encouragement and affirmation.

Our Vision Statement speaks of our girls becoming '*independent, active and curious learners*' who are '*encouraged, supported, challenged and heard*'. There are some compelling indicators that we are faithful to this.



Church Authority

Mercy Education Limited

Mercy Education Limited (Mercy Education) is an incorporated ministry of the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

ISMAPNG is involved with twelve fully sponsored schools - eight in Victoria, three in Western Australia and one in South Australia. The governance role of the Board of Mercy Education is confined to the twelve ISMAPNG sponsored schools and sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.



Our Strategic Priorities

The **OLMC Strategic Plan 2016–2019** is premised on our College Mission, as articulated in the OLMC Mission and Values Statement.

In implementing this Strategic Plan, the College will continue the collaborative dialogue and analysis that featured so prominently in its development and will uphold 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.



Education in Faith

Goals & Intended Outcomes

We will:

- Become a stronger dialogical school, assisting students and staff to experience and value the Catholic story in our culturally diverse communities
- Deepen staff and students' understanding and knowledge of Catholic moral and social teaching and support students in apportioning personal meaning in their lives
- 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

OLMC Strategic Plan 2016–2019, Key Commitments 1–3

Achievements

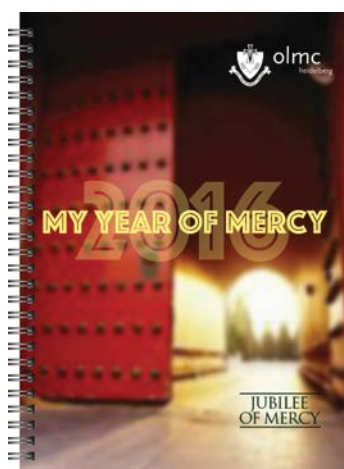
Jubilee Year of Mercy

When Pope Francis opened the Holy Door of St Peter's Basilica on 8 December, 2015, he called on believers worldwide to contemplate the mystery of mercy. Amongst other descriptors, he spoke of mercy as *'the fundamental law that dwells in the heart of every person who looks sincerely into the eyes of his brothers and sisters on the path of life'*.

As a Mercy school, the values and actions of mercy are ever close to our hearts. In 2016, however, we were challenged to reflect and act even more attentively so that we may deepen our understanding of what it means to be people and agents of mercy. At OLMC, students and teachers thoughtfully and actively engaged with this challenge and experienced some rewarding insights and outcomes.

One notable initiative was the development and use across all year levels of **'My Year of Mercy' Student Workbooks**. The workbooks were drafted and designed by OLMC's Faith, Religious Education and Mission Team. Students reflected on mercy through a variety of stimulus materials including scripture passages, social justice issues, song and prayer. There was also a focus on the history and traditions of the Sisters of Mercy and the life and ministry of Catherine McAuley.

One of the students' workbook tasks was to reflect on the meaning of mercy in their own lives and create a unique image to depict this. The corridors of Student Reception now showcase some compelling images of mercy, along with the artists' description of their meaning and intention.



Mercy in Action

Mercy in action – acts of solidarity, awareness raising, advocacy – was a strong focus of the year. A particularly memorable event was the **#BringThemHere Morning Tea** which the College hosted as part of its Mercy Week celebrations in September. It was a privilege for representative staff and students to meet with over 60 guests representing the Asylum Seeker Resource Centre, the Sisters of Mercy, the Jaga Jaga Branch of Grandmothers Against Detention of Refugee Children, the Banyule Council, the Jesuit Refugee Service, the Catholic Alliance for People Seeking Asylum (CAPSA), the Quaker Grannies for Peace and the Brigidine Asylum Seekers Project (BASP).

Our guests and their agencies are doing some exceptional work in assisting us and others to understand the issues surrounding asylum seekers, refugees and detention and to find ways to take action and make a difference. It was our privilege to offer them some traditional Mercy/OLMC hospitality.



Voluntary Social Justice and Community Outreach Programs

Staff and students' voluntary involvement in social justice and community outreach programs continued to be strong in 2016. Some of the key programs with staff/student involvement numbers are presented in Table 1.

Table 1 VOLUNTARY INVOLVEMENT IN SOCIAL JUSTICE /OUTREACH PROGRAMS	
Bell Bardia Community Meals Program	124
Detention Centre Visits	62
Camp Heidi	30
Ozanam House	24
Heidelberg West Reading Club	6
Conferences - Seeds of Justice / Kidsview	17

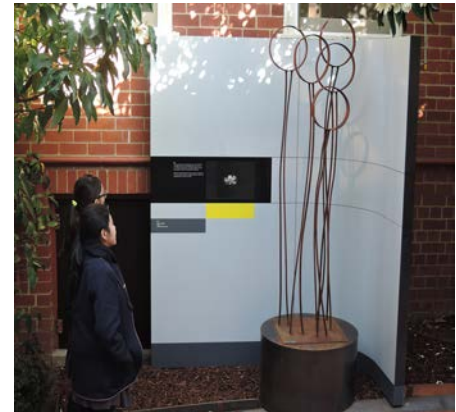
Value Added

Reflection Spaces and Meditation

Over several years the College has been upgrading and/or increasing the areas where students and staff might engage in quiet reflection and prayer. In Term 3, students and staff were introduced to a new commemorative sculpture and reflective space outside the main entrance to Student Reception. The sculpture is titled **Us** and it remembers the 276 Nigerian girls who were kidnapped from their school in 2014.

The sculpture is intended to give 'cause to pause'. Part of the dedication reads:

***Us** invites all who pass this site to take a moment in prayer and unite with people everywhere in safeguarding human rights and strengthening our common humanity.*



Embedded in the partitioned surrounds of **Us** is an electronic screen that displays varied images of events that challenge or violate our aspirations for humanity. The 276 Nigerian girls feature in this display of rotating images, along with other images that reflect current international incidents.

Professional Learning and Accreditation

Staff were involved in professional learning on the Scriptures and Church history, with a particular focus on: Language and locations of Scriptural events; social norms; Role of women; Jewish history; Roman Rule; Messianic expectation; Paul; Ritual –Eucharist; the Break with Judaism; the Council of Nicea – Constantine; and the changing face of Church. These professional learning opportunities were particularly helpful to staff who are fulfilling accreditation requirements to teach in a Catholic school, with over 24 PL hours completed.

The development of Catholic teachings on social and moral issues was another major focus of professional learning offerings (see below).

Curriculum Audit for Catholic Social and Moral Teachings

In 2016, all curriculum areas were audited to identify where issues/concepts relevant to Catholic social and moral teaching are being addressed. Work has subsequently begun on providing Health and Physical Education (HPE) teachers, members of the Wellbeing Team and RE staff with targeted professional learning that enables them to provide a Catholic perspective on social and moral issues in their curriculum. The RE curriculum was also reviewed to ensure that all year levels have a unit on Faith in Action. Some adjustments were made at several year levels as a result of this review.

Prayer and Meditation

There was a concerted effort to trial different styles of prayer for pastoral group time. RE classes at all levels continued to incorporate Christian meditation in their learning programs.



Student Fundraising

The College promotes and supports organisations and fundraising actions which are aligned with our Mercy ethos, which enhance the work of the Sisters of Mercy, and which contribute to the mission of the Catholic Church. Every effort is made to ensure that fundraising actions are educational and lead to a deeper understanding of the social issues that confront our local and global communities. To support the development of students' social conscience, there is an expectation that all fundraising goes hand in hand with an emphasis on awareness raising.

In 2016, students across all year levels undertook varied initiatives and events to raise money for organisations and community groups, as reflected in Table 2 information.

Table 2 STUDENT FUNDRAISING EVENTS AND BENEFICIARIES 2016		
EVENT / INITIATIVE	YEAR LEVEL(S)	BENEFICIARIES
Stationery and Pencil Cases Collection/Donations	7–9	Asylum Seeker Resource Centre (ASRC)
Community gifts and grocery vouchers	7–8	Exodus Community
KMart Vouchers	9	Asylum Seeker Resource Centre (ASRC)
Hoyts Vouchers	10–12	McAuley Community Services for Women
Footy Day	Whole School	Mercy Works – \$1200
Project Compassion	Whole School	Caritas Australia – over \$3000
Mercy Day	Whole School	Mercy Works – \$4077
Athletics Day Cake Stall Dare to Donate	Whole School	Cambodia – \$4517.65



Immersion Experiences

Small groups of OLMC students, past pupils and staff participated in varied immersion experiences that uplifted, challenged and changed them.

As a FIRE Carrier school, increasing our understanding of Aboriginal culture, history and spirituality is a priority. In the first week of May, 16 students from Years 9, 10 and 11 and two staff headed off on the **Yingadi Immersion**. This is a week-long program, held at Lake Mungo National Park. It is run by the Edmund Rice Centre at Amberley in partnership with Mutthi Mutthi elder, Vicki Clark.

Earlier, in December 2015, a group of recent past students and two staff members headed off to South Africa for a fortnight of **cultural immersion in South Africa**. At the core of their learning agenda was the desire to deepen their understanding of justice issues and the interplay of local and global social action. In their encounters with the South African people, they learnt a lot about reconciliation, community building, leadership and spirituality. They were inspired by their generous contribution of time, resources and skills to support and empower others. They returned with a stronger resolve to do the same in our own contexts here at OLMC and beyond.



Learning & Teaching

Goals & Intended Outcomes

We will:

- 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
- Strengthen staff-student relationships and student wellbeing initiatives to maximise the aspirations and learning behaviours of students
- Investigate and implement strategies for optimal use of our resources to promote and sustain contemporary learning and community development
- Strengthen student voice and dialogue to facilitate their learning and development
- Investigate and implement employment strategies and practices that enable the College to recruit, develop and retain high performing staff at all stages of their work life

OLMC Strategic Plan 2016–2019, Key Commitments 4–8

Achievements



Learning Commons

Previously the Learning Commons offered library services and resources largely aligned with classroom programs. It assisted students to build their information literacy and develop their interest in and commitment to regular recreational reading. Our focus was widened in 2015 and the Learning Commons became a centre for learning for both staff and students. A teacher librarian and three teachers joined the library team to mentor other teachers as they explored their and the College's professional learning priorities in digital technologies, differentiation and making thinking visible in the classroom.

A comprehensive professional learning program was also run in the Commons. This involved external presenters and our own staff contributing to over 50 sessions run after school and during the day. The program was documented in a Google site so that all teachers could review sessions throughout the year.

Aside from the range of professional learning sessions that were held, the teachers also worked alongside individual teachers and small groups to develop curriculum units and assessment tasks. Their work saw new units developed in Religious Education and Humanities, with these units integrating information literacy and critical and creative thinking capability skills.

Pathways

Our Pathways team introduced a new opportunity for parents to engage in conversations about careers and future student pathways. We held a Careers Information Night for students and parents, with many former students and others associated with the College presenting information about their working lives. In addition, an evening based on EPICC – Engaging Parents in Conversations about Careers – was held for VCE parents. A speaker from the Northern Region also spoke about the future career prospects in our region.

A group of three Year 10 students participated in the Senior Pathways Transition Program sponsored by Catholic Education Melbourne. Also, our first class of VET Allied Health students graduated from Year 12, having completed the two-year certificate in Years 10 and 11. This program commenced in 2014 with Mercy Health providing a sessional trainer at the school. The subject was a valuable contribution to the ATAR for the students and excellent preparation for many who intend to pursue further study in Health Sciences. Through the support of Mercy Health, we are now able to provide some facilities for practical work in a “hospital” setting at OLMC.



Working Together

To build opportunities for work across learning areas, three Reference Groups were established and led by members of the Learning and Teaching team. They comprised teachers from a range of learning areas with different experiences to bring to the discussion. These Reference Groups, focusing on Learning Support, Digital Technologies and the Learning Commons, explored the research in their relevant areas, made recommendations about policy and procedures and developed curriculum directions. As a result of their work:

- A proposal for the introduction of Digital Technologies curriculum was tabled and a course of study developed for Year 7 in 2017;
- A Student Backpack was developed that provides tutorials and exercises to teach information and technology skills that can be used across the curriculum;
- An architects' brief was developed about how the Learning Commons could be developed further into the future, including provision for video conferencing facilities, a media suite and extended Maker Space areas;
- Our Learning Support policies and procedures have been streamlined for students who receive learning adjustments and who have additional learning needs.

LEARNING AREAS



Languages

We were honoured to have twenty students from our sister school in Seirei, Japan, visit OLMC in August. The students were billeted with some of our families and all benefitted from the opportunity for cultural exchange.

A new opportunity for senior Italian students occurred in November when 20 students and 3 teachers travelled to the Monash University campus in Prado, Italy. The girls lived in a small apartment complex and self-catered, shopping in the local area for their daily provisions. They attended language classes at the university and immersed themselves into the ebb and flow of daily life in the small town.

Our senior language students across French, Italian and Japanese received excellent results in their VCE programs. One student was awarded a VCE Premier's Award for Japanese Second Language and another was the recipient of first prize in the Year 12 Recitation Section (Italian-Australian) of the Dante Alighieri Italian Poetry Competition.

Mathematics

Our teachers and students benefitted from professional learning which revisited previous learning in the Purposeful Teaching of Mathematics. In Year 7 Mathematics, a group of students in the maths extension program (MEXI) participated with excellence in the Maths Talent Quest, achieving two High Distinctions, one Distinction and four Credits for their projects.

Science Honour

OLMC was one of three Victorian schools shortlisted for the prestigious *2016 Graeme Clarke Award for Science Innovation in Schools*. The honour arose from the successes of our Budding Biochemists program. We ticked the boxes for all award criteria and evidence thereof, namely:

- science innovation that converges at least three science disciplines and has raised the profile of science within the school and in the wider community
- pedagogies that have improved student motivation, engagement and achievement through to the senior years
- partnership(s) that have increased student understanding of real world science applications
- professional development that has focused on developing shared understandings of outstanding science teaching.

While Parkdale Secondary School won the award, we were delighted to be one of the three shortlisted schools and to attend the Graeme Clarke Oration and Award Ceremony at the Melbourne Exhibition and Convention Centre on 30 August. OLMC was represented by a number of current and past Science staff and students.



Student Learning Outcomes

NAPLAN Results

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

- **Table 3** presents results for students tested in the period 2014–2016 at Year 7 and Year 9.
- **Figures 1 and 2** compare the cohort of students in Years 7 and 9 in 2014 with cohorts in 2015 and 2016.
- **Table 4** presents the median study score for Year 9 students in 2016.



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, though slightly lower than our Year 9 median scores of 2015.

Table 3: Proportion of Students Meeting Minimum Literacy & Numeracy Standards, Years 7 & 9, 2014–2016

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
Year 7 Reading	99.0	100.0	1.0	100.0	0.0
Year 7 Writing	99.5	100.0	0.5	99.5	-0.5
YR 07 Spelling	98.5	96.9	-1.6	99.0	2.1
YR 07 Grammar & Punctuation	98.0	99.5	1.5	100.0	0.5
YR 07 Numeracy	98.5	100.0	1.5	100.0	0.0
YR 09 Reading	98.5	98.9	0.4	98.9	0.0
YR 09 Writing	97.5	96.1	-1.4	95.8	-0.3
YR 09 Spelling	99.0	95.0	-4.0	97.9	2.9
YR 09 Grammar & Punctuation	99.5	97.8	-1.7	97.4	-0.4
YR 09 Numeracy	99.5	99.4	-0.1	98.9	-0.5

Figures 1 & 2: Comparison with Previous Assessments of Years 7 and 9 Cohorts, 2014–16

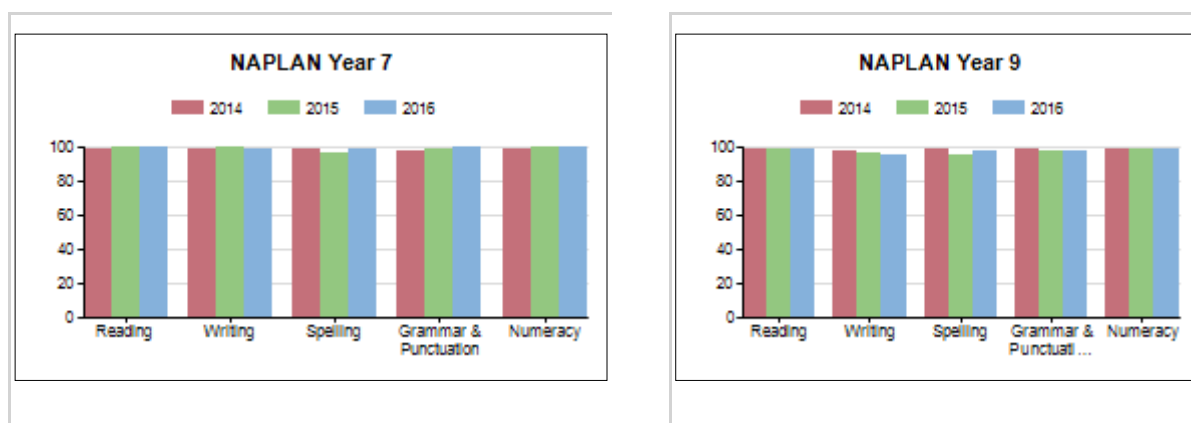


Table 4: Median NAPLAN Results for Year 9, 2016

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	597.90
Year 9 Writing	597.50
Year 9 Spelling	602.20
Year 9 Grammar & Punctuation	589.90
Year 9 Numeracy	593.80



Senior Secondary Outcomes

The VCE results in 2016 were pleasing on a range of measures.

- VCE Median Score 33
- VCE Completion Rate 100%
- VCAL Completion Rate 100%
- Percentage of VCE study scores over 40 10.4%
- Percentage of students with ATAR over 90 22.5%
- Percentage of students with ATAR over 80 44%

POST-SCHOOL DESTINATIONS – 2015 Graduates

TAFE / VET	16%
APPRENTICESHIP / TRAINEESHIP	1.9%
DEFERRED	2.8%
EMPLOYMENT	0.0%



Student Wellbeing

Goals & Intended Outcomes

We will:

- Strengthen staff-student relationships and student wellbeing initiatives to maximise the aspirations and learning behaviours of students
- Strengthen student voice and dialogue to facilitate their learning and development

OLMC Strategic Plan 2016–2019, Key Commitments 5 & 7

Achievements

In 2016 the College sought to maximise opportunities for students to develop confidence in their ideas and share their opinions. Underpinning this work was our desire to continue to extend the learning and aspirations of OLMC students through positive interventions. The following is an overview of some of the activities developed by the Year Level Coordinators, House Coordinators, Student Counsellors and Head of Student Wellbeing.

At Year 7, the focus was on students having a successful transition to secondary school, enabling them to settle comfortably into their new school environment. Many of the activities in Year 7 were designed to help the girls build connections with the students in their year level and create a solid foundation for their time at secondary school. Organisation is a key issue for many students and Pastoral Leaders spent time assisting the girls to create homework timetables and to use the technology at OLMC in a safe and effective manner.

In April, the three-day camp assisted students in making new friends and getting to know some of their teachers. 'Wacky Wednesday' brought a safe place for girls to meet at lunchtime and the Peer Support program enabled students to build a connection with Year 9 students in their House. This development of connections was also supported by the Parent's Association BBQ designed to help parents meet each other and the new friends their daughter had come home talking about!

The focus **at Year 8** was to further development students' social, emotional and organisational skills. Their camp tested the physical, emotional and mental resilience of each individual student and in doing so promoted team work and shared responsibility. The students also focused on positive online behaviours and the responsible use of technology. Family Day was, as ever, a favourite day for all in the year level and a wonderful opportunity for an important adult in the students' lives to talk with the girls about their individual strengths and the qualities that others value in them.



Year 9 prefaces an important transition into the senior school. The Horizon program continued to challenge the girls in both their academic and social development. As students progress through this challenging time, it is normal for their sense of concern to rise. In order to address this, students participated in a performance-based session, 'Worryville', to open up the conversation about anxiety and how to manage it.

As the **Year 10s** entered the senior school they were welcomed to vertical pastoral groups. Their year saw an increased focus on future pathways, as well as a greater level of independence. They helped lead a Pastoral session entitled 'My Online Image' where students in Years 10–12 taught their Pastoral Leaders about the realities, challenges and positive aspects of their social media world.

The commencement of **Year 11** signals the beginning of VCE and for some the commencement of Unit 3 and 4 subjects. Therefore, a focus on VCE administration and goal setting was an important way to begin the year as the students took on a larger workload and greater academic responsibility. In Term 3, the focus was on leadership skills and nominations for leadership positions for 2017. The Year 11 formal, as always, brought excitement and the development of some important negotiation skills.

The **Year 12s** received significant support from all of their teachers as they journeyed through the challenging final year of VCE and their role as leaders within the school. They experienced a range of activities designed to focus on the promotion of wellbeing and personal resilience, as well as time management and career and tertiary pathways.

As in previous years, House Swimming, House Athletics, House Arts, *Dare to Donate*, music, drama, debating opportunities and other school activities provided all students with the opportunity to experience something new and to find a place of success. Our continued willingness to engage in reflection on practices was demonstrated by the engagement of an external consultant to work solely with students on a review of the current House system.

Overall...

The following practices and programs can be seen to support the development of wellbeing at OLMC:

- The regular refinement of policies and implementation of best practice with students at all times
- Active Student Counsellors
- Attendance to students learning needs and where required additional support through individual program development and program support groups (PSGs)
- Transition and orientation programs at many levels
- Well-supported pastoral structure, staff support and open communication with parents
- Regular meetings with students and teachers
- SRC representatives
- Strong student attendance
- Lunchtime support activities
- Accessible staff
- Proactive pastoral focus.



VALUE ADDED

- Professional learning for teachers regarding adolescent anxiety
- Mental health program 'Safe Minds'
- Restorative Practices
- The annual parent evening with Marcellin College which focused on parenting skills and setting strong yet positive boundaries
- Safe Partying (Sonya Karass)
- Health, Nutrition and Emotional Health with Michelle Chevally Hedge
- The Resilience Project with Hugh Van Cuylenberg
- Susan McLean on the online world
- Project RockIT
- The Butterfly Foundation 'Great Expectations'
- Michelle Newland demonstrating courage and resilience through adversity
- Elevate Study Sessions: Time Management; Study Sensei; Ace your Exams

Student Satisfaction

In 2016, an internal review provided helpful data on levels of student satisfaction. It was a review of the OLMC House system, Stage 1 of which began in December. An external consultant facilitated eight feedback sessions with students across Years 7–12 on matters such as positive House benefits during key transitional periods; opportunities to demonstrate and live by school values; sense of belonging, pride and tradition; opportunities for participation in a variety of co-curricular activities; acknowledgement, recognition and leadership; teacher-student connections; and cross-age interactions and relationships. What emerged from the feedback and the consultant's report was a clear agenda for change and improvement that will be further investigated and enacted in 2017.

The School Improvement Framework (SIF) Student Survey was not undertaken in 2016. The 2014 survey data are the most recent 'actual scores' for student satisfaction at OLMC when compared to the range of Victorian secondary schools. We believe the 2016 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.

Student Attendance

Average Student Attendance Rate by Year Level	Percentage
Year 7	91.30
Year 8	90.29
Year 9	91.09
Year 10	90.45
Overall average attendance	90.78

Student Retention Rate Years 9–12

In 2016, the retention rate at Years 9–12 was **95.26%**.



Co-Curricular Achievements

Co-curricular activities extend students' opportunities for connectedness, learning engagement and achievement beyond the classroom. In 2016, levels of participation in various programs were high, as were the range and diversity of student choice.

In 2016 the College registered a number of key achievements in **Debating and Public**, including:

- The Frayne Festival – Debating finalists (runners-up 2016)
- The D Grade (Year 9) debating team were undefeated throughout the season and progressed to the top 16 of the DAV competition in their age group
- Two students attended debating State Team trials
- Twenty-two students participated in the UNAA model UN at De La Salle College
- The introduction of House Debating competition for Years 7–9 and 10–12 levels
- Four students progressed to the DAV Junior Public Speaking competition finals
- Increased participation in public speaking competitions in 2016, including: Junior DAV Public Speaking (7–9), Legacy Junior Public Speaking (7–9), Ern Ainger Richmond RSL (10–11) and the Lions Club Youth of the Year (11–12).

The year also featured a strengthened **Music Program**, along with some wonderful events and achievements. Over 150 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 approximately 100 students throughout the year.

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 performance evenings and a mid-year concert for parents.

Three students represented OLMC by singing the Irish and Australian national anthems at the St Patrick's Day Dinner hosted by Catholic Education Melbourne (CEM).

Achievements in Sport

The College enjoyed some wonderful sporting successes in 2016.

GSV Championship Teams

- Swimming – finished 2nd in Division Two (Junior Champions)
- Diving – finished 3rd in Division Three (Senior Champions)
- Cross Country – finished 3rd in Division Two (Junior Champions)
- Track and Field – Division Two Champions (Junior Champions)

GSV Premiers

- Tennis – Senior A
- Softball – Junior B, Intermediate B and Senior A
- Soccer – Senior A
- Volleyball – Junior B
- Basketball – Senior A and B, Intermediate A

Aerobics National Championships

- 1st place: 2 trios
- 2nd place: 1 group
- 3rd place: 5 groups



Child Safe Standards

As a Catholic school and a Ministry of Mercy Education Ltd, OLMC has a mission-driven, moral and legal responsibility to provide a safe and secure environment for students and to protect them from all forms of abuse and neglect. OLMC works in partnership with the community to ensure that we reduce or remove risks to the personal safety and wellbeing of our students.

College Policies

The College has a range of policies and practices in place for keeping students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations where College activities occur. The policies take into account relevant legislative requirements within the State of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870. The key policies are:

- OLMC Child Safety Policy
- OLMC Safeguarding Children and Young People Code of Conduct
- OLMC Child Protection: Reporting Obligations Policy

Other related policies that are accessible to current staff, students and families via the College Portal include:

- Counselling Services Policy
- Employment Practices Policy
- Privacy Policy
- Student Acceptable Use of Digital Technologies and Devices Policy
- Student Anti Bullying Policy
- Student Behaviour Management Policy
- Student Wellbeing Policy
- Interstate and Overseas Exchange Policy
- Staff Acceptable Use of Digital Technologies Policy
- Staff Responsible Use of Social Media Policy
- Visitors on Campus Policy.

Employment Practices

The College has processes for monitoring and assessing the continuing suitability of staff and volunteers to work with students. This includes regular reviews of the status of Working with Children Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration.

At OLMC we provide staff with regular and appropriate opportunities to develop their knowledge and their openness and ability to address student safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations, including procedures for reporting suspicion of abuse and neglect.



Leadership & Management

Goals & Intended Outcomes

We will:

- 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.

OLMC Strategic Plan 2016–2019, Key Commitment 8

Achievements

Collegial Dialogue and Discernment

In implementing OLMC's Strategic Plan 2016–2019, we were steadfast in our resolve to build upon the strong culture of collaborative and collegial dialogue that had featured so strongly throughout the strategic planning year (2015).

As discussed earlier under Learning and Teaching (p.14), staff were invited to join one of three Reference Groups that would guide and support three reviews, which were:

1. The Learning Commons
2. Digital Technologies
3. Learning Support.

The Reference Groups were led by members of the Learning and Teaching team and comprised teachers from a range of learning areas and with different experiences to bring to the discussion. They explored the research in their relevant areas, made recommendations about policy and procedures, and developed curriculum directions. Significant recommendations and some exciting innovations emerged as a result of the collective voice, insights and perspectives of participating members.

Leadership and Capacity Building

Members of the College Executive attended the Catholic Secondary Principals Australia (CaSPA) national conference in Melbourne (July 2016), on the theme of *Live In the Light... Open Your Heart...Sing a New Song*.

In 2016, 12 staff holding positions of leadership (POLs) attended a range of national and international conferences. Four programs were offered:

- The Australian Council for Education Leaders (ACEL) national conference in Melbourne, September 2016, on the theme of *Insight and Innovation: Setting the Learning Agenda*
- The Australian Girls Schools Alliance (AGSA) Biennial Educators Conference in Brisbane, May 2016, on the theme of *Real Girls, Real Women*
- The Association for Supervision and Curriculum Development (ASCD) Learning Conference in Atlanta GA, April 2016, on the theme of *Learn, Teach, Lead*
- The International Association for Scholastic Excellence (INTASE) Educational Leadership Summit in Singapore, April 2016, on the theme of *Creativity and innovation*.

All of these conferences brought new ideas and deeper understanding for the participants. They shared their learnings with colleagues at our Lunchtime Conference Conversations series.

All POLs spent a day with Brendan Spillane, an education and leadership consultant. The focus was on exploring each person's leadership skills and communication approaches within their teams. The day was refreshing for the group, giving them opportunities for reflection and practical skills to take back into their work. Brendan has committed to continue working with the group in 2017.

Leadership Team and POL Appraisals

Four members of the Leadership Team undertook rigorous 'Summative' reviews in 2016. Summative reviews are by their very nature resource intensive and always involve an independent panel of assessors. The reviews represent a significant investment for the College in its resolve to support our leaders, consolidate their leadership strengths and facilitate goal-setting for future growth.

POLs undertake an external review once in their term of appointment. These reviews are conducted by a consultant and involve a facilitated dialogue with the POL and her/his supervisor. Following the review, the Principal meets with the POL to discuss their learnings. In 2016, 6 POL reviews were undertaken.

Administration Coordination and Capacity Building

The expertise and experience of several senior education support officers (ESOs) were both recognised and channelled via the establishment in 2016 of an Administration Coordination Group. Members of this group have assumed higher team leadership and liaison roles and are having a stronger voice in matters concerning school operations and administration efficiencies. A consultant worked with the group throughout 2016 to build their leadership confidence and competencies.

Two new Level 4 ESO roles were created in 2016:

- Sport and Activities Coordinator
- College Operations Coordinator.



Workforce Planning

In 2016 we began enacting some of the priorities specified in our 4-year Annual Action Plan. These include:

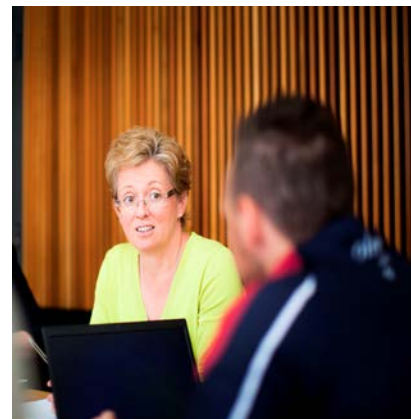
- Focusing on induction and the first few years (Mentoring, Masters)
- Auditing the take-up of professional learning and further study
- Exploring other ways to utilise staff with expertise and experience
- Exploring creative and practical ways of responding to the increased demand for flexible work 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
- Continuing to refine our practices with our part time staff, particularly those returning.

The College Council has been actively engaged in these matters and will be briefed on an annual basis on the progress and effectiveness of these strategies.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	88.83%

STAFF RETENTION RATE	
Staff Retention Rate	87.50%

TEACHER QUALIFICATIONS	
Doctorate	1.00%
Masters	18.28%
Graduate	49.46%
Certificate Graduate	3.23%
Degree Bachelor	90.32%
Diploma Advanced	15.05%
No Qualifications Listed	3.23%



STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	103
FTE Teaching Staff	90.412
Non Teaching Staff (Head Count)	41
FTE Non Teaching Staff	34.201
Indigenous Teaching Staff	0



Staff Satisfaction

The SIF Staff Survey was not undertaken in 2016. The 2014 survey data are the most recent 'actual scores' for staff satisfaction at OLMC when compared to the range of Victorian secondary schools. We believe the 2016 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.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Our focus for whole-school professional learning fell into three areas: differentiation, inquiry learning and digital technologies. Jo Prestia explored differentiation in the Humanities classroom and Mellita Jones facilitated sessions for teachers across learning areas in inquiry learning and the development of curriculum in the Understanding by Design framework. Other speakers included a psychologist explaining ways to work with students who have learning needs such as dyslexia or autism.

As noted earlier, some middle leaders were invited to attend national and international educational conferences and all POLs spent a day with education consultant Brendan Spillaine on leadership skills and communication.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	103 (FTE)
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1652

College Community

Goals & Intended Outcomes

We will:

- Investigate and implement strategies for optimal use of our resources to promote and sustain contemporary learning and community development

OLMC Strategic Plan 2016–2019, Key Commitment 6

Achievements



Banyule Council Volunteer Awards

Six OLMC senior students were hands-on at Banyule Council in ways that were rewarding for themselves, the College and the youth of the region. Over 18 months, they worked on various projects with the Council, beginning with participation in the 2014 Banyule Youth Summit. This culminated with their participation in the Council's 2015 International Women's Day event and the publication of the *Life Hacks* book, a resource that gives advice to school leavers on basic life skills. The girls were nominated for the 2016 Banyule Volunteer Awards and were awarded Highly Commended in the group category.



Birthing Kit Project

The VCAL Birthing Kit Assembly Day was held in May 2016. The goal was to assemble exactly 200 kits which would be sent to help women in third world countries. The day was organised through the Birthing Kit Foundation Australia (BKFA), which is based in Adelaide and provides sanitised birthing kits to women in developing countries. The BKFA is currently working with 34 partner organisations in 20 countries to prevent death and complications related to pregnancy and childbirth. The Foundation also offers midwifery programs to educate each country's traditional Birth Attendants on safe birthing practices. It took the girls the full day to prepare, assemble and package the kits. They achieved their targets and were proud of their efforts, especially knowing the kits would benefit women and children who need support.





Anzac Day Service Honour

Year 9 student Alicia Ranasinghe was a participant in the 2015 Legacy Public Speaking competition and reached the final. As a result, she was invited to present her speech '**Stop, Think, Respect**' at Legacy's ANZAC Student Commemoration Service at the Shrine of Remembrance.

Six thousand people were in attendance. It was an honour few students are afforded and Alicia was a worthy recipient of the nomination.

The Garden Collective and Food Relief

A new approach to school gardening was introduced in 2016. It involved VCAL students growing and harvesting fresh produce for food relief agencies. The students were taught and guided by project organisers, Chris Saray and Sarah Martinelli. Chris is a teacher and horticulturalist/landscape designer. Sarah is a landscape architect and has studied permaculture design. Together they developed **The Garden Collective** program.

During the project, students explored the reality of hunger in our community, which then led to them growing food for *FareShare*, Victoria's largest food relief agency. They were taught the skills of planting, maintaining and harvesting a productive crop. They also learned about soil structure and preparation, pest management, organic fertilisers, companion planting, and even how to use the plants in cooking.

Chris and Sarah came regularly and helped students plant and care for twelve concrete tubs of herbs and vegetables – parsley, dill, chives, silver beet and various types of beet root. After twelve weeks, the crop was harvested under careful instruction from Chris and Sarah. The crop weighed close to 30 kilos and was delivered to FareShare in Abbotsford. Our students were invited to tour the facility. They were thanked for their efforts and heartened by the news that their fresh food would be incorporated into meals for soup vans, homeless shelters, food banks and breakfast programs around Victoria. This program was rewarding for everyone involved.



Twilight Community Market

In November, the College staged its third Twilight Community Market. It was a fundraising event, with the monies raised allocated to both the Olympic Village Exodus Community in West Heidelberg, for their Family Camp program, and to Jesuit Services, Cambodia, to support the Santepheap Village Community.

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 Parents' Association supported the event by running a variety of food stalls. The event was highly successful and raised \$9500.



Writers Festival

For the second successive year, the College was proud to present the OLMC Writers Festival, sponsored by Daniher's Facility Management. Held in mid August, the festival brought together readers and writers to share and explore their love of literature. In honour of the 400th anniversary of the death of Shakespeare, the College invited students from neighbouring schools to a morning program, suited to students of literature in Years 10 and 11, where the language of Shakespeare was explored. Selected pieces by professional Shakespearean actors were performed. Students were introduced to new interpretations of plays and were able to devise their own colourful insults!

The College also hosted a most successful evening event. A range of speakers, all experienced teachers of English, were able to share Shakespearean moments of their experience, drawing on politics, romance, ambition and the human condition. Again, the Shakespearean actors were there to act out scenes that depicted the speakers' experience of Shakespeare in their lives.

The second component of the evening was a presentation by journalist and speech-writer James Button, who introduced his soon to be published book, *Comeback*, about the Geelong Football Club. *Comeback* reveals how the history of a town and the spirit of a place can be funnelled through the fortunes of its football club.



Performing Arts Events

There were three highly successful performing arts events in 2016:

- a senior school drama production, *The Crucible*
- a junior musical production, *Hating Alison Ashley*
- a Celebration Concert at the Melbourne Recital Centre featuring music, drama, dance and voice.

Cast and crew for the drama and musicals are drawn from OLMC and Marcellin College, Bulleen through the M² Theatre Company. All involved fulfilled the high expectations we have come to hold of M² productions. Our partnership with Marcellin is greatly valued.



Parent Satisfaction

The SIF Parent Survey was not undertaken in 2016. The 2014 survey data are the most recent 'actual scores' for parent satisfaction at OLMC. We believe the scores would be comparable had the survey been administered in 2016:

- 65.71 for Parent Partnerships
- 71.35 for Approachability
- 73.94 for School Improvement
- 77.70 for Learning Focus.

Facilities Development

Over the last 18 months, in accordance with the College Master Plan, a new double-court gymnasium has been under construction, with the works including new dressing rooms and general purpose classrooms linked to the Mercedes Hogan Theatre. This state of the art facility will enable strengthened provision of Health and Physical Education programs and increased involvement in Girls Sport Victoria. It will also serve as an important venue for large-scale community events and school assemblies. The facility will be completed by mid 2017.



OLMC Gymnasium

Note: The College's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.
Victorian Registration and Qualifications Authority