



Our Lady of Mercy College Heidelberg

2020

Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Our College Vision.....3

College Overview4

Principal’s Report5

Church Authority Report.....7

College Council Report.....8

Education in Faith9

Learning & Teaching12

Student Wellbeing17

Child Safe Standards.....23

Leadership & Management25

College Community28

Future Directions31

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Minimum Standards Attestation

I, Judith Weir, attest that Our Lady of Mercy College 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 2017 (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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/06/2021

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our College Vision

OUR 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



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

The College has the capacity for eight streams at Years 7, 8 & 9 to move through to Year 12. Our February 2020 enrolment was 1200 students.

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

Our learning culture features a strong commitment to excellence and continuous improvement. The College has achieved a consistent record of good learning outcomes over many years. Staff members contribute significantly to this learning culture. They are energetic, collegial, highly motivated educators

who are passionate about learning, love teaching girls and are committed to their own professional growth. They have specialist knowledge in girls' education and draw on this expertise to provide safe, nurturing and stimulating learning environments.

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

Our learning environments feature technology-rich spaces and purpose-built facilities for Sport, the Performing Arts and Science. Our Centenary Building provides Year 7 and 8 girls with contemporary, colourful and engaging learning spaces and our Nalleijerring Centre is a wonderful facility for Physical Education, Sport and lunchtime activities. Our most recent new facility, opened in 2020, is a Design, Art and Technology (DAT) Centre with special-purpose classrooms for Art, Media and Food Studies.

Principal's Report



A popular and highly respected psychologist, Brené Brown, has written a book titled *Daring Greatly*. The title is taken from a quote by Theodore Roosevelt, who used it to explain that those who throw themselves into the work of trying to achieve something are daring greatly, even if their efforts result in failure. I believe in 2020, much of our power has come from daring greatly.

At OLMC, our power often comes from the values we share –courage, compassion, justice and joy. Every step of the way in 2020, we saw leaders, teachers, students and parents demonstrate all of our values. We have introduced new practices and found new ways to do old things. My reflections will not do justice to all that has occurred, but it will highlight some examples of our success.

We found courage when we:

Moved to online learning and, with very little notice, developed and implemented multi-layered plans to continue. We had to take risks quickly and pivot on more than one occasion as COVID-19 threw new challenges at us on a regular basis. We had to be creative, innovative and agile in all aspects of our work.

The move to online learning meant finding new platforms that would enable us to continue delivering quality learning and growth opportunities for our students. We quickly moved to Google Classroom and determined that Google Meet would be our new virtual classroom. Teachers became expert videographers, creating hundreds of hours of video instruction to help students learn new knowledge and skills.

We also found new ways to engage with families at our online events, such as:

- Time and space with Year 7 Mums and daughters
- Mothers' and Fathers' Day activities
- Subject Selection evenings
- Parent information nights
- Parent/Teacher interviews.

Many of these innovations now mean that we have established new ways to enable our families to be more involved and engaged in the many aspects of school life that our students experience.

We found compassion when we:

Continued to find ways to connect with our social justice activities. So many in our community purchased raffle tickets to support McAuley Community Services for Women, and we raised more money than in previous years. Some of our students 'slept rough' at home to raise money for Mercy Works, and others continued to connect with the vulnerable in our community by writing cards and letters. Many families showed compassion and support for others, understanding that we have all been impacted differently, and some severely.

Weekly check-ins with staff and students enabled us to maintain an understanding of the wellbeing issues facing our students. Students who were identified as struggling during lockdown were monitored by Pastoral Leaders, Year Level and House Coordinators, and the Counselling team continued to support students online.

Our approach to Child Safety issues was adapted to recognise that staff and students were working from home in a variety of settings. We developed handbooks for staff and students to guide them about safely setting up their home environments, things to be cautious about and conversations that were not appropriate for staff or students to overhear. We also provided a similar guide for parents to help them understand how to support their daughter in setting up their learning space.

We found joy when we:

Celebrated Mercy Day. It was the brainchild of a dedicated team of staff and student leaders and we had such great online attendance. We celebrated liturgy, watched the staff and student Family Feud, did some baking, meditated, completed a scavenger hunt and even attended a 1980s disco. Mercy Day continued to be a day filled with joy and celebrations.

The final Year 12 Assembly and Liturgy were a wonderful chance to acknowledge the courage and strength of our Year 12s as they moved towards their exams. It was also recorded and shared with families and viewed by over 500 members of our school community.

We found justice when we:

Continued to reach out to each other and 'showed up' when it would have been easier to just give up. We continued to contribute to the fabric of what makes OLMC the excellent school that it is, unperturbed or diminished by interacting remotely and online.

Stage 5 of the building program was completed in April and we opened the Design Art and Technology Centre. Unfortunately, we had to wait until October before it was filled with students and became fully operational. Stage 6 began in April and will provide a new cafeteria, classrooms and above-ground and ground-level walkways to ensure easy travel across the campus. It is due to be completed in August 2021.

We know our power comes from our people and their courage to take new risks and challenge themselves to learning new ways. In 2020, we found this to be true in ways that are compelling and likely to be of enduring significance as we move forward in 2021.

Judith Weir

Church Authority Report



Mercy Education Limited (MEL) is an incorporated ministry of the Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with governing all educational ministries over which the Institute holds complete sponsorship - 13 schools in Australia, of which OLMC Heidelberg is one. The MEL Board Chair is Sr Sylvia Williams RSM and the Chief Executive Officer is Mr Christopher Houlihan.

Towards the conclusion of 2020, Sr Sylvia presented a report to OLMC for publication in the College Yearbook, *Duce Maria*. She spoke of the challenges of COVID-19 and offered the following commendations (reproduced with permission):

This year, the Directors of the Board of Mercy Education have kept informed by reading newsletters and receiving regular reports from the Chief Executive Officer, Christopher Houlihan. Your College Facebook page and the bi-annual magazine 'Cape Street' is impressive in keeping us informed of news and events.

The governance role of the Board of Mercy Education sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the areas of finance and audit management, capital development, risk management and litigation. This work cannot be accomplished without dedicated work by all involved closely with the College. The Board of Mercy Education sincerely thanks each member of the College Advisory Council, led by Chair, Christopher Conroy as well as Principal, Judith Weir, Deputy Principals, Simon Conlan, Ornella Dharumasena and Brooke Kilborn and Business Manager, Nic Sulzberger. Their work in turn is supported by many other staff, students and parents.

I know how hard everyone has worked and I congratulate all on what has been achieved.

**Sylvia Williams RSL
Board Chair
Mercy Education Limited**



College Council Report

It has always been a privilege to make a contribution to our wonderful school, but never more so than in such a challenging year as 2020. It was inspiring to witness our collective College community response to COVID-19 challenges.

Our students demonstrated many key skills critical to successful lives and careers in the 21st Century globalised world such as adaptability, flexibility, patience, resilience, cooperation, technical skill, tenacity, positivity, trust, respect and the ability to deal constructively with uncertainty. Support from family and friends helped, but so too did our amazing staff at OLMC.

Working in concert with all staff was our dedicated Leadership Team. They met daily and over weekends to manage the challenges. The care for the wellbeing of staff, students and families displayed by the Principal and her fellow leaders was exemplary.

Throughout 2020, College Council meetings continued on-schedule but in an online format. Current members Carmel Abrahams, Sr Eileen Ann Daffy, Jennifer Howe, Ann-Maree Keenan, Paul McEvey, Dane Totham and I met monthly with Principal Ms Judith Weir, Business Manager Mr Nic Sulzberger and Ms Candice Tuccitto (EA to Principal) to focus on the Principal's Report, Child Safety Update, Finance Report and Master Plan building updates. We also focused on important items relating to enrolment trends, government policy changes, education innovations, specific areas of the strategic plan and a marketing review.

The forward-looking focus of College Council deliberations aims to prepare the College community for a more COVID-normal environment in 2021 and beyond, as our world learns to live with the virus. In 2020, however, the College response to the pandemic has truly been a team effort for which the entire OLMC community should feel proud.

Christopher Conroy
Chair
College Council

Education in Faith

Goals & Intended Outcomes

- *We will make explicit the treasures of the Scriptures, the Catholic tradition and the Mercy story and how this is lived out in our human experience.*
- *We will deepen staff and students' understanding and knowledge of Catholic moral and social teaching and support students in developing personal meaning in their lives.*

OLMC Strategic Plan 2020-2023, Key Commitments 1 and 2

ACHIEVEMENTS

Scripture Based College Theme

To act justly, love tenderly and walk humbly with our God. (Micah 6:8)

When the school year commenced, no-one ever imagined how apt and sometimes challenging this 'call to action' might be, particularly when the going got tough, and tougher, throughout the lockdown periods of 2020. The theme was a central focus of many events throughout the year.

The quote is the second of five scripture passages chosen as a feature of the College's Chapel Garden. Over the coming years, the College will focus on other scriptural quotes featured in the garden as our theme for respective years.

Prayer and Liturgies

Most of our whole-school and year level liturgies in 2020 were celebrated via streaming technologies during Pastoral Group and Google Meet sessions. Fortunately, Masses welcoming our Year 7s and a whole-school mass for the Opening of the School Year were celebrated at the College before the lockdowns took hold. The easing of restrictions towards the end of 2020 also enabled the Year 12s to be together for their Graduation Mass, with their families joining in from their homes and other OLMC students from their classrooms.

Students continued to take an active role in leading prayer, particularly for Anzac Day and Ash Wednesday services, and for the Lenten period, Easter and the weeks of Advent.

During the two lockdown periods, students, families and staff were invited to participate in a program called 'Nourishing Your Spirit'. With all churches and parishes also in lockdown, the program gave all members of our community the opportunity to seek precious moments in their lives to seek God, to express gratitude and to pray for our world. A weekly list of resources was developed and distributed to support this program.

Social Justice Initiatives

There was widespread recognition in the school community that while everyone experienced significant COVID challenges, some people and groups needed more help than others. The social justice leaders and their teams developed a broad range of strategies that provided the school community with varied options for outreach and that could be implemented from the confines of people's homes.

- Some students learned how to make wildlife pouches out of unused fabric. These were then sent to a wildlife sanctuary in NSW and used for transporting joeys injured from the bushfires.

- Many students translated their sewing skills into making reusable masks for those in our communities in most need. Refugees and the Exodus community in Heidelberg West were amongst the recipients.
- Some students wrote letters to people living in the Broadmeadows Immigration Detention Centre.
- A number of students and staff also took up the opportunity to 'sleep rough' for a night to raise awareness and funds for the important work of McAuley Community Services for Women. This looked a little different in 2020 as students had to either camp in their backyard or sleep on the floor in their houses. Student leaders and staff shared their experiences through Google Meet and through photographs.
- The Black Lives Matter movement and events of 2020 led some students to examine and think more deeply about racism and reconciliation in Australia. Students held a series of meetings with students from all year levels. This culminated in a virtual Yarning Circle, where students had the privilege of listening to Vicki Clarke and Sherry Balcombe. These Indigenous community leaders shared their wisdom, knowledge and love through an online session. Although the second lockdown meant that some of the follow-up plans for action were postponed, the FIRE Carriers group grew in numbers as a result of these meetings.

Mercy Day



The strong resolve of Student leaders, College leaders, musicians, choir, IT and multimedia staff were on full display in the weeks leading up to Mercy Day on 17 September, as they were on the day.

The day began with our Mercy Day Mass, streamed live through YouTube into over 800 homes of staff and students. The liturgy focused on the College's 2020 theme of 'acting justly, loving tenderly and walking humbly with our God' (Micah 6:8). The virtual spaces in which all of this transpired created the opportunity for students from other Mercy schools to be part of our celebrations, as well as Sr Bernice Loch, from Mercy House at Baggot Street in Dublin.

A number of students wrote letters to the Sisters of Mercy living in Melbourne to reach out to them during lockdown, and to wish them a happy Mercy Day.

The activities on Google Meet following the liturgy were diverse. So much of a 'usual' Mercy Day at OLMC is about cutting loose from normal routines. In a year when students and staff have spent extended periods meeting only for classwork, this special day was a timely, wonderful and welcomed opportunity to do just that.

VALUE ADDED

Reflection Days for Senior Students

Year 10. The theme of '**Wonderfully Made**' was chosen for the Year 10 reflection days, which were conducted in Terms 1 and 4. The program enabled an exploration of the precious gift that each person is, as made in God's image, and it also examined some related issues of sexuality.

Year 11. Students just managed to 'sneak in' their special day before the Stage 4 lockdown began. The **Daring Greatly** theme was an invitation to be courageous, to review the expectations they have of themselves and others, and to explore what 'living wholeheartedly' could look like for themselves, as individuals. This included an assessment of what they needed to let go of, and what they would like to cultivate in their lives. Students also explored how they might take up the biblical prophet Micah's challenge 'to act justly, love tenderly and walk humbly with our God' (Micah 6:8).

Year 12. The theme of **Living Life to the Full** was explored at the Year 12 Retreat. The day followed the school's Mercy Day celebrations and provided an intentional pause in order to reflect, re-energise and consider more deeply what 'life to the full' looked like and meant for them. Students shared and remembered their OLMC journey, contemplated their own unique gifts and qualities, and took time to affirm one another.

On both the Year 11 and 12 days, author, singer and actress Clare Bowditch participated as a keynote speaker. Clare also assisted in unpacking the themes. She exuded warmth and encouragement through the virtual space as she unpacked an additional theme of 'An Amazing Life'. Students later reported that they appreciated Clare's positive energy, found her tips helpful for managing self-doubt and the inner critic, and were encouraged and empowered by the invitation to consider what to do with their one rare and precious life. They were also appreciative of the way Clare listened to and engaged with them. It truly was an opportunity for the girls to nourish their spirits!



Learning & Teaching

GOALS & INTENDED OUTCOMES

- *We will put the student, their learning and their wellbeing at the centre of all we do.*
- *We will investigate and implement strategies for optimal and sustainable use of our resources to promote contemporary learning and community development.*

OLMC Strategic Plan 2020-2023, Key Commitments 3 and 6

ACHIEVEMENTS

Remote learning had its limitations, but it did not prohibit the delivery of quality curriculum programs across all year levels and Learning Areas. Some examples are briefly described below.

Science

- In Semester 1, Year 7 and 8 students seeking some additional challenge in science selected 7 events from a field of 20 possible projects to become a contender for the 2020 OLMC Science Heptathlon Award.
- In Semester 2, Year 8 and 9 students were tasked with creating their own scientific models, using things they could find in their homes. The Year 8s created atomic models and the Year 9s created various types of neurons. The students approached their models with resourcefulness, using things that were easy to find, like buttons, wire and even dog food, to show sub-atomic particles.
- Our Budding Biochemists program continued, with students working on folding protein molecules such as antibodies through the Citizen Science online app, FoldIt.
- To celebrate Science Week 2020 and the national theme of 'Deep Blue: Innovations for the Future of Our Oceans', Year 7 students joined an undersea escape room. They used one of our learning platforms, Stile. Other groups engaged in some virtual interstate travel, for example joining the Sydney Science Trail and/or an underwater yoga session at the Sea Life Sunshine Coast Aquarium.

Performing Arts

- **Annual Junior Production.** This annual event staged with Marcellin College went ahead virtually, with a musical chosen that could be rehearsed and performed from home and shared with an online audience. *Super Happy Awesome News* told the story of two siblings who launch rival 'good news' networks and find themselves competing for the title of happiest news show. The cast members navigated their way through many performance challenges, not least the technical issues. The result was a fun-filled performance that lifted the spirits and delighted many.
- **Musical Mondays.** In Term 4, every Monday at 7.00pm for a span of four weeks, music students were showcased in a video for parents, fellow peers and teachers. Due to some easing of lockdown restrictions, VCE students recorded their Musical Monday performances at the College, where they dressed up in performance wear and were professionally recorded in the school theatre. Amongst many other important benefits, Musical Mondays demonstrated that music can bring joy to so many people, especially during a global pandemic.

Humanities - Business Enterprise and Innovation

- In Semester 1, Year 10 Enterprise & Innovation elective students participated in the \$20 Boss Program, sponsored by the Foundation for Young Australians. Through the Foundation, students were provided with \$20 to set up a business, develop a product/service and run a trade period that generates a profit. They formed business teams and took on roles in ICT, Product Development, Product Logistics, Human Resources and Purchasing & Finance. Their teamwork excelled, with members playing to their strengths in designing and establishing the enterprise and managing a physical trade period. High levels of engagement and productivity were evident throughout the program, and the learning outcomes were significant.
- Also in Semester 1, a number of eager Year 10 and 11 students participated in the bi-annual Australian Securities Exchange (ASX) Sharemarket Game. Students received a virtual \$50,000 which could be invested over a 10-week period in up to 220 companies on the ASX. The game simulated the live market, which allowed investors to experience its full volatility. Students arranged themselves into teams and conducted research about companies, investigating features such as products sold and profitability. They analysed the external environment to assess what factors could affect these companies in the future. Teams were able to chart their portfolio value over the period of the game, with some days seeing their portfolios in the red, and other days being more kind to investors! The final results for the students varied, with some making modest gains and others doing exceptionally well. It was a highly engaging learning experience for all participants.

Literacy

- **Author's Virtual Visit.** During Term 3, Year 8 English students read Robert Newton's novel, *Runner*. They then met the author through a Google Meet Q&A. The students asked Robert a myriad of questions and received some really good advice about the process of writing. Robert explained that to be a good writer you have to be 'a good observer and listener', as 'the smallest detail is often most important'. He encouraged students to 'surprise themselves' by writing about things that they are interested in, and not just what is expected of them. It was a highly successful virtual visit.
- **Debating.** Thanks to the excellent coordination of the Debating Association of Victoria (DAV) and the support of teachers, our debating teams were able to continue honing their skills in some highly competitive and engaging encounters with other schools. Thirty students from Years 7-12 accepted the challenge of debating online. They met regularly with their coaches to plan out their arguments for thought-provoking topics, then donned their school uniforms and got to work! Our students demonstrated confidence, logical and critical thinking skills and teamwork. Some excellent presentations skills were also on full display. Internet issues were occasionally a challenge, and sometimes students had to step in at the last minute to debate when a team member had lost the Internet. At these times, they showed resilience, resourcefulness and courage.

Languages

- Language students are no strangers to the raft of wonderful online resources and tools that are available to help develop skills outside of the traditional classroom. Language teachers drew on these materials and worked hard to find new ways for students to continue to practise their spoken language and to be exposed to listening comprehension texts. They used Education Perfect for students to record themselves speaking; played interactive vocabulary games on Kahoot and Quizlet Live; shared links to interesting Youtube clips in the language through Google Classroom; and made short videos that enabled them to introduce new concepts to their classes. Some of the planned cultural workshops and excursions had to be cancelled, but the collaborative efforts of *the Modern Language*

Teachers' Association of Victoria ensured that there were some engaging and instructive 'alternative' learning experiences for students that could be accessed online.

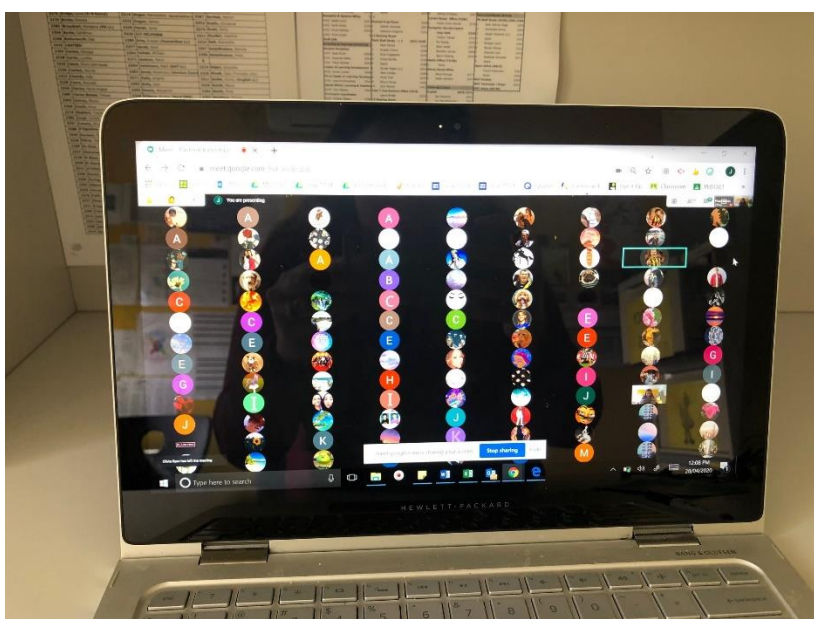
Health and Phys Ed

- A key focus of Health and PE teachers in re-casting their programs was to keep their students active, enable them to have some non-screen time in their day where possible, and to ensure their safety whilst 'getting physical' at home. At the junior level, students were encouraged to use a PE Logbook to record and reflect on how they kept active. During class time, activities included PE, Zumba, HIIT workouts and physically interactive board games. Many of these workouts were completed through Google Meet - this platform was instrumental in delivering interactive, fun and engaging lessons.
- PE assessment tasks were re-cast during online learning. This led to the use of video analysis, personalised training programs, and students gathering feedback as a tool to improve skill technique. During these tasks, students engaged family members in their learning.
- For senior VCE PE students, an innovative strategy that worked well was grouping students in Google Meets, where they completed practicals collaboratively using at-home equipment. Year 12 PE students also went ahead with a planned incursion run by METS Performance, using an online platform that worked well. While many of these learning experiences represented dramatic changes in how the subject was taught, staff recognised that students gained independence and confidence in their learning and some positive work habits that will be reinforced in future programs.

VALUE ADDED

Learning Technologies

The College was already well resourced with a range of G Suite applications, though some were under-utilised prior to the school closure period. Google Classroom and Google Meet became the 'new normal' mechanisms for learning and teaching, with other key applications including Education Perfect and Edrolo. These technologies served us well. Periodically, almost everybody encountered malfunctions, however, students and staff all happily attested to improvement in their trouble-shooting skills and mastery of a broader range of digital technologies.



Strong Focus on Student Wellbeing

Throughout the weeks and months of lockdown and remote learning, few students escaped periodic bouts of diminished energy and motivation for learning. Even students who benefitted from the self-directed pace of their learning conceded that extended periods away from friends had taken a toll, and there were days when uncertainty and low productivity were prevalent.

OLMC's Wellbeing Team was in regular search of 'circuit breakers' for students, as were all teachers and the Student Leadership Team. They worked tirelessly and creatively to ensure that students across all year levels were able to have some fun, stay connected and maintain motivation in a disrupted and difficult time. Their initiatives are reported on in the Student Wellbeing section of the report.

Subject Selection Enhancements

Normally, the College would hold an information evening for parents and guardians, as well as a Subject Expo, where parents and students in the senior years can find out more about senior pathways and the subjects available. With awareness of a possible lockdown for Term 3, and if not, the requirement not to have external people onsite, a number of changes had to occur to our Subject Selection process.

Staff organised a 'Virtual Subject Expo'. It involved the video recording of senior students and subject teachers, answering the questions that are usually asked at the 'in-person' expo. A website was subsequently created and launched early in Term 3 so that students could hear from those who studied that subject, as well as the teachers. Further information regarding Pathways was also provided on the site. One of the benefits of this site was that it allowed students to revisit information and to hear from a range of students. The Subject Expo site also allowed students from the junior year levels to look further ahead at their pathway if they chose to do so.

STUDENT LEARNING OUTCOMES

VCE Results 2020

Despite all the challenges of the pandemic year, the College's Year 11 and 12 students, and their teachers, achieved some very good results.

College Dux ATAR	99.70
Median Study Score	32
Median ATAR	77.05
Percentage of Students with Study Score over 40	11.6
Percentage of Students over 90+ ATAR	25.3
Percentage of Students over 80+ ATAR	44.5

Other Excellent Results

One student received a perfect score of 50 in Biology.

One student received a perfect score of 50 in Italian.

11.6 % of students achieved a study score over 40 in one or more of their subjects.

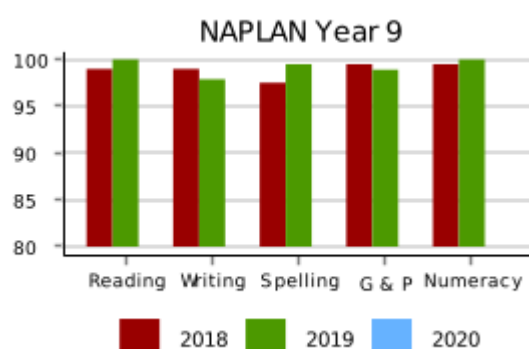
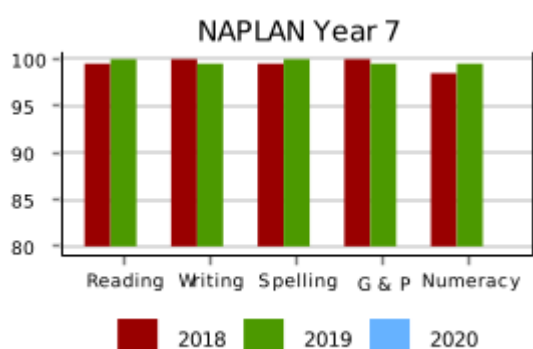
VCAL Completion - 100% of students successfully completed their VCAL Senior Certificates.

NAPLAN RESULTS

There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes %	%	Changes %
				*	*
YR 07 Grammar & Punctuation	100.0	99.5	-0.5		
YR 07 Numeracy	98.5	99.5	1.0		
YR 07 Reading	99.5	100.0	0.5		
YR 07 Spelling	99.5	100.0	0.5		
YR 07 Writing	100.0	99.5	-0.5		
YR 09 Grammar & Punctuation	99.5	98.9	-0.6		
YR 09 Numeracy	99.5	100.0	0.5		
YR 09 Reading	99.0	100.0	1.0		
YR 09 Spelling	97.5	99.5	2.0		
YR 09 Writing	99.0	97.9	-1.1		

No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

GOALS & INTENDED OUTCOMES

1. *We will put the student, their learning and their wellbeing at the centre of all we do.*
- *We will establish new and strengthened approaches to building parent engagement in and understanding of their daughter's learning and in the life of the College.*

OLMC Strategic Plan 2020-2023, Key Commitments 4 and 7

ACHIEVEMENTS

Student Leadership and House Initiatives

Our senior Student Leadership Team played a highly significant role in maintaining a strong sense of community cohesion in the many weeks of lockdown and remote learning. The Team directed its initiatives to helping students and teachers stay connected, maintain motivation and have some fun. Members used their initiative and creativity to suggest, create, run and evaluate events such as:

- **Fun Fridays** – an assigned theme every Friday, such as 'Fun Mugs', 'Crazy Socks' and 'Footy Friday'. allowed students to share a moment of laughter and enabled teachers and students to bond with one another;
- **Masked Acts** – performers wearing masks uploaded videos of themselves sharing their talents, with other students asked to guess who the MASKED performers were;
- **We are Family** – this involved teachers filming themselves dancing and lip syncing to the song 'We are Family', then submitting the footage to the Student Leadership Team who took responsibility for final editing, production and screening arrangements.

The determination and sheer commitment of the Student Leadership Team were also on full display in the weeks leading up to Mercy Day on 17 September, as they were on the day. The Team's achievements are reported in detail in the Faith and Mission section of this report.

The success of events relied on different year levels working together, so the SRC leaders across all year levels also played a prominent role in morale-boosting activities. These leaders regularly hosted year level meetings and Kahoots to keep their peers connected.

The traditional House Reading Competition and House Arts competition were reconfigured for online participation. In addition, some new House events were created, such as the:

- House Exercise Challenge (fitness goals)
- House Stepathon (more fitness goals)
- House Remote Learning Photo Competition
- House Bake-Off (with a new theme to inspire and challenge everyone each week).

In December 2020, in the College Yearbook, *Duce Maria*, College Council Chair, Christopher Conroy, commended student leaders for their response to COVID challenges, noting that efforts required trust, open-minded flexibility and a caring, patient communal spirit.

Our students demonstrated many key skills critical to successful lives and careers in the 21st Century globalised world, such as adaptability, flexibility, patience, resilience, cooperation, technical skill, tenacity, positivity, trust, respect and the ability to deal constructively with uncertainty. It has been inspiring to witness.

House Trophy



Place	House	Points
1 st	Mercy	2125
2 nd	McAuley	1725
3 rd	Carmel	1625
4 th	Loreto	1500

Every year a trophy is awarded to the House with the most points accumulated via various events. It is a combination of participation numbers and success that leads to a House winning the coveted trophy. Mercy House was the victor in 2020.

Pastoral Leaders' Initiatives

A strong awareness of the need for students to stay connected, maintain their friendships and have some fun during the lockdown periods led to Pastoral Leaders changing many of their meeting formats. At least once a fortnight, and sometimes more frequently, morning pastoral lessons were restructured and 'themed'. Some popular themes included: 'Bring your pet to the meeting'; 'Share a favourite streaming show'; and 'Bring a childhood photo of a good memory'.

Year 7 Transition and Reset Programs

Our Year 7s experienced a very different start to their secondary school life, with only seven weeks onsite in Term 1 before the first of two lockdown and remote learning regimes took hold. Fortunately, those first seven weeks featured multiple events that offered students a taste of activities on offer at OLMC. The events included:

- A 'Clubs Expo' - held over lunchtimes in the hall, with all the different co-curricular groups talking to the Year 7s about their club and signing up those interested;
- A Discover Arts@OLMC Week led by the Arts Captains;
- A Sports and Outdoors Activities Week led by the Sport Captains.



Some whole-school events that Year 7s participated in before lockdown were OLMC Live!, the National Day Against Bullying and Violence, International Women's Day and the first House Assembly for 2020.

The College welcomed back our Year 7s to face-to-face learning on 12 October. In this same week, an 'off-timetable' day was scheduled. Its objectives were to assist the Year 7s to rebuild a sense of belonging, foster peer relationships, provide some off-screen time and to have some fun. Each Pastoral Group rotated through four different activities that comprised a round robin of sporting skills, constructing a 'Spoonville', a trivia competition, and the creation of a time capsule to look back on when they graduate in Year 12. It was a day filled with laughter, joy and reconnection – a welcome reset for our Year 7s.

Year 7 and 8 'Rebooting' Programs

Early in September, while students were still confined to their homes and learning remotely, the Year 7 and 8 Level Coordinators and teaching staff designed a program that gave students a break away from their normal online lessons. Students were provided with a range of different options covering five areas, with encouragement to choose activities that were most likely to lift their spirits.

- I want to be *active*
- I want to be *relaxed*
- I want to be *thoughtful*
- I want to be *creative*
- I want to be *helpful*

As part of the program, students met in their Pastoral Groups to share their pursuits and the outcomes. The program choices were a great tribute to the teamwork, creativity and thoughtful planning of staff, and a wonderful example of the goodwill and readiness of students to shift their thoughts and energies to all things wellbeing.

Senior Students Wellbeing Programs



OLMC's Wellbeing Team was in regular search of 'circuit breakers' for the many students who were missing their friends and teachers during lockdown and who were experiencing periodic bouts of diminished energy and motivation for learning.

One decision the Team made was to schedule a dedicated Health and Wellbeing session for senior students, with different external speakers engaged to work in a purposeful way with each year level. One important aim of such sessions was to address COVID impacts and what they were likely to experience post COVID. In addition:

- **Year 10 students** focused on Safe Partying. Sonya Karras is an experienced presenter and advocate for safe partying amongst young people. Students learnt about the effects of drug and alcohol substances as well as how to look after themselves or others who may be affected.
- **Year 11 students** engaged in the Big Sister Experience, designed to increase their self-awareness and resilience capabilities. Topics included self-worth, friendship, trust, navigating relationships, setting boundaries and mental health awareness. It was an engaging and interactive seminar for the Year 11s, with many useful tools and strategies presented on how to make wellbeing a priority.
- **Year 12 students** participated in a forum with Dr Anna Kelly, Hurstbridge Medical Centre, about the health system, the role of a GP and some of the key terms and ideas that students might need to know to make informed decisions about their health care and how to access it.

The feedback from students across all year levels indicated that the sessions were timely and helpful 'interludes' in 'the long game' of surviving the lockdown. It was also appreciated by parents and students alike that parents were invited and able to join the Sonya Karras sessions.

As reported in more detail in the Faith and Mission section of this report, Year 11s participated in a reflection day titled 'Daring Greatly'. Students explored what 'living wholeheartedly' could look like for themselves. This included an assessment of what they needed to let go of and what they would like to cultivate in their lives.

'Living Life to the Full' was the theme explored by the Year 12s. It was similar to the Year 11 day and provided students with an intentional pause to reflect, re-energise and consider more deeply what 'life to the full' looked like and meant for them.

On both days, author, singer and actress Clare Bowditch participated as a keynote speaker and assisted students to unpack the themes. Her tips for managing self-doubt and the 'inner critic' were welcomed. It truly was an opportunity for the girls to nourish their spirits!

Parent Engagement

Parent/ Student/Teacher interviews were undertaken online. For many parents, this change borne of necessity improved the experience. It allowed them to participate from their 'home workplaces', where previously they may not have been able to attend the College due to work commitments. The hassles of trying to find a park and then locating the interview areas by designated times were no longer obstacles.

Likewise, the **Subject Selection** process and the **Subject Expo** events that would normally be held on site were conducted in online formats, with parents and students able to access together the sessions at times that best suited their work commitments and household arrangements. The feedback was overwhelmingly positive and is an aspect of 2020 that the College will take into 2021.

VALUE ADDED

We found new ways to engage with families during 2020, with some initiatives already outlined in other sections of this report.

One innovation the College successfully trialled was the **Time and space Year 7 Program**. This was originally scheduled to run in person but was adapted to run online. It was a chance for the students to take time with a key female in their life (mother, grandmother, godmother etc.) to share their feelings about their 'significant other' and what they most valued in the relationship, what they were going through during COVID, and what they needed from them. It was likewise an opportunity for the women to reciprocate along similar lines. The initial ice breakers and discussions were facilitated by Year 11 students.

In 2021, two separate Time and Space programs will be conducted in person and on campus, if permitted. The Year 7 program will continue to focus on significant females and the Year 8 program on significant males in the students' lives in the students' lives. The format will be similar to the online programs offered in 2020.

This program now means that we have established a new and early way to enable our families to be more involved and engaged in some aspects of school life that our students experience.

STUDENT SATISFACTION

Due to the cancellation of the 2020 CEMSI surveys, the College is only able to report on student feedback collected in Terms 2 and 3 via a survey that asked them to assess a range of matters pertaining to remote learning in Terms 2 and 3.

The feedback of **520 respondents** was largely positive for most survey items, including that:

- Approximately 75% of respondents felt that working to a 'normal' school timetable kept them focused and organised;
- Over 41% of respondents connected with their Pastoral Group at least twice a week, 17% more than twice a week and 28% at least once a week;
- Approximately 75% of respondents found Google Meets and Google Classroom easy to use;
- Close to 60% of respondents believed that technical support was readily available from the College when needed/sought.

College leadership staff were heartened by these results but also intent on addressing the more disconcerting results, such as 14% of respondents choosing not to connect with their Pastoral Groups at all throughout the lockdown periods.

STUDENT ATTENDANCE

The procedures for student absences are as follows:

- If prior notification has not been received at the College by approximately 9.30 am on the day of absence, the College will send an SMS to the parent or guardian advising of their daughter's absence.
- If a parent or guardian does not contact the College to provide an explanation on the day of their daughter's unexplained absence, the College will attempt to contact the parent or guardian of the student within three days of the unexplained absence, either by telephone or email. The College will record the reason for the unexplained absence if a reasonable explanation is received.
- If after contacting the parent or guardian, no explanation is provided within 10 school days, the absence will be recorded as an unexplained absence and remain recorded as an unexplained absence in the College's attendance database.
- Parents and students are advised that an accumulation of five unexplained absences in a 12-month period could lead to a referral of the accumulated absences to Catholic Education Melbourne.

During the remote learning periods of 2020:

- Attendance was taken every lesson, including pastoral, via Google Classroom and then saved on SIMON by the class teacher as the official record. No SMS was sent to parents except if students were required to be onsite.
- Some students may not have been able to post / respond / login during the timetabled Lesson. The roll on SIMON had to be updated by 10.00am **on the day following the lesson**. This was to accommodate students who may not have been able to access online learning until later in the evening for reasons known to the College.
- Teachers were informed that if they recorded that a student is 'absent' for two or three consecutive lessons, they were to email their Pastoral Teacher and Year Level Coordinator / House Coordinator with that information. Further direction would then be provided as to whether or not the subject teacher should contact the student directly. (There may be extenuating circumstances for their 'absence').
- If students were known to be attending but not engaging in the learning, the class teacher was to inform the Year Level Coordinator/ House Coordinator.

Normal protocols continued for following up of absences, as outlined above.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	94.4%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.8%
Y08	95.7%
Y09	95.0%
Y10	94.7%
Overall average attendance	95.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	84.0%
TAFE / VET	2.0%
Apprenticeship / Traineeship	2.0%
Deferred	6.0%
Employment	4.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

GOALS & INTENDED OUTCOMES

- *We will put the student, their learning and their wellbeing at the centre of all we do.*

OLMC Strategic Plan 2020–2023, Key Commitment 4

ACHIEVEMENTS

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. These policies were not due for review in 2020 but were steadfastly observed. The key policies are:

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

Another policy introduced in the previous year was **Child Safety: Student Rights and Responsibilities**. This policy applies primarily to students and seeks to ensure that they understand what being safe means, also, that they accept shared responsibility for promoting and supporting child safety as a priority at OLMC. In promulgating this policy, students were (and continue to be) strongly encouraged to raise concerns about their safety or that of their peers, knowing these will be taken seriously by the staff member to whom they share their concerns.

Other related policies that are accessible to current staff, students and families via the College website and/or or intranet (SIMON and PAM) include:

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

Staff Training

At staff meetings, all staff were fully briefed on OLMC'S Child Safe policies and codes of conduct, along with their inherent expectations. Mercy Education Ltd ensured that all staff completed an online training programs on recognising indicators of child abuse and on reporting obligations. There were also opportunities through induction programs and in ongoing training and professional learning sessions for staff to understand their professional and legal obligations, including procedures for reporting suspicion of abuse and neglect.

Employment Practices

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

Risk Management

The College has risk management systems and procedures in place to ensure that child safety risks are properly identified and consistently monitored and reviewed in line with prevention and improvement practices.

There is also very clear focus on ensuring that our Child Safety policies are enacted in practice. For example, all visitors to the College undergo a vetting process and all incursions and excursion activities are subject to a rigorous process of vetting, planning, and record keeping.

In 2020 there continued to be a strong focus on building student voice in all areas of school life, also, encouraging students to understand that reporting concerns is important and that their ideas and viewpoints will be listened to (and believed).



Leadership & Management

GOALS & INTENDED OUTCOMES

- *We will grow together by facilitating opportunities for collaboration and research-based professional learning.*
- *We will develop a model of empowered leadership that operates in an environment of trust and respect that enhances both autonomy and diversity.*

OLMC Strategic Plan 2020–2023, Key Commitments 3 and 5

ACHIEVEMENTS

Deputy Principal Appointment

In February, Simon Conlan was welcomed to the College as our new Deputy Principal and Leader of Learning Development. In his 30-year career, Simon has taught at a range of schools, including co-educational, all boys, all girls, independent and Catholic, where he has held a range of leadership positions. Prior to his appointment at OLMC, Simon's leadership role for six years focused on the professional development of teachers. This is now a central component of his current position at OLMC. He also teaches Year 11 English.

Leadership Team Development

In light of the many COVID challenges of 2020, the professional growth of Leadership Team members was anchored in what is best described as 'on the ground' learning. The Team had to regularly pivot to new or modified plans as the risks and impacts of the pandemic escalated throughout the year.

COVID-safe risk and compliance matters were at the forefront of the Team's problem-solving and decision-making activities. The wellbeing of students and staff and the delivery of quality remote learning experiences were also a central and recurring focus of the Team's work.

In December 2020, in the College Yearbook, *Duce Maria*, College Council Chair, Christopher Conroy, commended the Principal and Leadership Team for their response to the challenges of the year.

Our dedicated Leadership Team have met daily and over weekends to manage our response to the COVID-19 challenges. Together with Admin/Finance staff, they adjusted to rotational on-campus, off-campus performance of their roles and sensitively managed increased enquiries across the gamut of issues. The care for the wellbeing of staff, students and families displayed by the Principal and her fellow leaders has been exemplary.

Middle Leadership Capacity Building

Eleven staff with Positions of Leadership (POLs) were re-appointed to their roles for the 2020 school year. Another five staff were new to their POL roles for this same period.

For all POL staff, their professional growth was largely competency-based. Collaboration with their teams to deliver online learning occupied much of their time. Most staff holding POLs reported a significant growth in their problem-solving skills and in their capacity for innovative and creative planning and implementation strategies. They also attested to strengthened proficiency with information, learning and communications technologies.

Teacher Candidate Program

Despite the restrictions imposed by the move to online and remote learning, a number of teacher candidates were given the opportunity to teach, both in person and online.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Like all schools across the nation, professional learning in 2020 largely focused on the technologies and platforms that would enable staff to continue delivering quality learning and growth opportunities for students. The College quickly moved to Google Classroom and determined that Google Meet would be our new virtual classroom. Videography (pre-recorded lesson components), online quizzes and the development of subject-specific websites were amongst the most popular and effective online teaching approaches used by teachers. Teachers became expert videographers, creating hundreds of hours of video instruction to help students learn new knowledge and skills.

Both during the initial period and when teachers were briefly back onsite at the end of Term 2 and into early Term 3, training sessions were run in small groups with the view to helping staff master the technology required to teach effectively online. After the initial understandable trepidation felt by teachers in response to such a radical change to instruction, the vast majority found that they not only coped but embraced new skills that are associated with online learning.

Collaboration, particularly through working in teams, was a vital component of the successful delivery of online learning, with COVID presenting new challenges on a regular basis. Creativity, innovation and agility featured prominently in the pedagogies of 2020. At the end of 2020, teachers were asked to write reflections on their experiences, in lieu of the cancelled Annual Review Meetings. It was very heartening to read about the experiences of the staff and how they overwhelmingly felt satisfied and proud of the way they coped with the move to online and remote learning.

Number of teachers who participated in PL in 2020

89

Average expenditure per teacher for PL

\$871

TEACHER SATISFACTION

In the absence of CEMIS survey data for 2020, staff satisfaction can only be measured quantitatively via a survey that asked them to comment on a range of matters pertaining to remote learning in Terms 2 and 3.

The feedback of **75 respondents** presented mixed responses but was largely positive, including that:

- Over 72% of respondents indicated that they were able to effectively manage their wellbeing needs
- Close to 65% of respondents felt that technical support was readily available from the College when needed/sought.



Evidence of a more anecdotal nature, largely gathered in post lockdown professional learning sessions, indicate that the vast majority of teaching staff welcomed the new skills they had acquired with online learning and the strengthened peer collaboration they had experienced.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.9%

ALL STAFF RETENTION RATE	
Staff Retention Rate	88.0%

TEACHER QUALIFICATIONS	
Doctorate	1.1%
Masters	25.0%
Graduate	51.1%
Graduate Certificate	5.4%
Bachelor Degree	94.6%
Advanced Diploma	15.2%
No Qualifications Listed	1.1%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	106.0
Teaching Staff (FTE)	91.2
Non-Teaching Staff (Headcount)	49.0
Non-Teaching Staff (FTE)	42.8
Indigenous Teaching Staff (Headcount)	0.0

College Community

GOALS & INTENDED OUTCOMES

- *We will investigate and implement strategies for optimal and sustainable use of our resources to promote contemporary learning and community development.*
- *We will establish new and strengthened approaches to building parent engagement in and understanding of their daughter's learning and in the life of the College.*

OLMC Strategic Plan 2020–2023, Key Commitments 6 and 7

ACHIEVEMENTS

IWD Breakfast: 'Each for Equal'

International Women's Day was celebrated before COVID lockdown and social isolation regimes were enacted, hence our annual IWD Breakfast was able to proceed on 8 March. It was well attended and, as in previous years, very much appreciated by guests.

The theme for 2020 was **#EachforEqual**. The theme reminded us that *an equal world is an enabled world, and that a composite of individual and collective actions can help to build a gender equal world*. We welcomed Ann Maree Keenan (Class of 1980), Julienne Lee (Class of 2004) and Laura Henshaw (Class of 2010) as our guest speakers. All three shared their stories and views on how stereotypes can be challenged and how we can improve gender equality. The importance of celebrating women's achievements was emphasised.

The Year 12 Student Leaders assisted with the hosting of the event and ensured that there was an endless flow of tea and coffee. Proceeds from the breakfast - approximately \$900 - went to McAuley Community Services for Women.

Mothers' Day Inspiration

The OLMC Parents' Association did not let Mothers' Day 2020 slip by without recognition, despite being unable to host an annual celebration. They were very aware of the challenges that our families were facing during lockdown and wanted to do their bit to lift spirits and make Mothers' Day special for all.

Association members connected with the students and sent them some inspirational ideas on different ways to connect with their mother, grandmother or special woman in their life. Some ideas were:

- Recipes for special treats
- Activities the girls could do with the special woman in their lives
- Different and inventive ways to deliver messages
- Inspirational thoughts and quotes for card-making.

The Association also conducted a complimentary 'no-fee' raffle with stay-at-home care hampers as the prizes.

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

Outreach to OLMC's 2021 Year 7s

Lockdown restrictions meant that almost all of the traditional 'pre-transitioning' activities for the soon-to-be Year 7 Class of 2021 had to be cancelled. Alternative ways of connecting with the Year 6s in their respective schools and homes were enacted, albeit in some unique and fun ways. Some activities included:

- Delivering OLMC cupcake toppers to their homes, with encouragement to send in a photo of their culinary triumphs back to the Year 7 Transition Coordinator;
- Posting Mercy Day packs to their homes in September, inclusive of a postcard to the Principal to introduce themselves. The Principal subsequently wrote back;
- Sending fortnightly emails to the girls throughout Term 4, with various suggested activities and information to help prepare them for their arrival at OLMC. These emails sometimes included some video clips on different matters, such as:
 1. Introducing the 2021 House Captains and House system
 2. A drawing tutorial created by Visual Arts staff
 3. Tips from current students about how to organise their locker.



McAuley Community Services for Women Fundraiser

Each year the College hosts a 'High Tea in Heidelberg' to raise funds for McAuley Community Services for Women (MCSW), an organisation that helps women and children confronting family violence to rebuild their lives. The restrictions in 2020 meant that we had to be inventive and come up with an alternative way to support MCSW. What better way than a raffle? The prizes were generously donated by several College parents, and current community members, our past pupils and attendees from previous High Tea events 'bought up big!' The response was overwhelming - \$6800 was raised. This amount exceeded all expectations and was most gratefully received by MCSW.

VALUE ADDED

Parent Engagement

Earlier sections of this Annual Report account for various activities and events that helped to build strengthened partnerships with our parent community in 2020. The activities/events included:

- The Year 7 Welcome Mass – see Education in Faith
- The Year 7 Time and Space Program (online) – see Student Wellbeing
- The Subject Selection and Subject Expo programs (online) – see Learning and Teaching
- The Parent/Teacher/Student Interviews (online) – see Student Wellbeing.

PARENT SATISFACTION

Given the cancellation of the 2020 CEMSIIS surveys, the College can only report on parent feedback collected via a survey that asked parents to comment on a range of matters pertaining to remote learning in Terms 2 and 3.

The feedback of **71 respondents** was positive for most survey items, including that:

- 81% of respondents either strongly agreed or agreed that the school timetable helped them to support their daughter;
- 87% of respondents either strongly agreed or agreed that they understood the expectations of their daughter;
- 80% of respondents either strongly agreed or agreed that they had confidence that teachers were monitoring their daughter's learning progress;
- Close to 60% of respondents indicated that they felt well informed about the approaches the school had adopted to remote learning;
- Close to 75% of respondents were satisfied with the frequency and appropriateness of school communications for keeping them informed.

In addition, the Principal and members of staff received many email messages of support and commendation for OLMC's remote learning program. In so many ways, the lockdown periods forged stronger school-parent collaboration and partnerships. It is the College's intention to build on and consolidate these gains in 2021 and beyond.



Future Directions

Facilities Development

After several years of planning and construction, the Design, Art and Technology (DAT) Centre was ready for Term 2 classes. Due to COVID restrictions, the doors remained closed until October. The Centre offers students and staff:

- 6 specialist classrooms for Visual Arts, Design and Media studies
- 1 Digital Technology room
- 2 Food Studies labs - prep areas, stores, classrooms and dining area
- 1 Food Studies demonstration learning space
- 4 general learning classrooms
- 1 larger VCAL classroom with an adjoining Allied Health space
- Staff offices at each level
- A basement with a maintenance office and accompanying storage areas, workroom, kitchen and a delivery bay to serve the needs of staff and contractors
- Reconfigured staff parking areas.

The new Arts studios, break out areas and kitchens have been designed to enhance collaboration, experimentation, risk taking and the display of student work.

The next phase of the College Master Plan (Stage 6) is well underway. Alongside the DAT Centre will be a new café and food court, a senior classroom block and some landscaped outdoor areas. These will be connected via a raised walkway and there will be a large undercover area that will greatly enhance student amenity and improve campus circulation. This is scheduled for completion in August 2021.

