

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017



REGISTERED SCHOOL NUMBER:
0914

Our Lady of Mercy College Heidelberg

A Ministry of Mercy Education Ltd



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Minimum Standards Attestation

I, Judith Weir, 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)

18 May 2018

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

Our Lady of Mercy College (OLMC) Heidelberg provides rich, relevant and extensive learning programs for students from the Heidelberg, Ivanhoe, Bulleen, Rosanna, Macleod, Greensborough and Doncaster areas.

The College has the capacity for 8 streams at Years 7, 8 & 9 to move through to Year 12. Our February 2017 enrolment was 1176 students.

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	TOTAL
207	206	198	193	177	195	1176

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.

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.

OLMC is the workplace of choice for just over 100 teaching staff and 40 education and school support officers. Teaching staff are energetic, collegial, highly motivated educators who are passionate about learning, love teaching girls and are committed to their own professional growth. They are supported in their work by a strong team of education and school support officers.

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



Principal's Report



The past twelve months have been characterised by transitions to new ways of working, praying and participating for OLMC.

In September we opened the Nalleijerring Centre, our new indoor courts and gymnasium facility. We can now seat the whole school in one venue, with the opportunity to transform the Centre into a sacred space and to grow and develop our liturgical celebrations. We opened and blessed this facility as part of our Mercy Day celebrations and gave thanks for everything that the Centre will give us. The liturgical celebrations were prepared and led by Kate Garrone, our Coordinator of Faith and Mission. The Nalleijerring Centre was led and completed under the watchful and creative eye of Julie Ryan and with the highly capable project management of Nicolas Sulzberger, our Business Manager.

A change in the roles of our Leadership Team over the last twelve months has enabled us to renew and transform the work we do as staff. Patricia Sweeney has responsibility for leading our staff development and under her watch a number of successful initiatives were undertaken to support individual staff professional learning programs that align with the College's strategic directions. Staff engaged in a range of programs that included self-care and their own wellbeing.

There has been a strong focus on embedding the General Capabilities from the Victorian Curriculum into the teaching and learning program. This work has been led by Andrew Gibson, our Curriculum Coordinator. It has involved a specific focus on the building of teacher capacity to teach and assess these capabilities in ways that are meaningful and that allow for the measurement of growth in student learning. The use of student performance data has also continued to grow, with a range of initiatives in place to ensure optimal teaching and learning approaches and outcomes.

As part of the strategic directions, a new Lunchtime Activities Program was launched in 2017. This was led by the Head of Student Wellbeing, Brooke Kilborn, and our Sports Activities Organiser, Eliza Leverett. In order to promote and strengthen our students' physical fitness and wellbeing, a range of sports, along with dance and movement classes, were offered to the whole student body. The activities were heavily subscribed and saw many students increase their level of physical activity and engagement on a daily basis.

We have successfully embedded our Child Safe practices into all elements of our employment strategies. We have provided training and updates to all of our staff and ensured that we have a process to inform all who come onto our site of the expectations we have of them. This involves the responsibility that they have in the way they interact with young people in our community.

A memorable event in September that involved many local community groups and friends of the College was the High Tea in Heidelberg. It was the first time we used the Nalleijerring Centre as a gathering space and it was an unqualified success, with over 350 guests in attendance. Staff, parents and students began preparations weeks in advance of the event, organising food, drinks, table settings and decorations for the occasion. Chief Justice of the Family Court of Australia, Diana Bryant AO, spoke to guests about the Court system and the changes in family law and custodial arrangements. The High Tea was a fundraiser for McAuley Community Services for Women and raised \$12,500. Congratulations to Julie Ryan for the initiative and to Marie Jenkins for her excellent coordination work. It was a great community-building event and a testament to the strong relationships that the College enjoys with the wider community.



A significant period of the year was in Term 4 when the College prepared to farewell Julie Ryan and planned for the leadership transition from Julie to myself. After 13 years of dedicated service to the College, Julie resigned as Principal. Julie has developed the facilities of the College to a point of excellence, but more than that she has fostered an innovative, courageous and inspired community of teachers who have ably led the students. She has fostered OLMC as a community of excellence where everyone has value and is valued for their gifts and talents. It was with sadness but also with gratitude that the community said good-bye to Julie.

Judith Weir
Principal



Church Authority and Governance

Mercy Education Limited

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 operating all educational ministries over which the Institute holds complete sponsorship. MEL is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

MEL operates 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.

ISMAPNG is involved with twelve fully sponsored schools, of which OLMC is one. There are eight fully sponsored schools in Victoria, three in Western Australia and one in South Australia. The governance role of the MEL Board is confined to the twelve ISMAPNG sponsored schools. The Board 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.

The current Board Chair is Mrs Lucy Molony. The Chief Executive Officer is Mr Christopher Houlihan.



College Council

The **OLMC College Council** provides advice to the Principal regarding the operations and strategic direction of the College. The Council comprises people valued for their wisdom and the contribution they make to the College, including some whom are parent representatives. The College Council Chair in 2017 was Mr Christopher Conroy.

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

Professional Learning and Accreditation

Deepening our knowledge and understanding of Catholic teachings on social and moral issues has been a major focus of our professional learning offerings in 2017. Three staff meetings were dedicated to an overview of the Catholic moral teachings of the Church and exploring ways to deliver a life-giving message that supports our students in developing and flourishing in a holistic way.

We invited Kerry Bird from Brisbane Catholic Education to facilitate further targeted professional development for teachers of RE and PE, which included exploring the Brisbane Catholic Education in-depth research on Relationships and Sexuality Education. At OLMC there are new units being developed in both these curriculum areas for 2018, alongside a Reflection Day for our Year 10 students.

Other opportunities, both within and beyond the College, enabled staff to continue to work on their Accreditation to Teach in a Catholic school. At the end of 2017, we celebrated another 4 staff members completing their accreditation.

Changes to the Bell Bardia Program

Over a number of years, OLMC has been connecting with and supporting families in Heidelberg West through the Bell Bardia Community Meal Service project. Early in 2017, our delivery of this support shifted from a BBQ in the Bell Bardia public housing common area to the provision of a nutritious meal once a week that families could take home and sit down to share with each other. The families who partake of the meal are welfare dependent, many suffer the isolation of mental illness, some suffer with substance abuse, unemployment is high, and some are refugee families trying to make their way. On average, about 90 meals are distributed each week. VCAL students do the initial prep of the meal on a Tuesday afternoon and then, on a Wednesday afternoon, other senior students and staff finalise the meals at the Olympic Adult Education Kitchen and transport it for distribution to three drop-off points in Heidelberg West.

The families greatly value receiving a home-cooked meal each week, and they also enjoy coming together at the drop-off points to connect with others. For our students who are preparing a meal and then connecting with residents at the drop-off points, there are some valued opportunities to see and learn about the struggles and resilience of those in the Heidelberg West community. They also learn that even the smallest gesture of assistance can make a big difference in the lives of others.

Celebrating our Relationship and Fundraising for Jesuit Social Services in Cambodia

Following a connection in 2009 with Sr Denise Coughlin, an Australian Mercy sister working with Jesuit Services Cambodia (JSC), the College has forged an ongoing connection with JSC. The organisation works with the poor and marginalised to enhance their lives by effective development and education programs. We have been enriched through both staff and student immersion programs since 2009; these have been powerful and transformative experiences that have moved our community into action.

At the end of 2010, OLMC donated \$30,000 to JSC for the Santepheap School. The new village of Santepheap mostly comprised refugees and displaced people. The village school had been a very inadequate 3-roomed facility that was flood prone and poorly constructed. Our funding enabled them to build a second 3-room concrete building, free from flooding and of much better quality than their other buildings.

We have continued to fundraise over the last seven years and have donated \$78,000 in total. This fundraising has been through events such as the Centenary Fair, Trivia nights, Mercy Day, the Twilight Markets, Dare2Donate days, the Care Café, Knife sharpening, Athletics Day fundraisers and many other student activities.

In November 2017, two staff members, Marie Jenkins and Merri O'Halloran, visited all the JSC projects that our fundraising has supported. These included:

- The Santepheap School Building
- A school playground and landscaping for 3 village schools
- School library shelves for 2 village school in the area
- Rice scholarships
- Advocacy radio programs
- Bicycles – so that village children can get to school
- Scholarships that allow students to stay in school
- Village houses
- School uniforms for 60 students
- Ecology initiatives – planting trees, garbage bins, compost bins
- Salary for operation staff – \$180 per month
- Volunteer teacher assistance - \$35 per month.

It was indeed powerful for Marie and Merri to see the fruits of our communities working together, and for the College community to receive their feedback and report.



South African Immersion Experience

Being immersed in other communities is a powerful way to learn and challenge our understanding of ourselves and our world. In 2017, 12 students from Years 10 and 11 and three staff members embarked on an inspiring and enriching experience for two weeks in South Africa. Students had the opportunity to form close relationships across borders; gain an understanding of how other people live; increase their awareness of the environmental challenges that will affect our future; and to see how people of faith influence and advocate for change within society. A highlight was making connections with Mercy schools in South Africa. The group left South Africa looking forward to students from St Teresa's in Johannesburg coming on exchange to OLMC in 2018.



'Words that Work' Training Program

Our commitment to the plight of asylum seekers has resulted in ongoing action across the year. We have continued our regular visits to the Melbourne Immigration Transit Accommodation in Broadmeadows. Here staff and students share time and stories with people who are seeking asylum in Australia. For visiting staff and students, it is always a powerful and stirring experience to spend time with these friends of OLMC and it ignites a strong desire to advocate for a more compassionate response to the needs of our friends in detention.

Our regular visits led to our involvement in a powerful training program run by the Asylum Seeker Resource Centre into '**Words that Work**'. OLMC hosted three Catholic secondary colleges for a training session that has empowered students to facilitate conversations that humanise and inform people about the experience of those seeking asylum. Under the coordinated effort of Catherine Burke, our Social Justice Coordinator, these workshops were in turn facilitated by our senior students with Year 8 classes.

This important work of advocacy will continue into 2018. It is also expressed in our campaign **#LetThemStay and Teachers for Refugees**.

Mercy Day in the Nalleijerring Centre

As a Mercy school, we celebrate Mercy Day at the end of Term 3 each year. It is a day that recognises our Mercy story, both past and present. On Mercy Day 2017, we opened and blessed our new Nalleijerring Centre. It was truly a joyful day for our community. Through our Eucharist we were invited to come into God's loving presence and to be nourished and sustained by a wellspring of joy, courage, justice and compassion.

Nalleijerring is a word from the Woiworrung language which means to unite and to gather. We chose it in consultation with the Wurundjeri Council as we seek to recognise and honour the heritage of the Wurundjeri people who are the traditional owners of this land. We know that their love and care for this land continues. We are honoured to use this site for the purpose of providing education for OLMC students.

This Mercy Day was also significant through the representation of the Sisters of Mercy, Mercy Education Limited, past principals of OLMC, the College Council and the Parents Association. They joined us with our celebrants, Fr Kevin Hennessy and Fr John Martis, to bless and open the Centre.



Walking and Talking Reconciliation

National Reconciliation Week in 2017 commemorated two significant anniversaries in Australia's reconciliation journey – 50 years since the 1967 referendum and 25 years since the historic Mabo decision. At OLMC, these milestones were celebrated over several weeks, with some students having deeply rewarding and insightful experiences.

Road to Reconciliation. As part of Reconciliation Week, a small group of Year 10s joined forces with three neighbouring schools for an event hosted by Parade College, Bundoora. The group gathered in Parade's Indigenous Garden, where a smoking ceremony was performed. They then listened to a panel of Aboriginal leaders speak about their own experiences of growing up as a minority group and what reconciliation means to them.

Workshops by the Long Walk Foundation provided some deeper insights into the past and present lives of Indigenous Australians and their hopes for the future. A presentation by artist Robert Young resulted in some beautifully painted and rhythmic clap-sticks. The day ended with the group walking together around the College, recalling and paying tribute to Michael Long's 2004 Long Walk from Melbourne to Canberra. OLMC is grateful to Parade College and all the people who helped to make it a memorable and significant experience.



Lake Mungo Yingadi Immersion. In May, a group of three staff and 15 students from Years 9, 10 and 11 travelled to Lake Mungo in South-West NSW. Over the 5 days, they experienced traditional Aboriginal smoking ceremonies and listened to stories from Aboriginal elders. They learnt about the history of the sacred land and had time to reflect on and connect with the natural beauty of the region. The group resolved to share the wisdom, history and connection they experienced with those in their own communities, including the College community.



Voluntary Social Justice and Community Outreach Programs

The voluntary involvement of staff and senior students in social justice and community outreach programs continued to be strong in 2017. The programs were:

- A weekly community meal, prepared by students at OLMC, for residents of Bell Bardia, a public housing estate in Heidelberg West
- Camp Heidi, a three-day student-led holiday program for children from the Exodus Community in Heidelberg West
- Visits to the Melbourne Immigration Transit Centre (Detention Centre) in Broadmeadows;
- An After-school Reading Program at St Pius Primary School, Heidelberg West
- Ozanam House – in recess in the second half of 2017 due to construction works.

A total of **278** places were offered to students, with **275** being filled, and **55** staff places were filled to enable the programs to operate (refer Table 1). In Semester 2, places were opened to Year 10 due to the growing commitments of VCE students. Places were quickly filled. Feedback from all students who have participated in the programs has been overwhelmingly positive.

Table 1: Voluntary Involvement in Social Justice/Community Outreach Programs

PROGRAM	STAFF PLACES	STUDENT PLACES
Bell Bardia Community Meal	29	180
Ozanam House	6	24 (usually) 8 due to closure
Visits to the Transition (Detention) Centre	26	52
Reading Program St Pius, Heidelberg West	0	3
Camp Heidi	18	32

Advocacy, Action and 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.

In 2017, a range of advocacy and action projects were successfully undertaken by the Social Justice groups across all or specific year levels. These included:

- **Project Compassion** – a whole-school major fundraising project for Caritas held throughout Lent. Awareness of Caritas' work was promoted in Pastoral classes through a range of materials such as video stories, prayers and posters
- **Share to Inspire Project** – an initiative by the Senior Social Justice Group to celebrate the diversity of our community, especially our cultural diversity
- **#Letthemstay** – the construction of the #Letthemstay banner to raise awareness of the plight of people seeking asylum and their struggle against current Government policy

- **5c Challenge** – a Junior Social Justice Group initiative to collect 5c pieces for the work of Mercy organisations. This is an ongoing project
- **Jesse Tree** – the giving of presents and vouchers to local communities in need at Christmas
- **Mercy Day Café** – work of the senior and junior Social Justice Groups to run the Mercy Day Café
- **Conversations Workshops** – the facilitation of conversations by Year 10 girls trained to run conversations around the issues affecting people seeking asylum
- **Seeds of Justice Conferences** – an initiative of Mercy Education Ltd that brings together students from Mercy affiliated schools for seminars and conferences on justice issues. OLMC staff and students attended two conferences in 2017; the conference themes were ‘People Seeking Asylum: It’s Time to Talk’ and ‘Mercy Acting for the Homeless’
- **VCAL Students’ 7th Lab Café** – open for business once a week, with profits directed to McAuley Community Services for Women
- **McAuley Community Services for Women Youth Ambassadors** – a program to celebrate young leaders who are united in their commitment to ending family violence and homelessness for women and children.



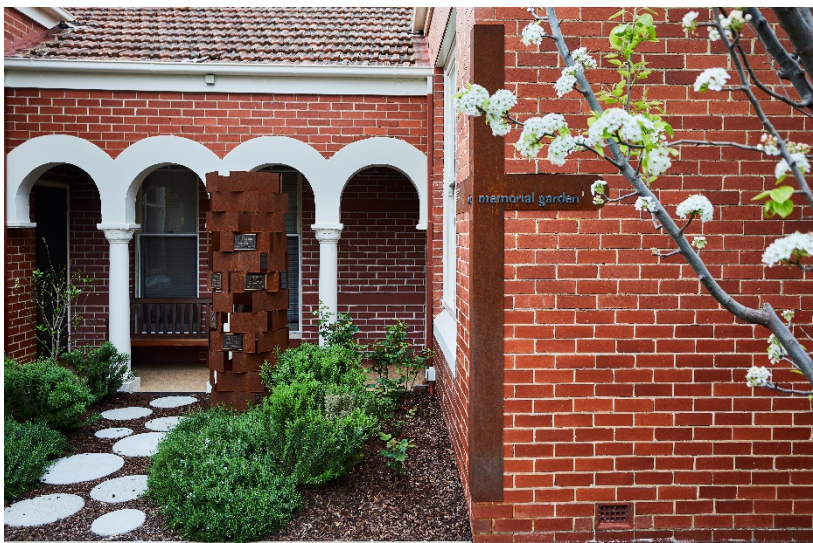
Value Added

Reflection Spaces for Meditation

Over several years the College has progressively upgraded or increased the places where students and staff might engage in quiet reflection and prayer. In 2017, two initiatives came to fruition.

The Keeper of the Light sculpture, by Pauline Clayton, was installed on the lawns of the Centenary Building in 2011. In early 2017, the sculpture was relocated and the surrounds enhanced to create a space where classes or small groups of students could gather to reflect. The area is now one of both contemplation and functionality. It was especially enjoyable during Autumn when the beautiful red leaves of the surrounding trees brightened our days.

A **Memorial Garden** was established at the front of the convent and an official blessing ceremony was held in August 2017. OLMC had previously honoured the memory of students who have lost their lives while at school, or soon thereafter, by placing plaques around the gardens. The plaques now sit on the sculpture. The Memorial Garden is a place for peaceful reflection, a space to pause, to remember those we have lost and the ways they have gifted us, and a reminder of the fragility and preciousness of life.



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

Increased and Strengthened Learning in Civics and the Humanities

Model United Nations Convention

In May, the College hosted a model United Nations convention, organised by the United Nations Association of Australia (UNAA) Victorian Branch. We welcomed students from eight schools around Melbourne – East Doncaster Secondary College, Catholic Ladies College, Kew High School; Methodist Ladies College, Norwood Secondary College, Santa Maria College, Siena College and Xavier College. Twenty-nine OLMC students participated, including the Unit 1 Global Politics class.

The focus of the convention was 'Asylum seekers and refugees – a global humanitarian crisis'. Students took on the role of delegates from a range of countries (28 in all) and in groups debated the issues and negotiated resolutions that would be best for their country. The delegates were fortunate to have access to the knowledge and personal experience of Professor Sharam Akbarzadeh, from Deakin University. Professor Akbarzadeh is an expert in the field of Middle East politics and he fulfilled the role of Acting UN Secretary General for the day.



According to the UNAA Victorian Branch, this model convention was the largest event of its kind to date. OLMC was delighted and proud to host the event.

Schools Constitutional Convention

Another significant event in May was the Year 10 Constitutional Convention. Forty Year 10 Civics students organised and attended the event. They were joined by students from St Monica's College, Epping to discuss Australia's Constitution and the topic, 'An Apology to Indigenous people does not go far enough to recognise their rights as Australians'.

The guest speakers were Jenny Macklin (MP for Jagajaga), Tanya Hosch (AFL Diversity Officer), Matthew Stokes (former AFL player), and Colleen Hartland (MP for Western Province). The speakers each outlined the key issues surrounding the topic and their own personal experiences and views. Following a discussion of their presentations, an entertaining Soapbox session helped the attending students to express their views and perspectives on the topic. At the conclusion of the Convention, when the topic was put to a vote, it was overwhelmingly carried that constitutional reform for Indigenous Australians is vital.

There were some other rewarding outcomes for one OLMC student as a result of this experience: Jane McEvey successfully applied to attend both the Victorian and then the 2018 National Schools Constitutional Convention in Canberra. For the National Convention she was selected from around 1,000 students from government, independent and Catholic schools.



Next Generation Youth Forum

A third stand-out event in May was experienced by 10 members of the senior Student Leadership Team. They represented the College at LaTrobe's annual Next Generation Youth Forum. The Forum brings together socially conscious young Australians to engage in a day of social justice and leadership workshops. In 2017, the forum was driven by discussion about how social conscience can transform lives, professions and communities.

Students and staff left the day feeling inspired and overwhelmed by the high calibre of speakers, who included:

- **Jason Ball**, the 2017 Young Australian of the Year for Victoria and a national figurehead for combating homophobia in sport;
- **Benson Saulo**, Australia's Youth Representative at the United Nations 66th session of the General Assembly in 2011, speaking about how students can effect change by taking on different personas as thinkers, doers and creators on faith, purpose and meaning;
- **Nic Marchesi** and **Lucas Patchett**, Young Australians of the Year in 2016, retelling the story of the Orange Sky Laundry (a mobile laundry service operating from vans that enables homeless people to wash their clothes) and also advocating for building solid community relationships to achieve long term, sustainable and effective change.

The student leaders took the conversations back to their weekly meetings of the Leadership Group. The spirit and the learnings of the day resulted in longer-term inspiration for the girls as they fulfilled their leadership responsibilities throughout the year.

Year 10 Health and Physical Education (HPE) and Civics Programs

Our core programs for HPE and Civics were reviewed and revised by a team of Year 10 teachers. This resulted in a significant change in our Year 10 program. Student consultation about the nature of the programs led to the creation of a number of elective choices to provide more relevance and to provide a gateway for the range of subjects offered in VCE and in each Learning Area.

While students in each Learning Area still undertake a core program, the majority of the time is focused on a particular area. In Civics, this could be the legal rights and responsibilities of individuals in the elective 'Citizens and the Law', or it could be a focus on the way power is used in society, in the elective 'Power, Identity and Conflict'.

National History Challenge

Students studying History at Year 9 entered this National Competition. They were required to write a 1000 word essay on whether Australia, at the turn of the twentieth century, was a 'working man's paradise'. Some students who entered the competition later shared their knowledge and understanding at a Question and Answer session held during Parent/Student/Teacher night. Of the six students who entered the competition, two received Certificates of Excellence at an Awards Ceremony in October. The students were Isabella Vendramini and Leanne Ho.

'Business Smarts' Initiatives

The 'Business Smarts' initiatives of several Year 10 Citizenship and Enterprise students greatly impressed the Foundation for Young Australians (FYA) and its sponsors. On 19 October, the FYA held their 'Unleashed Awards' at Deakin Edge in Federation Square. Year 10 students Bianca Galvin, Luana Nicolosi and Monique Perluzzo represented OLMC at the \$20Boss Marketplace, where they showcased the product they had created as part of the National Australia Bank \$20Boss program (a component of their Citizenship and Enterprise). This initial event led to an FYA invitation for OLMC to participate in the FYA Masterclass Q&A Panel at the PwC Tower, Southbank, on 24 October. Three students talked about their experience of participating in the program and provided the audience (over 80 educators from schools, universities and businesses) with an understanding of how enterprise learning can be embedded into the classroom.



New and Expanded Curriculum Offerings

Victorian Curriculum General Capabilities in the Horizon Program

The General Capabilities within the Victorian Curriculum are a set of discrete knowledge and skills that can and should be taught explicitly in and through the Learning Areas, but are not fully defined by any of the Learning Areas or disciplines. Within Horizon (an integrated program at Year 9) we saw an opportunity to exploit the use of these capabilities as tools for assessment in multi-disciplinary tasks.

The teaching team have developed a curriculum that explicitly teaches the capabilities within existing units and also created rubrics aligned with the Victorian Curriculum Achievement Standards to illustrate student learning progress and achievement against the standards. This work has provided a pilot for the assessment of the capabilities in other year levels and subjects.

Digital Technologies

Digital Technology is now a core subject in Year 7. We commenced this program in 2017 with a curriculum that is both 'plugged and unplugged', that is, the emphasis is not just on coding, but on the development of thinking skills that do not necessarily require a student to be using technology. Computational, systems and design thinking develop students' creativity, critical thinking and problem solving skills – all of which are required today and in the future.

Within a Mathematics extension program, titled MEXI, those students who are highly interested and/or highly able in Mathematics met weekly with a teacher to problem solve and compete against students in other schools, or to explore their skills in the MakerSpace.

VALUE ADDED

Language Learning Enrichment

In a bi-annual exchange, a group of teachers and students in Years 10-11 departed Melbourne in April to visit Japan. This exchange included travel to a number of Japanese cities and cultural and historical sites such as Hiroshima, Nara, Osaka and Tokyo.

The highlight for students was the seven days spent at our sister school, Serei Catholic High School, in Akita. This is a small provincial town north-west of Tokyo. The students were involved in a home stay program and enjoyed school and family activities with Japanese families. The students were all very attached to their 'sisters' and leaving caused much sadness. Thankfully, many of the Serei students will arrive to visit our school as part of an exchange program in 2018.



Learning Support

Learning Support at OLMC comprises programs for a range of student abilities and includes:

- GRIN – Getting Ready in Numeracy
- MEXI – Maths Extension
- Rosetta – Literacy Intervention
- Scientists in Residence – Science Extension
- Homework Club for Years 7–9.

OLMC's Learning Support Coordinator and team provide direct support to some students, either on an individual basis or in small groups.

A range of professional learning activities were available to staff at the College. These included workshops run by psychologists and consultants on autism, severe language disorder, working with vision impaired students, reading difficulties and dyslexia, the NCCD and levels of adjustment and reading strategies.

Over the year, a team of teachers reviewed the protocols for Learning Support and developed new policy documents that provide clarity about the ways students are supported in classrooms.



NAPLAN Results 2017

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

- **Table 2** presents results for students tested in the period 2015–2017 at Year 7 and Year 9.
- **Figures 1 and 2** compare the cohort of students in Years 7 and 9 in 2015 with cohorts in 2016 and 2017.
- **Table 3** presents the median study score for Year 9 students in 2017.

Overall, there has been consistency over the years in meeting the national minimum standards across Years 7 and 9 in the NAPLAN. The Year 7 results, along with the Year 9 median NAPLAN score in Grammar and Punctuation, indicate that grammar and punctuation are areas for greater focus. This data correlates with internal assessment results. As a consequence, we now have a more intentional focus on these skills and a renewal of curriculum in English. Further, there has been a whole-school focus on literacy, in particular on reading, with students in Year 9 having more intensive learning experiences.

Table 2: Proportion of Students Meeting Minimum Literacy & Numeracy Standards Years 7 & 9, 2015–2017

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	99.5	100.0	0.5	98.5	-1.5
YR 07 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 07 Reading	100.0	100.0	0.0	99.5	-0.5
YR 07 Spelling	96.9	99.0	2.1	99.5	0.5
YR 07 Writing	100.0	99.5	-0.5	99.5	0.0
YR 09 Grammar & Punctuation	97.8	97.4	-0.4	97.9	0.5
YR 09 Numeracy	99.4	98.9	-0.5	100.0	1.1
YR 09 Reading	98.9	98.9	0.0	98.9	0.0
YR 09 Spelling	95.0	97.9	2.9	97.9	0.0
YR 09 Writing	96.1	95.8	-0.3	98.4	2.6

Figures 1 & 2: Comparison with Previous Assessments of Years 7 and 9 Cohorts, 2015–2017



Table 3: Median NAPLAN Results for Year 9, 2017

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	606.40
Year 9 Writing	606.20
Year 9 Spelling	590.00
Year 9 Grammar & Punctuation	589.70
Year 9 Numeracy	605.40



Senior Secondary Outcomes

The VCE results in 2017 were pleasing on a range of measures.

- VCE Median Score 32
- VCE MEDIAN ATAR 78.75
- VCE Completion Rate 100%
- VCAL Completion Rate 100%
- Percentage of students with ATAR over 95 10.3
- Percentage of students with ATAR over 90 20.5
- Percentage of students with ATAR over 80 47.5
- Percentage of students with 40+ study scores 10.3

Our top ten students achieved ATARs above 96.85 and our top twenty above 93.35. Two students shared the title of 2017 College Dux, with both achieving an ATAR of 99.15.



Four other students achieved some exceptional results in various studies:

- Georgia Misale's Visual Communication Design folio work folio was chosen for the 2018 Top Designs exhibition at the Melbourne Museum.
- Natasha Cunningham (Year 12 2018) showcased her talents in costume and makeup design at the Theatre Studies Top Class VCE Season of Excellence
- Emma Shearer and Ella Marchionda achieved a perfect score of 50 in Global Politics.

OLMC's VCE median study score of 32 is not as high as the previous year (33 in 2016). It reflects changes in the subjects chosen by students, with more students undertaking subjects where the initial score is scaled up for the purposes of creating the ATARs. These subjects include the sciences, mathematics and languages. Our ATARs are therefore a better representation of the performance of the cohort.

We also had 32 students awarded the Victorian Baccalaureate. The Victorian Baccalaureate provides a form of recognition to students who have studied both a higher level of Mathematics (Maths Methods or Specialist) and a Language at VCE, as well as obtaining a study score of 30 or more in their English study or 33 for English as an Additional Language. This is a significant award and we congratulate those students who have received the Victorian Baccalaureate.

Post School Destinations, 2016 Graduates

Tertiary Study	79.0%
TAFE / VET	16.0%
Apprenticeship/Traineeship	2.0%
Deferred	3.0%
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 2017 the College sought to maximise opportunities for students to develop confidence in their ideas and appreciate the impact of 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.

At the end of Term 1, the three-day camp assisted students in making new friends and getting to know some of their teachers. 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 Parents' Association BBQ, designed to help parents meet each other and the new friends their daughter had come home talking about!

As the year progressed and the girls social and online world expanded. Project RockIT ran a range of practical and informative session for students on how to consider their interactions with others and maintain kindness, as well as skills in being assertive when others may not be kind or respectful.

The focus **at Year 8** was to further develop 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. In 2017, there was a greater diversity in the presentations of each pastoral group, all centred around the importance of valuing each and every family story. All members of the audience were touched by a multimedia presentation that highlighted the diversity of the stories of one pastoral group, from standing up to Saddam Hussein, to Italian migrants, to meeting at the local pub.

The work of Project RockIT in previous years was extended upon in the 'Carlton respects' program. Young people involved with Carlton Football club spent time with students assisting them to develop an understanding of power and consent, as well as skills in assertiveness and personal strength.

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, and for them to experience changes to their friendship circles. The early part of 2017 was designed to assist students to consider their empathy and appropriateness, both online and in person, through activities following on from a presentation by Susan McLean. These included working through both the "tagged" and "rewrite your story" resources from the e-safety commissions.

The latter part of Year 9 focused on preparing the students for the transition to the Year 10 – 12 House based pastoral system, with a range of House based activities designed to increase connections between girls of the same House.

As the **Year 10s** entered the senior school they were welcomed to House-based vertical pastoral groups. Over the year they had a number of opportunities to further develop friendships with the girls in their House through their House Coordinators. 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, particularly 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.

The Years 10–12 Pastoral program is adapted each year based on the needs of the cohorts and student voice. The House Coordinators spent a lot of time seeking feedback from the students about what they felt they needed and what was effective for them. Their feedback has reinforced the need for them to have exposure to speakers and strategies around Mental Health and supporting friends, and particularly sessions in 'life skills' not easily accessed through curriculum. The girls were clear that they would like some opportunities to choose their own activities and, as such, sessions in both 'Life Skills' were designed as opt-in sessions. The activities ranging from changing a tyre, to how to budget, to stage makeup, to travel tips for smart and safe overseas travel, to job interview skills, and everything in between. Opt-in sessions on 'Finding Balance' also ran with tips of time management, yoga, nutritional information sessions and mindfulness activities.



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
- Well-supported pastoral structure, staff support and open communication with parents
- Regular meetings with students and teachers
- Strong student attendance
- Lunchtime support activities
- Accessible staff
- Proactive pastoral focus
- Student leadership opportunities.

Co-Curricular

As in previous years, House Swimming, House Athletics, House Arts, *Dare2Donate*, 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.

In 2017, Mercy Day and House Arts had a makeover. As Mercy Day occurred after the construction of the Nalleijerring Centre was complete, it allowed us the opportunity to hold Mercy Day mass at the College. The space allowed for an engaging and student-focused liturgy wherein students' many talents (dance, drama, public speaking and musical skill) were showcased. The afternoon activities were also transformed, with a 'Best of House Arts' extravaganza hosted by the Student Leaders. The students were in awe of the talents of their peers and nearly brought the house down when their teachers did a Flash Mob to conclude the afternoon. Many students were heard to say that it was 'The best Mercy Day ever'.

The Nalleijerring Centre has allowed for a range of non-competitive lunchtime activities designed to engage students in physical activity and provided another place for students to go in times of joy, and times when their friendships may be transitioning. Activities have included 'Just Dance' sessions, House Mat Ball competitions, badminton and other activities as students request them. The opening of this new lunchtime space has been complemented by totem tennis outside the Centenary Building. This is used as a lunchtime game by students but also as a stress reliever between classes as senior students dash between lessons.

Table 4 (page 29) outlines a sample of the range of diverse co-curricular programs available to students in 2017.



Table 4: Sample Co-Curricular Programs 2017

<p>DANCE / DRAMA Drama club / dance club Junior and Senior production</p>	<p>PUBLIC SPEAKING AND DEBATING DAV Junior / Senior Public Speaking Frayne Speech Festival House Debating Legacy Speaking Competitions Lions Club Youth of the Year United Nations Model Conference VCAA Plain English Speaking</p>
<p>MUSIC Brass Ensemble Cantors Choir Funk Ensembles Junior Jazz Ensembles Middle School Band Senior Choir String Ensemble Symphonic Band Training Band Year 12 Band Wind Ensembles</p>	<p>FAITH Bell Bardia Cooking Club Bell Bardia Community Service Camp Heidi Detention Centre Visits Fire Carriers Involvement in Masses and Liturgies Prayer Group Seeds of Justice Social Justice Groups</p>
<p>GSV Aerobics Athletics AFL AFL Umpiring Cricket Cross Country Badminton Basketball Diving Gymnastics Hockey Netball Soccer Softball Swimming Tennis Triathlon Volleyball</p>	<p>NALLEIJERRING CENTRE ACTIVITIES AFL Longest Kick Badminton Boxing Free play Hula Hooping Just Dance Skipping Spin class Sport Clinics Year level games (matt ball, netball, dodgeball) Yoga Zumba</p>
	<p>OTHER Chess Club Great Victorian Bike Ride Makerspace Maths Olympiad Photography Club RACI Crystal growing competition Robotics Club Science Talent Search Titration Competition</p>

VALUE ADDED

- Professional learning for teachers regarding adolescent anxiety
- Mental health program 'Safe Minds'
- Restorative Practices
- The annual parent evening with Marcellin College
- OLMC parent sessions: Transition; Managing Friendship; Surviving VCE as a family
- Safe Partying (Sonya Karass)
- The Resilience Project
- Susan McLean on the online world
- Project RockIT
- Bully Zero Foundations
- Fit 2 Drive
- 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. What emerged from the feedback and the consultant's report was a clear agenda for change and improvement to be enacted in 2017.

Anecdotal feedback from Year Level Coordinators, House Leaders and the teaching staff about the level of student satisfaction has been very positive. The feedback from the Student Leaders across all year levels also confirms this view.

The School Improvement Framework (SIF) Student Survey was not undertaken in 2016 or 2017. 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 2017 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	%
Year 7	96.38
Year 8	93.37
Year 9	94.25
Year 10	94.22
Overall average attendance	94.56

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	97.49%

Student Attendance/Absence Procedures

Student attendance is recorded for each scheduled class/activity the student is expected to attend.

The procedures for student absences are as follows:

1. On or before the day of a student’s absence, a parent or guardian is expected to call the OLMC 24 hour absentee line 9459 7599 to verify and explain the absence, OR record the details on the Parent Portal.
2. 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.
3. 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.
4. 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, ewWin.



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.

Achievements in Sport

The College enjoyed some wonderful sporting successes in 2017.

GSV Carnival Sport Teams

- Swimming 6th in Division 2 (Junior Champions)
- Diving 3rd in Division 3
- Cross Country 2nd in Division 2 (Junior Champions)
- Track and Field 2nd in Division 2 (Intermediate Champions)

GSV Weekly Sport Premiers

- Junior B Tennis
- Junior B Softball
- Junior I Netball
- Junior J Netball
- Intermediate B Hockey
- Senior B Hockey
- Senior A Basketball
- Senior B Basketball
- Junior C Basketball

The College is proud to have a number of girls who not only contribute to our OLMC and GSV teams but also participate at a very high level in external clubs, sporting associations and competitions. In 2017, 12 students experienced significant success in state and national competitions and represented Victoria or Australia in their respective sports.



Child Safe Standards

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 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
- Staff Acceptable Use of Digital Technologies Policy
- Staff Responsible Use of Social Media Policy
- Visitors on Campus Policy.

At the beginning of 2017, at a full staff meeting, staff were fully briefed on these policies/code of conduct and their inherent expectations. 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.

In its 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 the Victorian Institute of Teaching (VIT) registration.



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

School-based Professional Learning: Teaching Staff

Our whole-school Charter Conference in August was so called because of its relationship with our Learning and Teaching Charter. Three strands of learning were available to staff on this day:

- Inquiry Learning
- Using Technology to enhance learning
- Looking into classrooms: What are instructional rounds?

We partnered with St John's Primary School, Heidelberg, to explore inquiry learning. A CEM eLearning consultant co-facilitated with our eLearning Coordinator in sessions about using technology, particularly design thinking processes, to enhance learning. The third group looked at the Instructional Rounds process and how this can be used to gather evidence about classroom learning.

On the second day of the conference, we joined other schools at Genazzano FCJ College Kew for a program led by Fr Ron Rolheiser.

At the end of the year, we continued to explore technologies – different classroom applications and how these are used, as well as a program of activities around supporting students with learning needs. These sessions were led by external consultants and psychologists and included a focus on Severe Language Disorder, Vision Impairment and Autism.

School-based Professional Learning: Education and School Support Officers

A school-based program for administrative staff, largely developed and delivered by the participants, included workshops in Excel and Google Sites. It was also an opportunity for team building, so included a physical activity session in the College gym to demonstrate simple exercises that can be used to ensure work health and safety.

Administrative staff who were new to positions of leadership within their areas were invited to participate in a leadership coaching program. This included group and individual sessions with an external consultant.

Education and School Support Officers participated in professional learning related to their particular work in areas such as information technology, science, food technology, art and design and the school library. Staff also participated in accredited training for First Aid, Asthma Management, Anaphylaxis Management and OHS compliance.

Capacity Building through Conference Attendance

During the year, middle leaders attended a range of national and international conferences to bring new learning and understanding back into the College. The conferences included:

- Future Schools Conference, Brisbane
- Learning Environments Conference, Singapore
- LA Religious Education Conference, Los Angeles
- Hawker Brownlow Conference, Melbourne
- Cultures of Thinking Conference, Melbourne
- 21st Century Schools, Melbourne
- ACEL Disability Summit, Sydney
- ACSA Conference, Sydney
- ACER Research Conference, Melbourne

Each of these conferences brought new ideas and deeper understanding for the participants' who shared their learnings with colleagues at our Lunchtime Conference Conversations series. In May, we continued a program with Leadership Consultant, Brendan Spillane, which we commenced in 2016. This day focused on two areas: How Leaders Think and Handling Difficult Conversations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	104 (FTE)
ACTUAL EXPENDITURE (excluding administration and archives but including leadership)	\$118,757
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1141

Mentoring of Staff New to Leadership

For those leaders who were new to leadership at the College, a group mentoring and coaching program was made available. This included administrative staff who were new to leading teams. Each participant had the opportunity to engage in one-to-one coaching with an external consultant and to participate in a series of group activities regarding strategies for leadership of their respective teams. Participants reported that it was particularly useful to engage in the group sessions, where common issues and concerns could be raised and strategies proposed.



Teacher Candidates Program

Twenty-three teacher candidates were placed at the College in 2017. These students worked across all learning areas and were ably supported by our own Teaching Fellow. The Teaching Fellow conducted an induction program for the student teachers and liaised with the universities. We had good support from both the University of Melbourne and Australian Catholic University.

ACU Mentoring Program for Teacher Mentors

Three teachers completed a Teacher Mentor program run by Australian Catholic University. The program was held with Marcellin College, Whitefriars College and Siena College and was offered to teachers who take up teacher candidate mentoring roles. Given the skills covered, however, the program was equally applicable to those involved in peer mentoring with colleagues, or with VIT mentoring.

POL Appraisals

With a number of teachers in positions of responsibility due for formative appraisal at the mid-point of their contracts, we reviewed our existing process to ensure the reviews would be meaningful and purposeful for each participant. An educational consultant worked with the Head of Learning in this review and together developed a process that included the opportunity for self-reflection.

Staff Satisfaction

The SIF Staff Survey was not undertaken in 2016 or 2017. 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 2017 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.



STAFFING PROFILE

TEACHING STAFF ATTENDANCE RATE	91.18%
STAFF RETENTION RATE	86.14%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	18.89%
Graduate	47.78%
Certificate Graduate	5.56%
Degree Bachelor	90.00%
Diploma Advanced	14.44%
No Qualifications Listed	4.44%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	121
FTE Teaching Staff	104.803
Non-Teaching Staff	49
FTE Non-Teaching Staff	49.094
Indigenous Teaching Staff	0



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

High Tea in Heidelberg

In September, the College hosted a High Tea in Heidelberg attended by over 350 guests. It was an unqualified success. The High Tea was a fundraiser for McAuley Community Services for Women (MCSW), a Ministry of the Sisters of Mercy that helps women and children affected by family violence or homelessness. The event raised \$12,500 for MCSW.

Chief Justice of the Family Court of Australia, Diana Bryant AO, spoke to guests about the Court system and the changes in family law and custodial arrangements. Her work in the Courts is inspirational and the College is grateful for the insights she offered us.

The High Tea in Heidelberg was a great community-building event and a testament to the strong relationships that the College enjoys with the wider community.



Writers' Festival

Held in mid-August, the annual OLMC Writers' Festival brought together avid readers and writers of all ages to celebrate the successes of three Australian female writers **Sarah Schmidt**, author of *See What I have Done*, spoke to staff and students about the process of writing her first novel. She explained and reminisced on the many setbacks she had along the way and told of the importance of supporting one another to be our best selves.

At the Writers' Festival Evening, authors **Jacinta Halloran** and **Angela Pippas** shared stories about their writing careers and the challenging and motivating moments they have encountered. Jacinta Halloran is a past pupil of OLMC, a Melbourne-based writer and GP. Her latest novel, *The Science of Appearances*, can be found in stores worldwide. Angela Pippas, a sports journalist and writer, spoke of her passion for equality in sport as demonstrated in her latest book, *Breaking the Mould: Taking a Hammer to Sexism in Sport*.

The festival was a resounding success on a range of measures. The College expressed its appreciation to Danihers Facility Management for their sponsorship grant and to the English Learning Area for their organisation of the week's events.



Performing Arts Events

There were three highly successful performing arts events in 2017:

- a senior school drama production, *Legally Blonde, The Musical*
- a junior school production, *Charlie and the Chocolate Factory*
- a Celebration Concert at the Melbourne Recital Centre featuring music, drama, dance and voice.

Cast and crew for the productions 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.

The Celebration Concert in August showcased the talents of performing arts students. It had as its theme, 'Step Back in Time', with students performing exceptionally well in varied musical items, dance routines and drama acts.



Parent Satisfaction

Anecdotal feedback from parents provided to teachers through Parent Teacher Interviews would indicate a high level of parent satisfaction with the College. There is a strong sense amongst the parent body that this is an excellent school because it cares deeply for students while challenging them to achieve academically. The SIF Parent Survey was not undertaken in 2016 and 2017. 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 2017:

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

Facilities Development

A major component of the College Master Plan came to fruition in July 2017 when the Nalleijerring Centre was opened. The Centre holds double courts for netball, basketball and other team sports, new dressing rooms and general purpose classrooms linked to the Mercedes Hogan Theatre.

The Centre has quickly enabled strengthened provision of Health and Physical Education programs and has facilitated increased involvement in Girls Sport Victoria. With a seating capacity for 1300 people, it also serves as an important venue for large-scale community events and school assemblies. Another value add of the Centre is the use of the original court for a well equipped gymnasium.



Honouring our Heritage and Past Pupils

The College completed two projects in 2017 that duly acknowledge and display the achievements of past pupils and their significant roles in their time at OLMC.

The Honour Wall resides in the main entrance to the Nalleijerring Centre. Along with the Centre, it was officially blessed on Mercy Day, 21 September 2017. The images and text featured on the mural pay tribute to the Wurundjeri people and the Sisters of Mercy. The school's early history is represented in imagery from the College's archival collection. Every Sister of Mercy who was on staff at the College is named. Students who have served as College Captains and those who have been awarded the title of College Dux for their Matriculation/VCE studies are also named.

The Honour Rolls are displayed in Visitors Reception. These Rolls celebrate OLMC's story by naming and commemorating those who have gone before us— principals, staff and students – who have left their mark on the College through their service and achievements.



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 <http://www.acnc.gov.au>