



Our Lady of Mercy College

Heidelberg

2022

Annual Report to the School Community



Registered School Number: 914

Table of Contents

- Contact Details 2
- Minimum Standards Attestation..... 2
- Vision and Mission..... 3
- College Overview 4
- Principal’s Report 5
- School Advisory Council Report..... 7
- Catholic Identity and Mission..... 9
- Learning and Teaching..... 12
- Student Wellbeing 17
- Child Safe Standards..... 23
- Leadership 25
- Community Engagement..... 29
- Future Directions 31

Contact Details

ADDRESS	52 Cape Street Heidelberg VIC 3084
PRINCIPAL	Judith Weir
TELEPHONE	03 9459 2511
EMAIL	principal@olmc.vic.edu.au
WEBSITE	www.olmcheidelberg.catholic.edu.au
E NUMBER	E1075

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

03/03/2023

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

Vision and Mission

Our College Vision

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 and Thornbury East.

The College has the capacity for eight streams at Years 7, 8 & 9 to move through to Year 12. Our February 2022 enrolment was 1201 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.



Principal's Report

All in our beautiful red brick school were focused on returning to OLMC in 2022 as a year without remote learning. A time when we could forge new paths whilst strengthening the bonds of friendship. In line with our College theme, we endeavoured to welcome and care for all within and beyond our school.

We arrived with so many hopes, aspirations and expectations. Much has been achieved, but we also found some of our expectations were challenged by the continued changes thrust upon us by the COVID-19 pandemic. Despite this, staff and students have found many and varied ways to achieve their hopes and aspirations. Each time striving to pursue excellence living our values of courage, compassion, justice and joy in every field of endeavour – academic, sporting, musical, performance, public speaking and charity.



The Year 12 cohort of 2022 were highly successful achieving outstanding VCE and ATAR results. Many of our students from Year 7 to 12 participated in state and national activities which called upon their skills and knowledge in public speaking and problem-solving as they pursued success in science and technology, politics and civics, language, writing and performance.

Student well-being was also at the forefront of much of our work. We continued to develop the Pastoral Program and engaged with a variety of strategies for students and staff to help build skills and knowledge that support the development of resilience. The return of our community events and especially Mercy Day, provided the opportunity to re-establish what it looks and feels like to be part of the OLMC community. The work done this year has forged the directions for what we will do in 2023.

In July 2022 Ministerial Order 1359 came into effect and introduced 11 Child Safe Standards. This was a change from the previous 7 standards. We reviewed many of our policies and practices in line with the new expectations. This allowed us to strengthen our commitment to the safety of all in our community and to refine our policies to meet the new and changing needs of our diverse student population. The work in this area also allowed us to rethink our approach to parental engagement and reflect on how best to reconnect with families who for some time, have worked with us remotely. Once again, a number of strategies have been developed for implementation in 2023.

In the sporting arena, OLMC this year experienced record participation from students at all year levels. There were so many individual and team successes not just in the winning of trophies and medals, and there were many, but also in the building of community and new friendships as students from all year levels joined to form teams and compete in our name. The students of OLMC truly made their mark in GSV, SACSS, Herald Shield Football and Aerobics competitions on a local, state and national level.

It was also a great year for Music and Performing Arts. The senior production of Matilda was a huge success showcasing the talents of so many students from both OLMC and Marcellin College. The junior production of Lyrebird was equally wonderful and continued to provide the chance for students to share their talents. The Celebration Concert was held for the first time since 2019, and we were inspired and awed by the variety of musical talents demonstrated by our young people.

A huge way that the staff and students of OLMC “enlarged the place of our tent” was in what they did for others. Students and staff continued to volunteer as we provided meals for the Exodus community of West Heidelberg once a fortnight throughout the year. Camp Heidi, a school holiday program for the young people of the same community, was also an enormous success. Dare to Donate raised a huge amount of money as did Mercy Day and High Tea all of which were done in support of either McAuley for Women and Children or Mercy Works. The tent of the OLMC community spread large and the search for justice, compassion and courage of our young people was evident beyond the walls of our red brick school. Our students truly made a mark in the support they offered others in need throughout the year.

The year provided us with many challenges but also many blessings. The blessings of health, friendship, resilience and perseverance were strengthened through both a deliberate focus and because of the many individual efforts of so many. It has been in the blessings that we have seen the best of who we are as a community and look forward with hope to 2023.

Judith Weir



School Advisory Council Report



A sense of renewal has been a feature of our monthly College Council meetings in 2022 which have not only continued on-schedule but also, thankfully, with a welcome return to 'unmasked' face-to-face meetings at the College. Alongside Ms Judith Weir, Principal, and Mr Nicolas Sulzberger, Business Manager, continuing Council members include Sr Eileen, Ms Angela Scaffidi, Mr Dane Totham and Ms Jennifer Howe. Company Director Angela and Federal Circuit Court Judge Jennifer are former 1990s College Captains and CEO Dane might wish that he was too! A number of new members have been welcomed onto the College Council this year to replace long-serving members whose significant contributions over many years have been highly valued.

New College Council members include Mr David Russo, Ms Deb Purcell, Mr Carl Junot, and Mr Frank Butera, who all bring a broad range of professional experience to serve our College governance objectives and all of whom are parents of current students. Of the other two important new members, current Deputy Principal and Leader of Learning Development, Mr Simon Conlan, is broadening his skills and knowledge in terms of professional development whilst adding informed contemporary leadership perspectives and future-focused stabilising depth to College governance.

The final new member is a recent graduate of OLMC and final year university student, Ms Taylor Radatti (Class of 2019). As part of a new initiative to welcome the 'Voice of Youth' into College Council deliberations, Taylor has kindly agreed to serve as the inaugural recent alumni member which will be an ongoing 'seat at the table' for recent past students. The aim of this initiative is to invite university graduates, or near graduates, in tertiary studies with institutional governance-related subjects to not only share their views but to apply their studies of organisational governance theory in a safe, familiar College community. This will provide unique development opportunities for our recent alumni, including valuable experience for their CV in terms of future career prospects, and will add a critically important youthful perspective on College business that is reliably based on recency and reflection on their own experience as an OLMC student.

The successful completion of the sixth, and final, stage of our Building Master Plan towards the end of last year has enabled our students and staff to flourish in state-of-the-art new facilities in their long-awaited return to school campus. It has been brilliant to see student and family gatherings in these magnificent learning spaces. Special events such as the Caldwell Collection and 2022 Art Show were even more powerfully impressive (as they always have been) thanks to the creative artistry of our students being showcased in the new Frayne Design, Art and Technology (DAT) Centre with guests also enjoying the expert culinary skills of our students serving-up a veritable feast from the OLMC 'Masterchef' kitchens! It has been great to see construction works disappear but the disruption has definitely been worth it. The entire OLMC community should feel very proud and positive about the wonderful evolution of our 'red brick school'.

Finally, in 2022, the demands of 'living with COVID' in the era of 'life after lockdowns' has presented unique, ongoing challenges for OLMC staff and students. Consistently throughout the year, the OLMC Team has risen to the challenge, finding creative, collaborative and innovative solutions to enable successful delivery of our high-quality education programs. On behalf of the College Council, it has been a privilege to witness our collective College community response on the part of so many resilient staff, students and families.

Dr Chris Conroy

Chair College Advisory Council

Catholic Identity and Mission

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

Enlarge the place of your tent, stretch your tent curtains wide, do not hold back; lengthen your cords, strengthen your stakes. Isaiah 54:2

After a long year of remote learning and continued lockdowns, we hoped this text would challenge, support and encourage us to reconnect and strengthen all in our community.

This passage from Third Isaiah challenges us to live our Mercy tradition here and now by opening our lives to the needs of others, especially those who suffer. To do this, we need to strengthen our relationships with God and one another so that we can be Mercy, as Catherine's life challenges us to be.

"How quietly our great God does mighty works. Darkness is spread over us, and light breaks in again, and there is no noise of drawing curtains or closing shutters." - Catherine McAuley.

Prayer and Liturgies

Despite the interrupted start to the year, most liturgical events were celebrated in person, which was a great blessing and grace. These included the Opening Year Mass, Ash Wednesday, Resurrection Liturgy, Anzac Day Liturgy, Mercy Day, Class Masses, Graduation Mass, Remembrance Day Liturgy and Advent Masses. OLMC students generously give their time and talents to lead and contribute to our liturgies, which model active discipleship.

Social Justice Initiatives

The recommencement of family dinners with our wonderful friends in the Exodus community blessed us with exciting evenings of preparing and sharing meals, laughs and conversations as we gathered around tables together. These dinners were held several times each term and included around 30 guests from the West Heidelberg community.

OLMC Students have continued building new friendships with students at St Pius while helping with their homework and sharing stories and games.

Rerum Novarum Awards

In addition, Social Justice representatives from across all year levels came together to participate in the Rerum Novarum Awards.

They responded to the following challenge from MACS: "In the midst of a global pandemic, as we adapt to our 'new normal', Pope Francis calls on us to respond to the 'Cry of the Earth, Cry of the Poor'. How will you answer the call?"

This project set up a range of initiatives to connect with students whose education and community connections were severely impacted over the two years of the Pandemic.

Through our Year 9 Horizon Program, students wrote letters, sent stationery kits, made videos of themselves reading their favourite children's books, made interactive maths games with video tutorials, and the Year 7s made Orientation Videos to help the Grade 6s feel confident about their transition to Secondary School.



OLMC was awarded 2nd place in the Awards, earning received a \$1000 participation grant and a further \$2000 for our Silver Award. These grants will help us to further develop our work with St Pius X Primary School in the years ahead.

Our many justice groups who meet regularly at school have prepared and offered multiple opportunities for our students to connect and make a difference as Mercy people. During Refugee Week, students and families donated food for our friends at the Brigidine Asylum Seekers Project; Feminist Collective raised awareness of the struggles of many young women around the world without access to sanitary products. In addition, students donated many boxes of products to assist the team at McAuley Services in their work with homeless women or in short-term accommodation. During the September holidays, the resumption of 'Camp Heidi' was a real delight, as our Year 11 students prepared and ran many exciting activities for our young friends within the Exodus Community.

Mercy Day

This day which is highly significant in the life of the College was a day of great joy and blessing. Nearly half of our students had not experienced this day in person. The student leaders were exemplary in modelling what Mercy Day means to all students at OLMC. Attendance was outstanding as we gathered for Mass and focused our prayerful support for our Mercy friends in PNG. After Mass, the students led the most amazing activities in Marylands, where fun was had by all. Despite the challenges of the past two years during remote learning, families and students donated over \$20,000 to support others in need.

Religious Education Curriculum

The Religious Education teaching team continued to evaluate and develop units of work to make RE classes engaging and relevant to the lives of young people. They developed a further unit of work using the 'Pedagogy of Encounter'. Courses have been reviewed and edited, and placed on our new Learning Management System to empower students in their learning.

VALUE ADDED

Year 8 Reflection Days focused on how we are connected as Mercy people. Using the power of story and the fun of games, students explored the parable of the Good Samaritan and were challenged to find ways to connect, forgive and celebrate life with their peers.

Year 10 Reflection Days. Building on the success of 2020, 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, identity and consent.

Year 11 Reflection Day, conducted at the Catholic Leadership Centre in East Melbourne, offered our students a chance to be together, offsite, and reflect upon what is important to them and how they are called to be people of Mercy. As leaders, they were invited to consider their place and role in the OLMC community of faith.

Year 12 Retreat. The Year 12 retreat invited students to explore the Road to Emmaus (Luke 24:13-35) as they considered their pathways in life. It also gifted them precious time with their friends, as this was impossible over the past two years.

Class Masses for Years 7, 8 and 9. Many Pastoral Groups had their own class Mass in the chapel, giving thanks for all our blessings and praying for the many needs of our world.

Justice groups and partnerships. As described above, significant learning and outreach programs were undertaken in collaboration with people and organisations external to the College, such as the Exodus Community, Heidelberg West, the St Vincent de Paul Society, Fire Carriers groups and Mercy Seeds of Justice groups.



Learning and Teaching

Goals & Intended Outcomes

We will grow together by facilitating opportunities for collaboration and research-based professional learning.

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

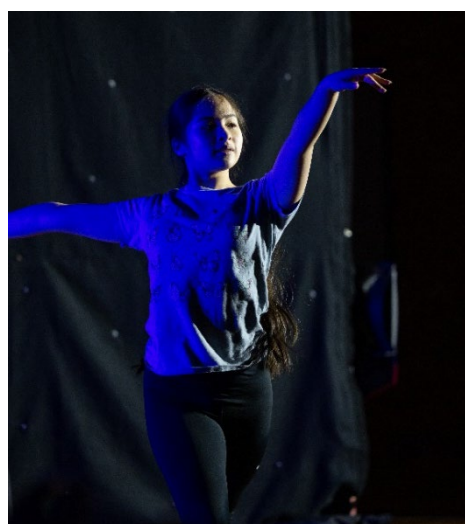
OLMC Strategic Plan 2020-2023, Key Commitments 3 and 4

Achievements

In 2022 the College saw the return of a number of activities designed to support the achievement of our strategic directions, in particular providing opportunities to continue to put all students' learning and well-being at the centre. In particular there were opportunities for students to extend themselves through formal and informal curriculum based activities.

Performing and Visual Arts

Mid-Year Music and Celebration Concerts



After a long pause between performances, in 2022, OLMC students were able to take part in their first live music performance with an in-person audience in the Mercedes Hogan Theatre. Although students were able to perform in some online concerts during COVID lockdowns, we quickly realised that nothing can replace the joy and anxiety of performing in front of people in the same room.

OLMC's many varied bands and vocal ensembles entertained 220 ticket holders and we also had the pleasure of being entertained by some group performances from those students in Year 9 and 11 who had chosen Music Performance as one of their elective/VCE subjects. The night was hosted by our VCE music students and it was wonderful to see these students as excited to perform to their family and friends as they were when their OLMC music journey started six years ago. I would like to especially congratulate those students from Year 7 - 9 who took part in this performance evening as it was for most their first as an OLMC student.

In August all the students involved in Music and Dance showcased their talents with a concert performed in front of 500 family and friends. Once again the students were able to show the level of development in knowledge, skill and performance confidence.

2022 Art Show

The first post COVID Art Show / Caldwell collection opening was held in the new Frayne Design, Art and Technology Centre. There was a great sense of excitement about the possibilities of this new space, especially with the chance to better integrate our Food Studies kitchens into the show.

The 'Design Thinking' focus developed across the Learning Area has paid off, with visitors commenting on the consistent improvement in the range and quality of skills on display and a continual evolution of experimentation in new materials and artistic forms.

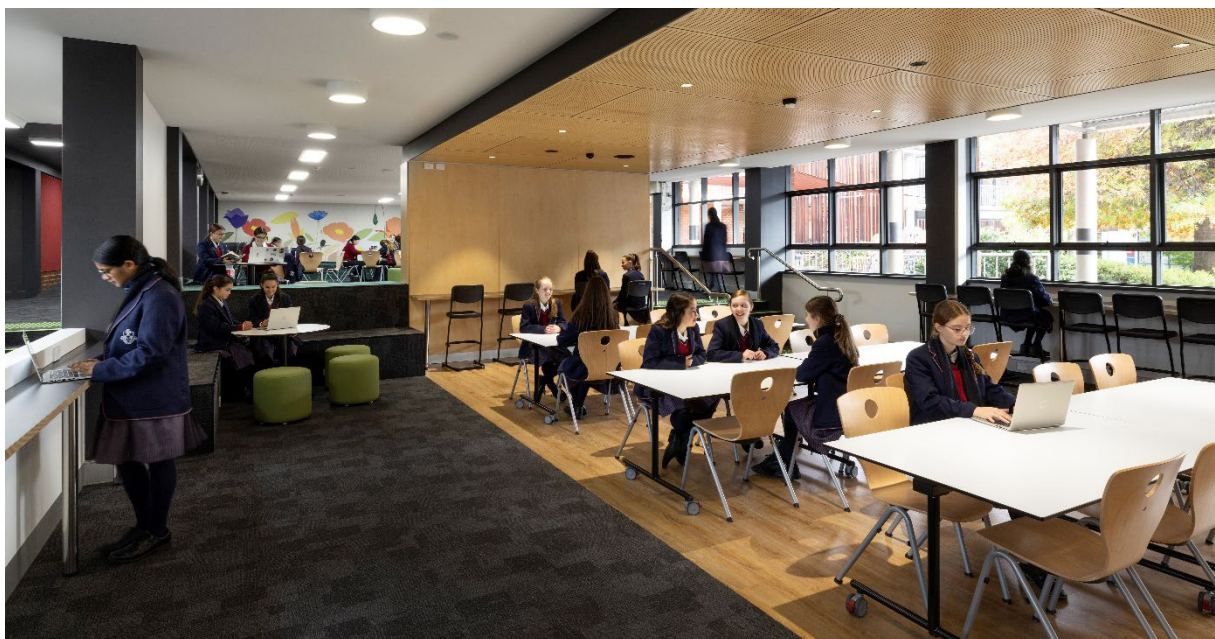
In the Investigating/Generating stage of the design process, Design Art and Technology students consider factors such as how their work will engage specific audiences, deliver for a client's needs or communicate ideas and aesthetic qualities. They also reflect on issues around environmental, economic and social impacts when developing solutions to issues or in the creation of their art. This ultimately allows students to articulate the intention and processes behind the creation of their works.

Focus on Social Issues and problem solving

OLMC Humanities students across Years 7 - 9 tested their geographical skills and knowledge in the 2022 Australian Geography Competition earlier this year. The multiple-choice test was delivered through the Education Perfect platform.

Nearly 70,000 students from across more than 600 schools entered the Australian Geography Competition this year. They were tested across the three cognitive domains of knowing, applying and reasoning. Students used the stimulus materials and their own geographic understanding to analyse, synthesise and generalise often in unfamiliar and complex contexts. The Competition aims to encourage student interest in Geography. It is an important subject bringing together the physical and human dimensions of our environments, helping students to develop a deeper understanding of the world and its challenges.

OLMC saw 11 students receive high distinctions and distinctions.



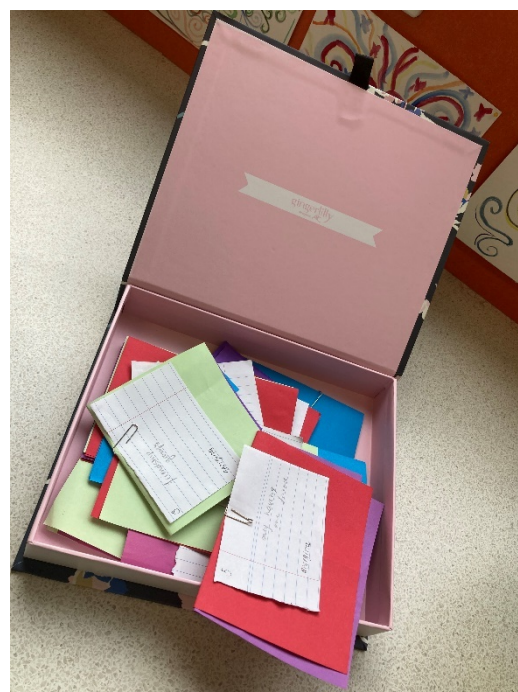
The **'sheCommerce' camp** is an academic enrichment activity hosted by the Faculty of Business of the University of Melbourne. Students from across Victoria who are passionate about leadership and community involvement applied to participate in this program that brought together high-school students, current Bachelor of Commerce students, Melbourne Uni alumni and academics for a three day camp.

Two OLMC Year 9 students were part of a select group of only forty participants who were selected to participate in this camp. Students were selected on the basis of letters about their goals, role models, significant achievements, extracurricular activities and ways they have shown leadership in the last few years.

The camp provided the students with a view of life in a tertiary education setting, as well as introducing them to peers, university students and academics with similar interests. Activities such as the 'sheCommerce' camp provide students with crucial inspiration and motivation.

Year 11 VCAL student initiative: '11 to 7 Talk Time'

The students saw an opportunity where they could provide support to the Year 7s and help them with some of the friendship issues they may be experiencing as they transition into a new school. The students came and spoke to a Year 7 class and then provided a question box for them to put in any questions they had about friendship or things they were experiencing with their friends that they wanted to talk about with some senior students. They planned a Q&A forum, an engaging session where they answered the questions and related personal experiences relevant to the issues raised. It was a real success, and very affirming to read the feedback from the Year 7s who obviously enjoyed the session.



STUDENT LEARNING OUTCOMES

Literacy – Wider reading at OLMC

OLMC is committed to fostering a lifelong love of reading with all students and provides a range of lunchtime activities in the Learning Commons to support this development.

As part of our Literacy Strategy we have focused throughout 2022 on all Year 7 and 8 students will accessing the Learning Commons once per fortnight as part of an English lesson. While there, they work with our teacher librarian to explore new books, discuss their reading, and complete activities. Junior English classes devote 5 - 10 minutes of each lesson to independent reading and in addition to this, our whole school now participates in the Drop Everything and Read (DEAR) program each Wednesday morning during Pastoral. The aim is that students may read independently for approximately 30 minutes per week at school in addition to any reading completed at home.

Students also participated in two different reading challenges this year to encourage them to try new books and increase the quantity of books they are reading. Year 7 students work independently to complete a genre challenge that asks them to explore a wide variety of books. The Year 8 students work towards reading at least 1000 pages each throughout this year, with many students challenging themselves to reach higher tiers of pages such as 2000, 4000, or even 8000 pages.

NAPLAN 2022

In 2020 NAPLAN testing was suspended due to COVID-19 therefore we are unable to make a comparison between Year 7 and Year 9 for the 2022 Year 9 cohort.

The 2022 NAPLAN results indicated that measures put in place to address the impact of another lengthy period online and remote learning in the second half of 2021 were successful at providing effective support for students. The key initiatives were:

- Making effective use of Literacy and Numeracy tutors in Years 7 to 9
- Taking advantage of uninterrupted teaching time on-site to allow students more ready access to their teachers
- Greatly Increased use of a new learning management system which facilitated access to learning resources for students, including individual lesson content. This same system helped ensure greater consistency amongst teachers across multiple subjects.

A trend in NAPLAN results, which remains the focus of the Learning and Teaching Team, is the most capable students in the school would benefit from sustained engagement and extension. Addressing this challenge will guide teacher professional learning at OLMC in the future.

MEDIAN NAPLAN RESULTS FOR YEAR 9

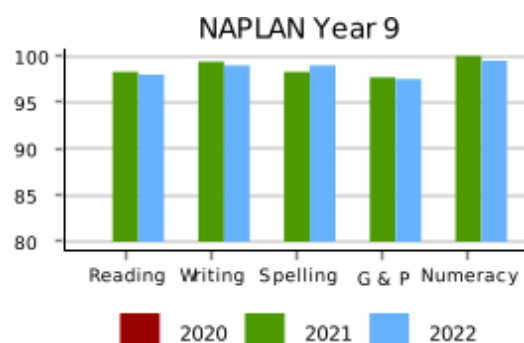
Year 9 Grammar & Punctuation	605.7
Year 9 Numeracy	592.0
Year 9 Reading	609.0
Year 9 Spelling	600.4
Year 9 Writing	609.0

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	99.0	-	98.5	-0.5
YR 07 Numeracy	-	100.0	-	98.5	-1.5
YR 07 Reading	-	100.0	-	98.5	-1.5
YR 07 Spelling	-	100.0	-	98.5	-1.5
YR 07 Writing	-	99.5	-	99.5	0.0
YR 09 Grammar & Punctuation	-	97.7	-	97.5	-0.2
YR 09 Numeracy	-	100.0	-	99.5	-0.5
YR 09 Reading	-	98.3	-	98.0	-0.3
YR 09 Spelling	-	98.3	-	99.0	0.7
YR 09 Writing	-	99.4	-	99.0	-0.4

* 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.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

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



Student Wellbeing

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

Student Leadership and House Initiatives

Our senior Student Leadership Team played a highly significant role in maintaining a strong sense of community cohesion as 2022 saw the return to onsite learning. The Student Leadership team utilised the college values of Courage, Compassion, Justice and Joy to help build a sense of what it means to be part of the OLMC community after significant periods of online learning over the previous two years.

At the start of 2022, the Year 12 student leaders developed a focus on courage and empowerment. The team wanted to challenge all students to become involved in the cocurricular life of the school, to look for ways to serve others, and to develop connections with their peers and strengthen our community.

This theme of strengthening our college community through courage and empowerment underpinned much of the formal and informal work and activities throughout the year. With the return to face to face learning, we also saw a return of OLMC's vibrant cocurricular program. Once again, students had the opportunity to engage with their peers and serve others. This may have been by joining any of the various social justice groups, representing the college in one of the GSV sports, or participating in the college's instrumental program.

We were privileged to run Dare2Donate again. This day of joy (for the students) and courage (from the staff) is an important fundraiser for McAuley Community Services for Women with a total of \$4492 being raised on the day. Dare2Donate is also an important way we build a strong College community and connect to our values.



Another important date through the year in relation to building college community is Mercy Day. The student leaders were very aware that students in year 7 and 8 were yet to experience a Mercy Day on campus. A special whole school assembly was held in preparation for Mercy Day where both students and staff shared stories of what Mercy Day means to them. On the day itself, after celebrating mass together in the Nalleijerring Centre, students and staff alike enjoyed the return of the OLMC disco, treats prepared by a Grease themed café, and the joy of belting out a favourite tune in the Karaoke Room. The badge making stall proved popular and many found it hard to match the staff member to his or her younger self in the Baby Photo Competition. This year, the Student Leadership Team provided students with the opportunity to buy tokens electronically in the lead up to the day. This was a great initiative and helped the college raise more than \$13,000 for Mercy Works.

The SRC team raised awareness of a number of prominent issues throughout the year. This included the National Day Against Bullying and Violence and R U OK Day. Our SRC team also posted videos on our learning management system to model ways that students can spread courage and empowerment throughout the school community. Our student leaders ran sports activities for Year 7 students at lunchtime and also played an important role in the success of House Arts this year. 2022 signalled the return of House Arts as a live performance event and it was great to see many students take up the opportunity to perform again in front of their peers. It was also wonderful to witness the support the audience gave to those students who courageously took to the stage.

House Trophy

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.

- | | |
|------------|--------------|
| 1. McAuley | 4,000 points |
| 2. Loreto | 3,850 points |
| 3. Carmel | 3,315 points |
| 4. Mercy | 3,075 points |



Pastoral Program

An effective way to build community begins with the connections that students make within their pastoral group. In morning pastoral and during Lesson 3 on Day 7, the pastoral team work hard to provide opportunities for students to gain a sense of belonging to their pastoral group. This begins at the start of the year, with various “Icebreaker” activities, but continues during the set activities that are planned for the pastoral program throughout the year. A few of the highlights of the pastoral program are listed below:

Year 7 Pastoral Program

- Work on what it means to be a good digital citizen. What digital footprint will you leave?
- Performance by Class Act Theatre in Education entitled “Cyber Busters”.
- Time & Space Evening for Year 7 students and their significant female mentors.
- Journal work on character strengths
- Year 7 Camp at Phillip Island
- Preparation of their time capsules as a way for students to capture the highlights of their first year at OLMC



Year 8 Pastoral Program

- Project Rockit with a focus on challenging bullying and upskilling students
- Development of study skills and time management
- “The Hurting Game” performed by Brainstorm Productions
- Camp at Lake Dewar Lodge Adventure Camp

Year 9 Pastoral Program

- Peer Support Training and leadership skills
- Growth mind-set and goal setting
- Cyber Safety presentation from Susan McLean
- Resume writing and interview skills
- The Butterfly Foundation

Senior Students Wellbeing Programs

Our Senior Pastorals are based in Houses and consist of year 10, 11 and 12 students. Senior pastoral had a focus on the following activities as part of their pastoral program:

- Career Action Plans
- Learning a New Skill Sessions
- The Mentoring Program delivered by Year 11 & 12 students to assist Year 10 students
- Women’s Health Week activities



In addition, Year 10 students had a focus 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.

Meanwhile, Year 11 students engaged in the Big Sister Experience. This program is designed to increase the students' 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.

Finally, Year 12 students participated in a forum with Dr Anna Kelly and the 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.



VALUE ADDED

One innovation the College successfully implemented in 2021-2022 was the Time and Space Program at Year 7 and 8. Year 7 students took 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 as they entered and transitioned into secondary school life. It was likewise an opportunity for the women to reciprocate along similar lines.

The Year 8 evening was for students and a key male mentor or figure in their life. This was an opportunity to discuss 'growing up' and how this change might deepen and alter the dynamics of their relationship. The initial ice breakers and discussions at both evenings were facilitated by older OLMC students. There are a significant number of these senior OLMC students who are choosing to return each year to volunteer at this event. This is testament to the value of the program. It is also wonderful to see this service to the college being modelled to our junior students.

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

Student Satisfaction

In 2022, the MACSIS survey of student satisfaction was conducted. 2022 was a challenging year for some students as they needed to adapt to working face to face and meeting the learning and behavioural expectations that this brings. The MACSIS survey results help College Leadership identify areas of focus for our college community. One of these areas related to how much students feel that their teachers hold them to high expectations. In this area, we did not see any improvement in comparison to results for 2021. However, in the following areas, OLMC achieved results above the MACS average for all schools:

- 55% viewed OLMC as a safe environment
- 51% viewed themselves as valued members of the school community
- 50% had a positive perception of the social and learning environment of the school

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 child's absence.
- If a parent or guardian does not contact the College to provide an explanation on the day of their child'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 MACS.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	95.1%
--------------------------------------	-------

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	90.5%
Y08	87.4%
Y09	88.7%
Y10	86.3%
Overall average attendance	88.2%

SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	75.0%

POST-SCHOOL DESTINATIONS AS AT 2022

Tertiary Study	86.0%
TAFE / VET	3.0%
Apprenticeship / Traineeship	1.0%
Deferred	3.0%
Employment	6.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

Child Safe Standards

Goals & Intended Outcomes

We will develop a model of empowered leadership that operates in an environment of trust and that enhances autonomy.

5c) Embed a child safeguarding culture which is championed by leaders and modelled at all levels of the College.

OLMC Strategic Directions 2020-2023 Key Commitment 5

Achievements

College Policies

The College has a range of policies and practices in place for keeping students safe from harm, including from 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
- OLMC Child Safety: Student Rights and Responsibilities Policy.

Other related policies that are accessible to current staff, students and families via the College website 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.

At OLMC we are committed to continuous improvement of our child safety systems and practices. These policies are dynamic documents that are regularly reviewed to ensure they are working and effective in practice. They are updated as required to accommodate changes in legislation or circumstance.



Implementation of the New Child Safe Standards

In July 2021, the Victorian Government announced that new Child Safe Standards would be implemented to further strengthen child safe environments and protect children from abuse.

The new Ministerial Order under the Education and Training Reform Act 2006 (Vic) (Ministerial Order No. 1359), came into effect on 1 July 2022.

Guidance material, templates and further information on the new Child Safe Standards were communicated to school leaders by MEL, DET, MACS and the CECV early in the 2022 school year. During Terms 1 and 2 in 2022, OLMC's Child Safe policies, procedures and practices were reviewed in order to comply with the child-safe culture and environment required by Ministerial Order No.1359.

Staff Training

Several times throughout the year, at all-staff meetings, 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 program in 2022 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 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

Goals & Intended Outcomes

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 Commitment 5

Achievements

Leadership Team Development

The Leadership Team engaged in an exploration of their own development, including professional reading and strategic development.

In 2022 the Leadership Team, through the support of the Menzies Foundation, undertook modules from the Certificate of Strategy and Innovation offered as an online course by the Harvard Graduate School of Education and Business School. The completion of the modules has provided us with the means of support for the development of a common mindset regarding our Instructional Leadership and the strengthening of collective efficacy amongst our teachers to ensure that we are focused on the improvement of student learning outcomes.

Middle Leader Development

During 2022 we renewed our work with Middle Leaders focusing on Coaching. Leaders worked with Growth Coaching International who we first began working with in 2020. The focus was on reviewing the coaching conversations and leading staff within teams. Once again this was very well received and we look forward to continuing this work in 2023.

Professional Learning Teams

The continued focus of our student learning improvement program has been the work of teachers within Professional Learning Teams. The teams are based within Learning Areas and have allowed teachers to work together to identify learner centred problems, the possible problems of practice and the trial of possible pedagogical practices to address the learning. Teams were challenged in 2022 as they navigated working as a team during some periods of high absence and teacher illness. Nevertheless, teams worked collaboratively to impact growth in student learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning at OLMC in 2022 returned completely to the pre-Covid era of Learning area-based Professional Learning Teams (PLTs), focused on a 'problem of practice' to enhance student learning. Most of the teams comprised around half a dozen members, although some were larger, and they met at regular intervals throughout the year. The OLMC meeting schedule provided meeting opportunities both after school and on the designated professional practice days throughout the year. Because they met quite frequently, teachers had the opportunity to examine and adjust their practice with the help of colleagues to provide advice and guidance. Teachers also had the opportunity to share the progress they made in their problem of practice through the Annual Review Meeting, which took place during Term 4.

Alongside the development in PLTs, the OLMC teaching staff also continued to familiarize themselves with the Canvas, the Learning Management System introduced by the school in a pilot program in 2021. All teaching staff were required to use Canvas in at least one of the subjects they taught in 2022 and not surprisingly, this saw an impressive uptake in the use of the learning management system. It was gratifying to see that as use of Canvas became more widespread, enthusiasm for use of the platform grew amongst teachers as its benefits for teaching and learning became more apparent.

With the reduction in Covid-19 restrictions during 2022, teachers embraced the return to in-person external professional learning opportunities; subject conferences for many Learning Areas made a welcome return. Significantly, many PL providers continued to provide online PL opportunities, particularly those of shorter duration. This is welcome development as it has made professional learning more accessible for teachers who otherwise would not have been able to attend PL.

It was again gratifying to see that a number of teachers of Unit 3 & 4 subjects extended their professional learning by marking Victorian Curriculum and Assessment (VCAA) exams in 2022. As usual, this was considered to be amongst the most useful PL undertaken by these teachers through the year.

Number of teachers who participated in PL in 2022

135

Average expenditure per teacher for PL

\$425

TEACHER SATISFACTION

Staff Satisfaction

MACSSIS data from 2022 has depicted a decline in the positive views held by staff regarding their work with leaders and colleagues. The areas of focus on professional learning, collaboration and collective efficacy showed a need for improvement. The following are areas of challenge for us continue developing:

- 76% of all staff view the relationship between the Leadership and staff positively
- 63% of staff felt OLMC is a safe environment
- 41% of teaching staff were positive about professional learning
- 43% of teaching staff viewed positively the collaboration for improvement
- 62% of teachers believed there was strong support for teams
- 77% off all staff viewed positively our Collective Efficacy.

It is pleasing to see that staff feel strongly that Collective Efficacy is viewed positively in our school. We are encouraged that this will help us to build collaborate work and our professional learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.8%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	86.1%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	1.1%
Masters	26.3%
Graduate	51.6%
Graduate Certificate	7.4%
Bachelor Degree	92.6%
Advanced Diploma	12.6%
No Qualifications Listed	2.1%

STAFF COMPOSITION	
Principal Class (Headcount)	6.0
Teaching Staff (Headcount)	108.0
Teaching Staff (FTE)	89.9
Non-Teaching Staff (Headcount)	60.0
Non-Teaching Staff (FTE)	51.1
Indigenous Teaching Staff (Headcount)	0.0



Community Engagement

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

Parents Association Activities

Mothers' Day and Father's Day Celebrations

A key role of the Parent's Association is contributing to the development of community. In 2022 the Mother's Day and Father's Day celebrations were excellent opportunities for exactly this. Both events were very well attended and were great opportunities to celebrate and give thanks for the important mentors in the lives of young people who are part of OLMC. There was much laughter, conversation and the sharing of great food.



Working beyond our community

Support for Mercy Works and McAuley for Women and Children

Each year the College hosts a 'High Tea in Heidelberg' to raise funds for McAuley for Women and Children, an organisation that helps women and children confronting family violence to rebuild their lives. It was very special to once again welcome so many to the event included a number of Sisters of Mercy. In addition to sharing good food and company, we also spend time listening to the experiences and needs of McAuley for Women and Children. In these moments we have the chance to show gratitude for all that we are so lucky to enjoy.



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 2022. The activities/events included:

- The Year 7, 8, 9 and 10 Parent Information Evenings held at the beginning of the year -see Student Wellbeing.
- The Year 7 Welcome Mass – see Education in Faith
- The Year 7 and Year 8 Time and Space Program (online) – see Student Wellbeing
- The Subject Selection and Subject Expo programs (online) – see Learning and Teaching.

Parent Satisfaction

In 2022, the MACSSIS annual school survey of parent satisfaction was conducted. It was pleasing to see an improvement from 2021 in the area of Catholic Identity. Evidence of improved family engagement were the attendance rates at the Time and Space evenings and the Parents’ Association Mother’s Day and Father’s Day events.

The attendance of families to our performances of Matilda and the music ensembles and Celebration Concert also demonstrated a reengagement of our families with activities that go beyond the classroom. The Sports Night was also another opportunity where we engaged with families to celebrate the sporting success of students across all the GSV and other interschool competitions.

PARENT SATISFACTION

In 2022 the MACSIS annual school survey of parent satisfaction was conducted. It was pleasing to see an improvement in measures of our Catholic Identity we believe this reflects the success of some of our initiatives that engage students and families in the liturgies of celebration.

Evidence of improved family engagement were evident by the rise in attendance rates at the Year 7 and 8 Time and Space evenings and the Parents Association Mother’s Day and Father’s Day events. It has been pleasing to see a rise in attendance at all the events.

Participating in Parent Student Teaching Interview meetings, Information Evenings and student performances also improved over the course of 2022 despite still grappling with widespread illness amongst the community.

Future Directions

The College has this year focused on strengthening the work of Professional Learning Teams to focus on the learning growth of students and the development of Collective Efficacy. This is a key focus of our work in achieving our Key Strategic directions and an important element of the professional learning program for teachers. The Menzies Fellowship, awarded to the Principal and which will conclude in June 2023; provided the College with invaluable opportunities to grow and develop our understandings of student learning needs and the ways in which we can best address them.

The full implementation of CANVAS, a learning management system, was a priority in 2022. CANVAS allows us to seamlessly share with students and teachers, learning resources, teacher feedback and learning activities. It will also enhance the learning data available to teachers to help them further understand the learners with whom they work.

In 2023, we will continue to focus on the improvement of student learning engaging with experts in Development Rubric design and the New Tech Network AU to deepen our professional learning and student learning outcomes.

While we have only just completed one building program it is time now to turn our attention to the last phases of the current Master plan and to evaluating the needs of our learners now and into the future. We will engage in a process of research and development for the final phases of our building program and the possibilities for the next Master plan.

