

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019



School Registration Number  
0914

## Our Lady of Mercy College Heidelberg

A Ministry of Mercy Education Ltd



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## Contact Details

<b>ADDRESS</b>	52 Cape Street Heidelberg VIC 3084
<b>PRINCIPAL</b>	Ms Judith Weir
<b>COLLEGE GOVERNANCE</b>	Mercy Education Ltd ABN 69 154 531 870
<b>COLLEGE COUNCIL CHAIR</b>	Mr Christopher Conroy
<b>TELEPHONE</b>	(03) 9459 2511
<b>EMAIL</b>	principal@olmc.vic.edu.au
<b>WEBSITE</b>	www.olmcheidelberg.catholic.edu.au
<b>E NUMBER</b>	E1075

## 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 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*;
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

16 May 2020



## 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) provides rich, relevant and 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 8 streams at Years 7, 8 & 9 to move through to Year 12. Our February 2019 enrolment was 1197 students.

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.

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.

At OLMC, 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 therefore ensure specific programs and structures are in place to counteract the negative influences that impact on our girls. We also value our role in enabling and nurturing friendships that endure well beyond students' time together at OLMC.

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



## Principal's Report



Our School Review occupied most of our thoughts and time in 2019. It was an invaluable opportunity to assess how far we have come and to look towards the new challenges that education in the 21<sup>st</sup> Century presents. It was a great opportunity to engage with different groups within our community to assess the programs and practices that they hope for and value. It was also a great opportunity to dream together about a future for our young women.

For the first time we chose a scripture text as our College theme – *'I have come that you may have life and have it to the full'*, John 10:10. It was chosen because it holds a place for Mercy, is featured in our prayer garden, and has relevance and meaning for our students and staff. Throughout the year we wove much of our work together by reflecting on this theme and all that it might mean. It was a lens through which to view our Social Justice activities in that we were seeking to bring a fullness of life to others. It served well as a means to capture the attention of our students in liturgy and it linked so well to our Mercy Day celebrations. Our staff spirituality day was focused on Catholic Social Teaching and again our theme continued to offer us a lens through which to view our work.

In 2018, we reviewed our Pathways for students from Years 10-12. In 2019, we implemented the review findings, focusing on the ways in which we can offer greater challenge for our Year 10 students. A key component of our implementation was the broadening of acceleration options for students in Year 10 and 11. A wider range of Unit 1 and 2 subjects was offered to our Year 10 cohort. In addition, we continued the work of implementing the General Capabilities from the Victorian Curriculum.

The School Review highlighted for us some new challenges and we trialled a Professional Learning Team model which has, as its heart, a focus on improving student learning through the use of evidence and data, alongside a commitment to working together and sharing pedagogical approaches.

Once again our Year 12 students excelled. Our VCE results were outstanding, with 50% of the cohort achieving an ATAR of 80 or above. Our median study score was 33 and 11.2% of students achieved a study score of 40 or above. These results are a testament to the hard work and commitment of our students as well as that of our teachers. We are proud of the young women and all that they achieved.

Our Student Wellbeing team engaged in professional learning and planning to enhance our Pastoral program. We continue to educate students about issues of cyber safety and the use of devices within this context. This program has been refined to try to engage students in activities that allow them to increase their confidence and knowledge to develop resilience.

The Pastoral program was further enhanced by a focus on improvements in mental health and wellbeing, in particular by using electronic devices differently. A whole-school program was offered, through a guest speaker, titled 'How to avoid swiping your holidays away'. We will continue to review and renew this program throughout the year.

Our focus on safeguarding young people has also been a focus of our work. The School Review process enabled us to audit and evaluate all that we do. It gave us the opportunity to refine policies and practices that were introduced post Ministerial Order 870. In addition to wellbeing, the Head of School Organisation worked with teachers to ensure that our risk assessments are robust and aligned with Child Safe Standards. A number of meetings, led by the Head of Student Wellbeing, were devoted to helping teachers identify and respond to risks. Further, we spent time with key groups within the school, like our College Council, educating them and assisting them to understand the obligations and responsibilities we all share to keep our children safe.

OLMC has rich connections with parents and the broader community. We have been privileged to provide opportunities for engagement with a variety of different community groups who have made use of our facilities to support their students or clients. Some dedicated staff, our VCAL students and some Year 9 students each week prepared 120 meals and provided them to families who work with the Exodus Community in Heidelberg West. Our staff were acknowledged through a Volunteers Award provided by Banyule Council. We also held some wonderful fundraising events for McAuley Services for Women, including an International Women's Day Breakfast and a High Tea.

Life at OLMC continues to be engaging and inspiring. The dedication and commitment of the teaching staff to support students in achieving their very best is inspiring. The way the whole staff is focused on support of students is testimony to the richness of our community spirit.

As we move into the, first year of our new strategic plan (2020–2023) and look towards the challenges of the future, there are things we will need to ensure that we do not lose. We must never lose sight of the value and depth that the people of our community bring to their work.





## 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 Board Chair is Sr Sylvia Williams RSM. The Chief Executive Officer is Mr Christopher Houlihan.



## College Council Report



The OLMC College Council provides advice to the Principal regarding the operations, governance and strategic direction of the College. The Council comprises honorary members of the College community with expertise in a range of fields including business, commerce, law, education, science, arts and management. The Council members also benefit greatly from the highly respected contribution of former OLMC Principal, Sr Eileen Ann Daffy rsm.

In February 2019, following an invitation for expressions of interest from our Principal, Ms Judith Weir, the College Council welcomed two new members to bring their significant expertise to the team. Jennifer Howe and Ann-Maree Keenan joined existing members Dane Totham, Carmel Abrahams, Paul McEvey, Sr Eileen and I to complete our Council membership.

Our monthly meetings with Principal Ms Judith Weir, Business Manager Mr Nicolas Sulzberger and Ms Candice Tuccitto (EA to Principal and Minutes Secretary) focus on a number of important items, including a Principal's Report, Child Safety Update, and a comprehensive Finance Report & Master Plan Update. We also focus on items relating to enrolment trends, government policy, education innovations and specific areas of the strategic plan.

Key features of the Council's work in 2019 have been:

- Input into the development of the new OLMC Strategic Plan;
- Active participation in the Catholic Education Melbourne (CEM) School Review in August;
- Input into the recruitment of a new Deputy Principal – Leader of Learning Development, Mr Simon Conlan, to commence at OLMC in 2020.

We were also fortunate to witness the exciting final stages of the Master Plan coming to fruition with the construction of the new Design, Art and Technology (DAT) Centre. This has followed construction of the Nalleijerring Centre, the renovation of Roma & College Chapel, and other significant building works that have produced such wonderful learning, reflection and community gathering spaces for our daughters, their families and the dedicated OLMC staff.

Throughout the course of the six-stage Master Plan, executed over the past decade, one aim has been to construct new buildings around the perimeter of OLMC boundaries in order to both protect College privacy from surrounding commercial and residential developments, and to significantly open up space to enhance student connections and pedestrian traffic flow through the centre of our school. We look forward to the completion and opening of the DAT Centre and open spaces in 2020. We are confident that these exciting new environments will greatly benefit the entire College community.

**Christopher Conroy**  
**College Council Chair**

## 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

#### A Scripture-based College Theme

***I have come that you may have life and have it to the full. John 10:10***

In 2019, for the first time, a scriptural quote was chosen as a College theme for the year. The theme was viewed as a way challenging all members of the community to really consider what life to the full means, also, how to find ways to ensure that we live our lives to the full whilst also honouring others and our God. The John 10:10 quote was chosen because it has significance in our Mercy tradition and it is the first of the five pieces of scripture chosen as a feature of our Chapel Garden. Over the coming years, the College will focus on other scriptural quotes featured in the garden as our theme for respective years.

#### Prayer and Liturgies

The Nalleijerring Centre has enabled the College community to come together as a whole. In addition to a Mass welcoming our Year 7s and their families, we celebrated whole-school masses for the Opening of the School Year, Easter and the End of Year.

Students have taken a more active role in leading prayer in 2019. For Ash Wednesday, over 90 students shared a role with a friend in leading the extended prayer in their Pastoral group. All of these students attended a training session and they led their peers and teachers into the beginning of our Lenten period, opening up our theme 'Living Lent' in a powerful and prayerful manner.



Our newly renovated Chapel has been frequently visited by classes for prayer and meditation, and it has been a place of comfort sought by students and staff at times of tragedy and grief. Seeking out and experiencing the Chapel as a sacred space is becoming a deeper part of what we do as a community.

## Eco-Justice

In response to the challenges of climate change and in light of Pope Francis' call to 'care for our common home', a dynamic group of students continued to band together to create the OLMC Eco-Justice Group. Meeting every Monday during lunchtime, they discussed a number of pertinent issues around how they as individuals, and the wider College community, could work to reduce our carbon footprint, manage waste better (particularly single use plastics) and carefully consider the way our actions can affect the planet.



Students from this group were invited to the Academy of Mary Immaculate at the end of Term 1, where they joined forces with the 'Earth at Academy' group and heard about the impressive initiatives this student-led group has put in place within their school. Another group of students attended the Seeds of Justice student event in May. They took the opportunity to connect with students from Mercy schools across Victoria and learn more about these issues, as well as creating and sharing plans for action.

Inspired by the ideas, connections and sharing with other Mercy groups, the Eco-Justice group has worked alongside the Student Leadership Team to ensure that the College becomes a place that prioritises caring for our common home.

## Project Compassion – Sweet Justice

A VCAL initiative targeting a College-wide love of chocolate saw the community come together throughout Lent to take action against injustice and poverty, and to raise funds for Project Compassion – Caritas Australia's annual Lenten fundraising and awareness-raising appeal.



*Sweet Justice*, a 'slavery-free' chocolate campaign for Easter, was conceived in the VCAL room when students were examining the exploitation of children on cocoa plantations in West Africa. With the help of the Social Justice Team, the focus of *Sweet Justice* was broadened to also support the world's poor by helping to end poverty, promote justice and uphold dignity.

The campaign was run through a number of mediums, including posters around the grounds, public speaking presentations and a chocolate-themed competition. To coincide with the competition, students put together an Ethical Easter Raffle with a number of Fair Trade chocolates and Easter egg hampers sourced from local businesses in Heidelberg. Through all the fundraising efforts, \$3500 was raised for Project Compassion.

## Camp Heide

In the September school holidays, a group of 35 students and numerous OLMC staff devoted the first three days of their holidays to the **Camp Heide** program. This is a student-run initiative, giving children connected with the Exodus Community in Heidelberg West an opportunity to be involved in varied holiday activities and to build bonds with OLMC students. The program brings much joy to both the children and students involved. A number of Year 11 students reflected, *'It is rewarding to see the smiles we brought to the young children's faces, and to know that they brought a smile to ours'*.



### Mercy Day

Mercy Day is one of OLMC's biggest and most important calendar events. Held in September, It is a day to commemorate Catherine McAuley, the founder of the Sisters of Mercy, to honour and support the ministries of the Sisters of Mercy, and to celebrate our College heritage.

The day began with a beautiful Mass for the whole community in our Nalleijerring Centre. The choir was in full voice and the musicians in top form. The theme for the liturgy was 'living life to the full' (John 10:10). The sunshine and warmth then allowed students to take full advantage of all that was on offer after Mass – fairy floss, snow cones, cupcakes, a photo booth, competitions, a Year 12 Leaders versus Staff Mat Ball face off, a disco and a House Arts Festival. The funds raised on Mercy Day supported the Mercy House of Welcome in Adelaide, a drop-in centre that provides services for newly arrived refugees and people seeking asylum.

A major innovation for Mercy Day 2019 was the implementation of a plastic-free, environmentally friendly events program. The Eco-Justice Team partnered with the Student Leadership Team worked tirelessly on the logistics and coordination of feeding 1200 girls and 150 staff using utensils such as bamboo fibre compostable plates and bio degradable cups and sticks. Overall, the waste for the day was reduced by two thirds of what it would usually be, which was a significant achievement.

A most welcomed outcome of the plastic-free campaign was that everyone – staff and students – received a free reusable metal drink bottle. This amazing project was the initiative of the Eco-Justice Team, who designed the logo, organised a manufacturer, liaised with staff and distributed the bottles. The Parents' Association supported students by sponsoring the bottles.



### St Vinnies Street Retreats

Four times across the year, a group of senior students and staff participated in a St Vinnies Street Retreat. They met the regular team of volunteers and the hundreds of people who find a meal and share conversation and friendship in the midst of life on the streets of Melbourne. The Vinnies van creates a safe space, something that can be difficult to find on the streets. Wonderfully, this is not only for people on the streets, but for our students who don't normally have the opportunity to engage with people experiencing homelessness.



### Retreats and Reflection Days

In 2019, Year 10 students participated in a Reflection Day that forms part of their 'Wonderfully Made' unit in Religious Education. It is a day to contemplate healthy relationships, boundaries, and how we build these in our lives. Year 11s participated in their first overnight retreat program, focusing on the theme of 'Daring Greatly', and our Year 12 students had three days away together at the end of Semester 1. These times of retreat provide the beginnings of nurturing a stronger relationship with self, others and our loving God.

### St Pius X Reading Club

Each term across 2019, a committed team of Year 10 students participated in a reading program at St Pius' X Primary School in Heidelberg Heights. The primary school students look forward each week to the arrival of our students, who have the capacity to make reading such a fun and special time together. The cards at the end of the year that our students receive from the children demonstrate the impact of their efforts in the carefully crafted words and images of appreciation. It's a simple activity that makes a huge difference.

### Active Hope – Asylum Seeker Art Exhibition

For the last six years, students and staff have been regularly visiting friends who are seeking asylum who are detained at the Melbourne Immigration Transit Accommodation. Here we share afternoon tea, games and story. We leave more aware of the issues and injustices facing asylum seekers here in our city and our hearts are always stretched for a more compassionate response.

One of our friends is an Afghani man who is an extraordinary self-taught artist. We were fortunate at the end of 2019 to host an exhibition of over 30 pieces of his artwork. Students and staff who experienced the exhibition found it to be profoundly moving – it challenged and enlarged our vision for a more just and compassionate society. Some of the major pieces were part of our end-of-year student Mass, which was focused on the Holy family's experience of seeking refuge and safety.



## Professional Learning and Accreditation

Our Staff Spirituality Day in 2019 explored the question of ‘A more humane world?’ through the lens of Catholic social teaching. We had Marist Brother, David Hall, lead us in an exploration of the contribution of Catholic social teaching in building a more humane world. We were then joined by Cathy Solano, a Mercy Sister who has made Mercy a verb in her own life. She shared stories of ‘Global Mercy’ engagement that took us into the hearts and lives of learners and teachers in the Nuba mountains in Sudan. The afternoon presented an opportunity for staff to move out into the community to engage with organisations that are putting Catholic social teaching into practice. These experiences included:

- Calling for change for those without a voice - led by CAPSA (Catholic Alliance for People Seeking Asylum);
- Building a Just Society - led by Jesuit Social Services;
- Moving from Charity to Justice – led by the Catholic Office for Justice and Peace;
- Responding with love and compassion in the face of the global climate and ecological emergency – led by CERES Community Environment Park;
- Sustainability at St Pius X– led by Barbara Gomez, Principal at St Pius X in Heidelberg Heights;
- Accommodating women in need – led at McAuley Community Services for Women;
- Making the Kingdom of God Present Here: Exodus Tour and Exodus House – led by the Exodus Community in Heidelberg Heights.

Other opportunities, both within and beyond the College, enabled staff to continue to deepen their understanding of what is possible and our responsibilities as staff of a Mercy Catholic school. A group of seven staff attended the Australasian Mercy Secondary Schools Association (AMSSA) conference, focusing on the evocative and empowering theme, ‘Speaking the Silence’.

At the end of 2019, we celebrated another two staff members completing their Accreditation to Teach in a Catholic school.

## Value Added

### Mercy Ambassadors Program

Out of our South Africa Immersion program has grown a partnership with St Teresa’s a Mercy school from Johannesburg, South Africa. In August, we hosted four students and a staff member from St Theresa’s. Together with our students, our visitors experienced life at OLMC. Their program had a particular focus on our faith and justice programs. Some of the highlights of their four-week stay included:

- a Horizon excursion into the city to explore the issue of homelessness;
- participating in Bell Bardia Community Meals Project;
- participating in a Seeds of Justice Retreat gathering with representatives from eight Mercy schools to focus on the issue of eco-justice.



The students were hosted by OLMC families and these families provided a space for the students to discuss what they had seen or heard and answer any further questions they may have had. An extraordinary bond grew between the girls, leading to deeper connections and friendships that link us into a global sense of the Mercy community.

### Yingadi Immersion

Each year, a group of OLMC students and staff are fortunate to participate in an Aboriginal immersion program with Vicki Clark, an Aboriginal Elder of the Mutthi Mutthi tribe. The group visits her country at Lake Mungo. This experience is both uplifting and challenging, and for those who participate, the wisdom, history and connections made are talked about for years to come.

In 2019, 14 OLMC students and three staff members were joined by four students from St Teresa's, Johannesburg, South Africa, and one of their teachers. The immersion program provides an opportunity to be 'off the grid' for five days, spending time learning about Aboriginal spirituality, culture and history. It is a time to experience country first hand, to take in the beauty of the landscape, to be filled with awe by the star-filled sky at night, and to learn about ceremony and ritual. Yingadi was by all accounts a profoundly positive and insightful experience for the participants.





## 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

#### Expanded Pathways Options (Years 10–12)

Following our 2018 review of VCE, a range of changes were implemented in 2019. The number of accelerated subjects for Year 10 student increased from 7 to 14. This included the two VET subjects we run at the College – Allied Health, and Sport and Recreation. We also sought to provide a link between the capabilities of the Victorian Curriculum and our VCE and VCAL pathways. One way we did this was by including three capabilities and competencies that were most evident for each VCE or VCAL subject. This was included in an expanded Senior Pathways handbook.

In our Year 10 Pathways sessions, it was pleasing to hear students comment that by using the Capabilities and Competencies Matrix in the handbooks, they were able to select subjects based on the capabilities they wished to focus on, not just the content that they wanted to learn. This is an important aspect of reframing the way we look and think about learning and the language of learning and skills that our students need.

#### Arts Students Raise the Bar

At the beginning of each year, artworks from the previous year's Design, Art and Technology (DAT) students are shortlisted and selected for display in the gallery area of the reception and administration building. The works, known as the Caldwell Collection, are displayed until December, when the process begins again. In 2019, the Caldwell Collection continued to showcase a broad range of high quality student artworks.

In mid-October, the annual Art Show featured an extraordinary range of creative works by over 300 DAT students. Highlights included an array of inventive and personal zines created by Media students,



beautiful watercolour paintings of birds by Year 9 Visual Arts students, and highly resolved presentations from VCE Visual Communication Design students. The Art Show also saw the premiere of a site-specific 'Hanging Garden' artwork created by Year 8 students under the guidance of Artist in Residence, Kathie Mathes, as part of the College's ongoing 'Artist Within' program. The Hanging Garden



was cleverly installed in the rock-climbing space at the entrance to the Nalleijerring Centre.

VCE students recorded some exceptional study scores for subjects that included Food Studies, Media, Visual Art, and Visual Communication Design. This has been a recurring DAT achievement over successive years and is testament to the hard work of students and their talented teachers.

### VCAL Maths and Art Project

A strong desire to facilitate an engaging and authentic Maths experience for VCAL students led the VCAL Coordinator to collaborate with OLMC's Art Technician on a Numeracy unit titled 'Measurement, Representation and Design'. Bauhaus Art became a key focus – its geometric designs and distinctive use of shape, dimension and perspective were a perfect match to the learning outcomes for the unit. Over a period of two months, students researched some of the famous artists from this movement, and then experimented with a range of techniques, including gouache painting and collage, to create their own art pieces. They unleashed their creative talents to develop an eye-catching body of work that is now on permanent display.



### Combined Science and Humanities Fieldtrips (Year 8)

Over two days in May, two combined Year 8 Science and Humanities fieldtrips were undertaken at the Organ Pipes National Park in Keilor North and at the Blue Lake in the Plenty Gorge Parklands. The intention was for students to take a multi-disciplinary view of the natural and human worlds of Melbourne.

These fieldtrips allowed students to witness first-hand the concepts covered in their classes. Observations of the human impact on landscapes and the shape of different landforms gave context to the topographic and cross-sectional mapping skills students were developing in their Humanities classrooms. Comparison of the different types of rocks at each location also gave students a point of reference when considering the rock cycle in their Science classrooms.



The fieldtrips were highly successful. Plans are underway to replicate a similar experience for 2020 Year 8 Science and Humanities students.

### School-based Professional Learning

Professional learning was in large part directed to the development of a new Strategic Plan for the College for the period 2020–2023. This provided opportunities to review many of our goals and practices and to identify strengths to build on as well as challenges we needed to address. We were particularly focused on understanding the challenges that 21st Century learning environments pose. Staff met on a number of occasions and worked through processes of discernment to identify initiatives and programs that would enable us to be ever alert and responsive to the changing learning and wellbeing needs of our students.

### Policy Review and Development

The 2019 School Review process, that included an independent audit by the Victorian Registration and Qualifications Authority (VRQA), led us to review all of our Learning and Teaching policies and to develop new policies as deemed necessary.

Two policies were amended – Assessment and Reporting and Learning Support. A new Homework Policy (previously guidelines) was promulgated in December.

### Trial of Professional Learning Teams

In 2019, we moved to a different approach to professional learning. In the approach that we trialled, teachers were placed in teams within a learning area and asked to develop a focus question based on student data. We asked teachers to use the data to identify an area where there may be a problem of practice, or an area of common misconception that required a different approach. A number of teams used the recent ACER PAT results, along with their own observations and data, to develop a focus question. Once a question or focus area was decided upon, teams would then investigate what pedagogy may best address this area of student learning.

An example is one team in the Mathematics Learning Area that investigated student perception and interpretation of graphs in a mathematical context. Following investigation, drawing upon recent research, teachers changed a number of practices, such as their use of language when discussing graphs, as well as creating more opportunities for students to generate data to be graphed. In re-testing, the team found growth in student understanding. Professionally, there was strong support for the collegial approach that was driven by student data and shared work in teams.

### Training in New Intranet

A new intranet and learning management system (SIMON) was rolled out in early December 2018. In Term 1, 2019, considerable staff training time was devoted to building competency in its use.

### Value Added

#### Japan Study Tour

Japan's magnificent cherry blossoms were in bloom when in April 2019 a group of 23 students and three teachers participated in the Japan Study Tour.

The main purpose of the tour was to spend time with OLMC's sister school students and colleagues at Seirei High School, Akita City. There, our students attended daily Japanese lessons and participated in various activities such as a traditional Japanese tea ceremony, Japanese cooking, conversation exchange, and excursions to sights in Akita. The tour included an eight-day homestay experience with Seirei High School families. For students, it was an opportunity to use and strengthen their Japanese language skills and to experience 'up close and personal' Japanese home life and culture.



The Seirei High School experience was preceded by tours to some famous Japanese sites – beautiful temples, shrines and gardens in Kyoto and Nara. Students and staff enthusiastically immersed themselves in 'all things Japanese' and returned home with some uplifting stories about their many rewarding and joyous experiences.



### Year 9 Horizon Program

Each year, Year 9s undertake a breakout term in what is titled the Horizon program. The intention of this program is to draw from core subjects (English, Mathematics, Science, Health and Phys Ed, Humanities and Religious Education) and the Victorian Practice Principles to challenge each student's thinking and actions. Students are asked to look beyond the classroom walls, think for themselves, collaborate, create, and be responsible for their own learning.



In 2019, students navigated the local area, polished up their financial literacy, wrangled bike paths and bouldering caves, and weighed-up contemporary ethical debates. Conversation, reflection and written responses were widely used to promote intellectual exchange. Students were confronted by community and global issues and were sometimes divided over justice, gender or environmental ethics. Some found themselves more interested than expected in future financial decisions – this was all part of the flexible learning experience. At its heart, the 2019 Horizon program achieved its intended outcomes of provoking and challenging students, whether confronting a fear of heights and cramped spaces or struggling over a tax equation.



The hope and intention for each cohort of Year 9 students is that the outcomes are positive and that the student exiting Horizon will be more collaborative, more inquiring, have stronger research skills, be able to reflect on her learning, explore career pathways, consider ethical questions, and realise her financial worth.

## STUDENT LEARNING OUTCOMES

### NAPLAN Results 2019

The College's 2019 NAPLAN results are presented below via a range of 'lenses' and formats:

- **Table 1** presents results for students tested in the period 2017–2019 at Year 7 and Year 9.
- **Figures 1 and 2** compare the same cohort of students' results in 2017 and 2019.
- **Table 2** presents the median study score for Year 9 students in 2019.

What these results reveal are some of the following achievements and challenges:

- There are consistent results over 2017–19 in the proportion of students meeting the minimum Literacy and Numeracy standards.
- A particular focus at OLMC has been on Reading. It is pleasing to see that the Year 9 proportion of students meeting the minimum standards increased.
- Strengthening students' Grammar and Punctuation skills were another focus of teaching and learning for the English Learning Area. The Year 9 mean in Grammar and Punctuation was higher than the previous three years.
- Writing at Year 9 is an area for focus, with growth at this level being well below the growth of the state.

**Table 1: Proportion of Students Meeting Minimum Literacy & Numeracy Standards, Years 7 & 9, 2017–2019**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017–2018 Changes %	2019 %	2018–2019 Changes %
YR 07 Grammar & Punctuation	98.5	100.0	1.5	99.5	-0.5
YR 07 Numeracy	100.0	98.5	-1.5	99.5	1.0
YR 07 Reading	99.5	99.5	0.0	100.0	0.5
YR 07 Spelling	99.5	99.5	0.0	100.0	0.5
YR 07 Writing	99.5	100.0	0.5	99.5	-0.5
YR 09 Grammar & Punctuation	97.9	99.5	1.6	98.9	-0.6
YR 09 Numeracy	100.0	99.5	-0.5	100.0	0.5
YR 09 Reading	98.9	99.0	0.1	100.0	1.0
YR 09 Spelling	97.9	97.5	-0.4	99.5	2.0
YR 09 Writing	98.4	99.0	0.6	97.9	-1.1

Figures 1 &amp; 2: Comparison with Previous Assessments of Years 7 and 9 Cohorts, 2017–2019

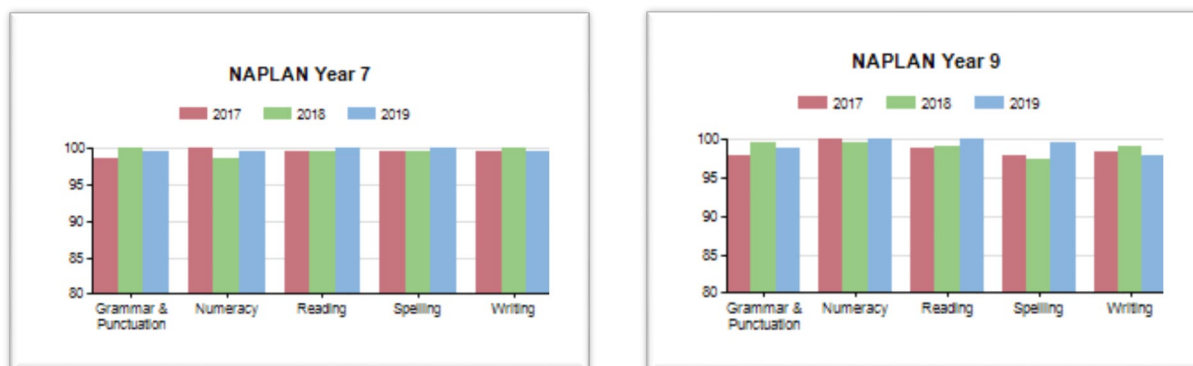


Table 2: Median NAPLAN Results for Year 9, 2019

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	596.3
Year 9 Numeracy	597.9
Year 9 Reading	606.1
Year 9 Spelling	590.2
Year 9 Writing	585.4

## SENIOR SECONDARY OUTCOMES

The College's Year 12 students excelled and our 2019 VCE results were cause for celebration.

- Median Study Score – **33**
- Median ATAR – **80.2**
- Percentage of Students with Study Score over 40 – **11.2**
- Percentage of Students with 90+ ATAR – **24**
- Percentage of Students with 95+ ATAR – **9**
- Percentage of Students with 80+ ATAR – **50**

Our VCE and VCAL completion rates were each 100%.

Our 'top 10' VCE high achievers of the class of 2019 achieved an ATAR of 96.15 and above, with the College Dux awarded an ATAR of 99.15.

Other achievements of note included:

- One student achieved a perfect score of 50 in Media;
- One student's video production was selected for the 2020 VCE Season of Excellence *Top Screen Festival*;
- One student's set and prop pieces from her Monologue exam (from Sweeney Todd) was selected for display at the 2020 VCE Season of Excellence *Top Designs Exhibition*;
- One student was awarded a *Bachelor of Accounting and Business Information Technology (Professional) Scholarship* at Swinburne University of Technology;

- Two students were awarded a *Vice Chancellor’s Excellence Scholarship* at Swinburne University of Technology;
- One student was awarded a *Melbourne Principals’ Scholarship* at the University of Melbourne.



POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	82.0%
TAFE / VET	6.0%
Apprenticeship/Traineeship	3.0%
Deferred	4.0%
Employment	2.0%
Other – includes students looking for work	2.0%



## 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

#### Pastoral Program

A key aspect of the Pastoral program is to provide opportunities for Pastoral groups to create their own traditions, such as a shared lunch at the start of the year. Some Pastoral groups are known for a gourmet charcuterie board; others for a pancake bonanza, but each provides a sense of ownership and belonging to the students in that group.

Our Pastoral program often features theme days and weeks that are responsive to student ideas and requests. In some instances, sessions are run by the students themselves. Activities in 2019 included

- Etiquette regarding communication online and in person;
- Preventing the spread of rumours;
- Managing feelings of anxiety (and knowing the difference between anxiety and an anxiety disorder);
- Learning how to complete tax returns;
- Writing a résumé;
- How to book, plan and take your own trip overseas;
- Relaxation techniques to help create balance in life;
- Eating for health and brain power;
- Information on more effective study skills.

Two particular focus areas were at Year 8 and Years 10–12. Year 8 students participated in the Friends program – an evidence-based resilience program (based in cognitive behavioural therapy) for school settings, to prevent anxiety and depression in young people. The senior students focused on using a positive, growth mindset to address the academic and social challenges of their final years of school.

The Student Wellbeing Team successfully organised a range of programs for students, staff and/or parents that involved external agencies and speakers. In 2019, these included:

- Professional learning regarding adolescent anxiety, mental health and the teenage world
- Various OLMC parent sessions: Transition; Managing Friendship; Surviving VCE as a family; Elevate study skills (Elevate); Digital Nutrition (Jocelyn Brewer); Safe Partying (Sonya Karass)
- Project RockIT
- Fit 2 Drive
- Worryville
- Résumé and interview advice
- Michelle Newland demonstrating courage and resilience through adversity
- Elevate Study Sessions: Time Management; Study Sensei; Ace your Exams.

## Student Leaders' Whole-school Goals

At the February whole-school assembly, College Captains, Alicia Ranasinghe and Kate Keenan, presented students and staff with **OLMC Action – Five Goals**. Curated by the Student Leaders, the goals were inspired by the United Nations' 17 Development Initiatives. The goals became key drivers of many student-led initiatives in 2019.



### EMPOWERMENT

As women, we don't want you to feel limited by your identity, but embraced and strengthened by it. Let's uplift each other and be proud of who we are and where we are going.



### ENVIRONMENT

We impact the environment more than we know. So, let's take care of the space we are so privileged to have.



### PARTICIPATION

The process of participation is one great big learning experience that ultimately allows us to grow and challenge ourselves. You have the opportunity to place your own contribution into our red brick walls, so make it count.



### MERCIFUL

Being merciful is to show compassion, forgiveness and understanding in every act of life. Being merciful entails that we lead by example. The Keeper of the Light statue is a constant reminder of this, and can be seen at the very heart of our school.



### GRATITUDE

Keeping in mind all the little things and the simple privileges we take for granted. This extends to focusing on addressing the importance of looking after ourselves and our mental wellbeing.

## Dare 2 Donate and Support for the West Heidelberg Housing Project

Dare 2 Donate – an annual fundraising event which has become a highly awaited fixture on the OLMC calendar – was a resounding success when held on 21 June. Dare 2 Donate raises funds by daring staff members to perform, dress up, or generally do something outrageous. Donations are collected in Pastoral Groups and at lunchtimes for weeks leading up to the day itself, which is filled with dares and the main event, the Talent Show.

The Student Leadership Team chose the West Heidelberg Housing Project as the recipient of funds raised. This project involves providing short- to mid-term accommodation for local homeless people in houses up for redevelopment. As an interim measure, the houses have been leased by the Exodus Community and their partners.

Thanks to the combined efforts of many, over \$3000 was contributed to the furnishing of the houses, particularly essential electronics such as refrigerators and washing machines.



## Life Skills Workshops

Life Skills Workshops run annually for our senior students as part of their Pastoral program. Over two sessions, students learn and practise skills that are not featured in the mainstream curriculum, but that are likely to serve them well in their everyday lives or in the future. Staff, students and external presenters volunteer their time and their distinctive ‘craft’ in leading the workshops.

In 2019, students were involved in brainstorming options for the workshop, which were successfully delivered and received. They included:

- How to change a car tyre and basic car maintenance
- Your rights at work
- Self defence
- Photoshop for beginners
- Podcasting
- Yoga
- Cooking on a budget when home alone
- Finding your inner domestic goddess
- AFL skills clinic
- Digital note-taking
- Résumé and interview skills
- Naturopathic approaches to common health problems.



## House Events

Whole-school and year level House events continued to play an important part in building students' sense of belonging. In most instances, the key events – the Swimming Carnival, the Athletics Carnival and House Arts – also contributed to students experiencing fun, laughter, healthy competitiveness and a 'having a go' disposition in activities that stretched their comfort zones.

The overall **2019 House Trophy** was awarded to Loreto House. This was announced and celebrated at the final whole-school assembly in October.



At the **House Swimming Carnival**, held at the Northcote Aquatic Centre in March, Carmel House claimed the trophy. Mercy won the House Spirit Award for their cheering and the number of student helpers and participants they had.



At the **House Athletics Carnival**, for the first time held at the Coburg Athletics Track, Mercy House took home the cup and McAuley House was the deserving winner of the House Spirit Award.

## Policy Review and Development

The 2019 school review process, that included an independent audit by the Victorian Registration and Qualifications Authority (VRQA), led us to review all of our Student Wellbeing policies and practices, and to develop new policies as deemed necessary. As a result, the following Student Wellbeing policies (excluding Child Safe policies, reported next page) were updated and/or developed:

- Respectful Relationships – Anti Bullying Policy – April 2019
- Student Anaphylaxis Management Policy – June 2019
- Student Behaviour Management Policy – August 2019
- Student Attendance Policy (previously guidelines) – June 2019
- Student Wellbeing Policy – June 2019.

All policies are published on the College intranet – SIMON (students and staff) and PAM (parents).

## Value Added

### Co-curricular Programs, Clubs and Lunchtime Activities

The co-curricular program continued to provide students with opportunities to develop their skills in areas of personal interest. There is no doubt the program, inclusive of lunchtime activities, assists in strengthening student connectedness, learning engagement and achievement beyond the classroom.

#### Sample Co-Curricular Programs 2019

<b>SPORT (GSV)</b>	<b>MUSIC &amp; PERFORMING ARTS</b>	<b>LUNCHTIME ACTIVITIES</b>	<b>FAITH &amp; MISSION</b>	<b>PUBLIC SPEAKING &amp; DEBATING</b>	<b>CLUBS &amp; COMPETITIONS</b>
Aerobics		Badminton	Bell Bardia		Anime and Manga Club
Athletics	Brass Ensemble	Free play	Community Meal Service	DAV Junior & Senior Public Speaking	Club
AFL	Cantors	Spin class	Camp Heidi		Photography Club
AFL Umpiring	Choir	Year level games (matt ball, netball, dodgeball)	Detention Centre Visits	Frayne Speech Festival	Robotics Club
Cricket	Funk Ensembles		Fire Carriers	House Debating	Book Club
Cross Country	Junior Jazz Ensembles	Yoga	Prayer Group	United Nations Model Conference	Elite Dance
Badminton	Middle School Band	Fitness Class	Seeds of Justice		The Feminist Collective
Basketball	Senior Choir	Self Defence	Eco Justice Group		Makerspace
Diving	String Ensemble		St Pius X Reading Club		Maths Olympiad
Gymnastics	Symphonic Band		St Vincent de Paul Soup Van		Creative Writing Club
Hockey	Training Band		Camp Heide		
Netball	Year 12 Band		Cooking Club		
Soccer	Wind Ensembles				
Softball	Year 11 Band				
Swimming	Elite Ensemble (Orchestra)				
Tennis					
Triathlon					
Volleyball					
Golf					
GSV Rep Teams					
GSV Sport					

## Student Satisfaction

The College participated in the Catholic Education School Improvement Survey (CEMSIS) 2019. The data indicated that students at OLMC rate their experiences above that of most Catholic secondary schools in Victoria in the areas of Student Safety, School Belonging, Teacher and Student Relationships and School Climate.

## Student Attendance

In 2019, the College replaced its Student Attendance Guidelines with a **Student Attendance Policy** that was widely promulgated and promoted. The policy is published on the College intranet – SIMON (students and staff) and PAM (parents).

The procedures for student absences are as follows:

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

YEARS 9–12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	96.4%

AVERAGE STUDENT ATTENDANCE RATE YEARS 7–10	%
Y07	93.0
Y08	92.3
Y09	91.9
Y10	90.1
Overall average attendance	91.8

## Achievements in Sport

### GSV Cross Country Champions

In May, the OLMC Cross Country Team competed in the GSV Championships at Bundoora Park. The team was determined to avoid being Division Two Runners-Up for the fifth year in a row. In the end, only two points split the first and second placed teams, with OLMC taking out first place.

### Aerobics Squad Success

For many years, the Aerobics Squad has been a high achiever and 2019 was no exception. At the Victorian Aerobics Championships in August, OLMC was awarded the overall Championship School, bringing home the trophy for the second year in a row. At the National Championships in September, the College was awarded 2<sup>nd</sup> place in the Overall Championship School Division. The squad received seven medals, and two students were awarded Gold Medals in their divisions.



### Great Victorian Bike Ride

Twenty-four students and four staff members completed the Port Fairy to Torquay portion of the 2019 Great Victorian Bike Ride. After training for over six months, and following several withdrawals due to injuries, the team achieved their goals and reported on it being a highly satisfying experience with multiple rewards.

### Australian Rules Football

There are now over 80 students who have taken up this sport, and that number continues to rise given the numerous local footy clubs nearby. In 2019, OLMC students participated in the annual SCSA AFL competition – a round-robin day with junior and senior teams competing against other schools. Both our Junior and Senior teams won multiple games. With such a demand for opportunities to play at a school level, the College is looking into a GSV-run AFL competition for the future, including a new Junior AFL 9 competition.

## Sportswoman of the Year



This award is conferred on one student per year level for criteria that include upholding school values, participating in a sport each term, demonstrating exceptional performance, and showing commitment to training. Many of the students receiving this award also represent OLMC in external sporting competitions, have broken school or GSV records, or have received a Most Valuable Player award for an OLMC team. The 2019 awards were presented to students at the College's Celebration of Sport Evening in mid-September.

- Year 7 - Amelie Vulich
- Year 8 - Ava Jordan
- Year 9 - Georgia Alexander & **Overall Sportswoman of the Year**
- Year 10 – Lucy Bult
- Year 11 - Olivia Zumbo
- Year 12 - Mariah Papakonstantinou





## Child Safe Standards

### 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.

In 2019, these policies were reviewed and updated in preparation for the external audit of Child Safe practices undertaken by the VRQA.

Also in 2019, the College added another policy to its Child Safety suite, titled **Child Safety: Student Rights and Responsibilities**. This policy applies primarily to students. It seeks to ensure that they understand what being safe means, also, that they accept shared responsibility for promoting and supporting child safety as a priority at OLMC. In promulgating this policy, students were (and continue to be) strongly encouraged to raise concerns about their safety or that of their peers, knowing these will be taken seriously by the staff member to whom they share their concerns.

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

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

### Staff Training

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 two online training programs in 2019, one on recognising indicators of child abuse, the other 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.

## Risk Management

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

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

In 2019 there was a strong focus on building student voice in all areas of school life, also, encouraging students to understand that reporting concerns is important and that their ideas and viewpoints will be listened to (and believed).



## Leadership & Management

### Goals & Intended Outcomes

*We will:*

- *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 Review and Professional Learning Outcomes

Our 2019 School Review and the development of a new Strategic Plan for 2020–2023 was an invaluable opportunity to assess how far we have come and to look towards the new challenges that education in the 21<sup>st</sup> Century presents. We engaged with different groups within our community to assess what they hope for and value. It was also a great opportunity to dream together about a future for our young women.

As noted in previous sections of this report (Principal’s Report and Learning and Teaching), we embarked on a Professional Learning Team program. Teachers worked in subject-based teams to analyse data and focus on a specific area of student learning that could be improved. The work was characterised by data analysis, literature reviews, designing new solutions and trialing them. The success of the Professional Learning Team project has provided the impetus to launch a stronger and more sustained collaborative professional learning model that will be the focus of our work in 2020 and beyond.

Another key finding from the School Review process was the possibilities of engaging in a model of Professional Coaching. The Leadership Team engaged in a number of learning and research activities designed to develop our skills, knowledge and resources in this area. In 2020, we will commission an organisation to work with our Middle Leaders to develop their skills as coaches. As part of our Strategic Directions for 2020-2023, this will continue to be made available so teachers too will develop their skills.



### Capacity Building – Leadership and Middle Leaders

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

- Leadership seminar with Christian Van
- Collaborative Professionalism
- Cultures of Thinking Conference
- EduTech Conference
- Meeting of the Minds
- Student Voice
- Respectful Relationships
- Autonomous Language Learners
- Centre for Strategic Education Conference Teaching in the 21C Conference.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING 2019	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	88.5 FTE
ACTUAL EXPENDITURE (excluding administration and archives but including leadership)	\$155, 831
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,761

### Teacher Candidates Program

Nine teacher candidates were placed at the College in 2019, for both observation and teaching rounds. These candidates worked across Humanities, Health and Physical Education, Performing Arts, Design, Art and Technology, English and Science. They were ably supported by mentors in each area. We hosted candidates from the University of Melbourne, Deakin University, Australian Catholic University and La Trobe University.

### Long Serving Staff Acknowledged

A tradition on Mercy Day is to acknowledge staff who have served the College for 10, 20 or 30 years. The following members of staff were congratulated:

#### 10 YEARS

Giovanna Scollo  
Sally Garvey-Page  
Andrew Gibson  
Marie Jenkins  
Peter Selaidinakos  
Chris Spencer  
James Stavretis

#### 20 YEARS

Rhonda Brislin  
Angela Molinari

#### 30 YEARS

Connie Crupi



STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	109
Teaching Staff (FTE)	94.2%
Non-Teaching Staff (Headcount)	52
Non-Teaching Staff (FTE)	46.9%
Indigenous Teaching Staff (Headcount)	0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	88.1%

TEACHER QUALIFICATIONS	
Doctorate	1.1%
Masters	22.8%
Graduate	52.2%
Graduate Certificate	4.3%
Bachelor Degree	94.6%
Advanced Diploma	14.1%
No Qualifications Listed	1.1%



### GSV Service Awards



In September, Girls Sport Victoria (GSV) used the occasion of OLMC's Celebration of Sport Evening to commend Chris Spencer and Sally Garvey-Page for their 10 years of generous and highly successful service to GSV programs within and beyond OLMC.

### Staff Satisfaction

Staff satisfaction was measured via the Catholic Education School Improvement Survey (CEMSIS) 2019. The data demonstrated that staff rate their experience at OLMC above that of most Catholic secondary schools in Victoria in the areas of Collective Efficacy, Student Safety and School Culture.



## 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

#### Memorable Youth Orchestra Concert with OLMC Choir

St John's Parish, Heidelberg, and OLMC were privileged to host a performance of the Jose De Piro Youth Orchestra from Bataan, Philippines, at the Mercedes Hogan Theatre, on 15 June. This opportunity was made possible thanks to the work of Fr Mario Zammit (Parish Priest, St John's) and Dr Andrew Watson (Education Consultant, Catholic Education Ballarat). Both men had been involved in immersion and outreach experiences in the Philippines, where they encountered the Jose de Piro Youth Orchestra in the remote and impoverished parish of St Catherine of Alexandria, in Bataan. Inspired by the talents of the young musicians, they found a way to bring the orchestra to Australia for a series of concerts.

It was with great delight that some of our OLMC music students joined the orchestra to make music as one, to an audience of approximately 300. The orchestra and students performed a range of songs from stage, screen and the world of opera. The quality of the performance was so strong and so entertaining that three encore pieces were demanded, and the audience needed encouragement to leave at the end of the night. Few in the OLMC community would dispute that the evening was one of the most uplifting and powerful events that the College hosted in 2019.



### OLMC Choir Accolades

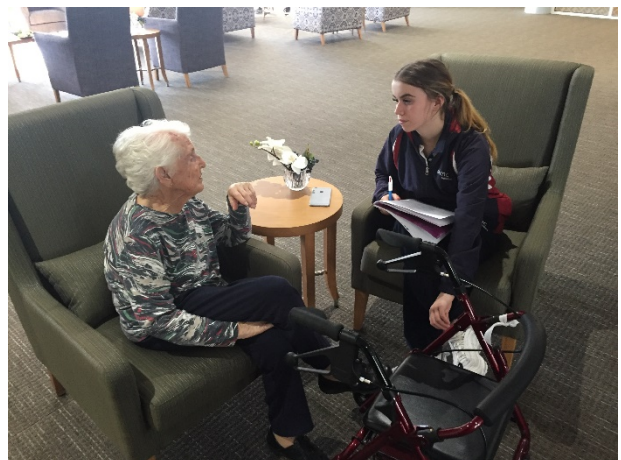
The reputation of the OLMC Choir soared in 2019. In Semester 1, the invitation to sing at the opening of the Heidelberg Woolworths Supermarket was a welcomed gig, as was the opportunity to perform with the Jose De Piro Youth Orchestra from Bataan, the Philippines (see below). In Semester 2, the invitations continued to come through, with requests that the Choir perform and encourage singalongs with P-5 students at St Clement of Rome Primary School, members of the Exodus Community at one of their special luncheons, and residents of Mercy Place, Parkville. In November the choir also performed at the Oxfam Concert at Box Hill Town Hall.



One of the Choir’s most memorable performances was on 20 October at the DOHaD (Developmental Origins of Health and Disease) International Conference, held at the Melbourne Convention Centre and attended by over 600 delegates. Twenty Choir members participated in the opening ceremony as the backing choir for two upcoming Indigenous opera singers. The Choir also sang in the foyer of the Convention Centre, where they welcomed delegates with ‘*I Still Call Australia Home*’. For the girls, it was a momentous experience to perform to a big audience in the presence of some exceptional opera singers. They admirably represented the College.

### Life Stories Recounted and Recorded

In Term 2, four OLMC VCAL students spent time each week visiting the residents of the Blue Cross Nursing Home in Ivanhoe. Each student was assigned a resident and they interviewed their new friends for the story of their life. The program involved students asking questions, listening, and documenting their residents’ stories, to ultimately create a book of their life. To add to the story, the students also collected images and mementos from their residents. In July, at a celebration day, the published books were presented to the residents in the presence of their friends and families.





### High Tea Success



In September, the College hosted our Annual High Tea in Heidelberg fundraising event for McAuley Community Services for Women (MCSW). Jocelyn Bignold, the CEO of MCSW, shared with 120 guests some disturbing facts about the impacts of domestic violence on women and children. Guests were further educated about this issue through a presentation by an OLMC past pupil, Josette O’Donnell. Both women presented some challenging information and messages about violence against women and the urgent need to take action and accelerate change in social norms for respectful relationships.

Each year, MCSW helps over 1300 women and children affected by family violence, mental illness or homelessness. It was highly satisfying for all in attendance that the monies raised would be supporting the work of MCSW. Thanks was extended to the 17 students who waited on tables and undertook multiple host duties, to staff and parents who helped with the preparation of sandwiches and plating of cakes, and to OLMC’s Food Studies staff and classes (Year 10) who prepared most of the enticing and sometimes ‘wicked’ sweets on the menu.



### Prestigious Volunteer Award – Bell Bardia Community Meals Project



On Sunday 19 May, the OLMC Bell Bardia Community Meals Project received the Banyule Council’s 2019 Volunteer Community Award. Eighteen community groups doing exceptional work had been nominated for this award, so it was both a humbling and rewarding experience for the College representatives (Marie Jenkins, Clair Stapley and Teresa Clarke-Balazs) – to accept this honour on behalf of the College.

The Bell Bardia Community Meals Project is run by volunteer students and staff from OLMC. Up to 80 people on rosters) prepare more than 100 substantial meals every week for people who live in West Heidelberg, in a ‘pocket of disadvantage’ where there is significant generational poverty and unemployment. The meals are delivered to three locations in West Heidelberg for pick-up.

In the award conferral speech of the Banyule Council Mayor, the project was attributed the following accolade:

*With a minimum of fuss, this project has become an outstanding community volunteer achievement. ...The project is a good example of a successful, long term partnership between OLMC, Olympic Adult Education (which is a registered charity) and Bendigo Bank funding. However, it is the volunteers who make it happen every week, arranging menus, registering meal requests, shopping for food, cooking, packaging, delivering the meals and providing a friendly point of contact for the people who collect them.*

### Award-winning Senior Production – School of Rock

OLMC and Marcellin senior students ensured the M<sup>2</sup> senior production of ‘School of Rock’ was an entertaining and professional show. There were six shows between 10–18 May, each of them a sell-out. For their teachers, seeing students take risks, extend themselves and support and encourage each other was the highlight. It was also uplifting to have so many previous M<sup>2</sup> cast and crew members return to offer their expertise and support throughout the rehearsal process. Everything, and everybody, well and truly rocked!

Later in the year, the Victorian Music Theatre Guild announced that OLMC and Marcellin College were to receive an **Award of Excellence** for their production of *School of Rock*, specifically for the backstage crew. This was a wonderful tribute to the hard-working group of students and staff who aptly named themselves the 'backstage ninjas'. Gavin Hocking, OLMC’s Multimedia Technician, accepted the award on the College’s behalf.



### Junior Production – Peter Pan

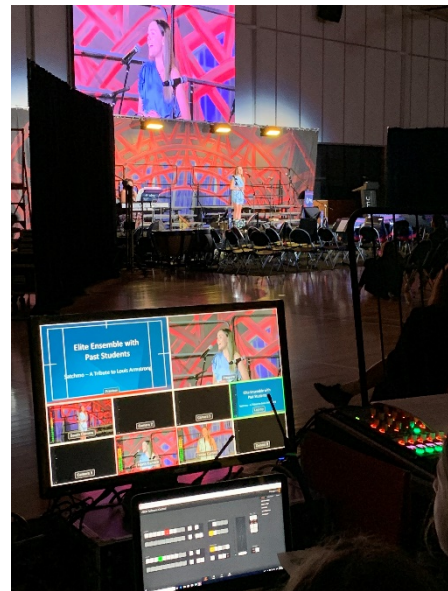
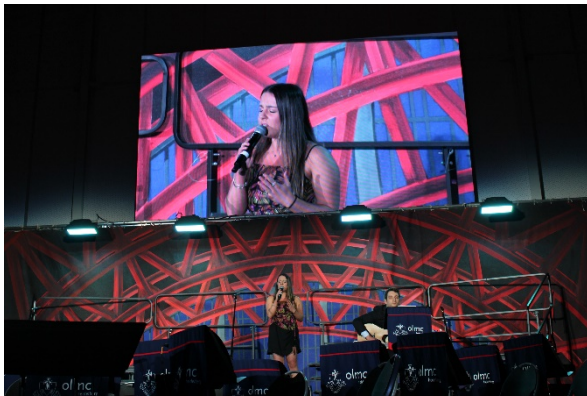
In October, students and staff from OLMC and Marcellin College combined their talents to stage the M<sup>2</sup> Junior Production of the classic tale, *Peter Pan*, with an Australian twist added. It was a lively and entertaining production from beginning to end, and, as in previous years, highlighted the talent, energy and commitment of our students.



### Celebration Concert 2019

In August, students from OLMC's talented music ensembles, VCE Music Class and Elite Dance performed in our spectacular concert 'From OLMC to Beyond'. This event involved 166 students who performed a variety of pieces that featured different cultures and destinations from around the world.

It was an exciting innovation to have some of our media students operating three video cameras deployed around the venue. These cameras provided live feeds to a vision mixer. Another team of students operating the vision mixer chose which camera angle to use for display on a scoreboard-sized LED screen above the stage. Our 'technicians' behind the scenes demonstrated wonderful skills and acumen in ensuring that those on the stage were seen, heard and appreciated. There is no doubt that seeing performers on the large screen strengthened audience engagement and enjoyment.



### Community Partnership – 'Backyard Bell'

The VCAL program was fortunate to receive a grant from Catholic Education Melbourne for a community partnership project. The Exodus Community Housing Project was the focus of the grant. This local housing project involves four houses in Heidelberg West, earmarked for redevelopment in the distant future. Leases on these houses were secured to make them available for families who had previously been homeless or lived in refuges.

OLMC's partnership goal was to enhance the external appearance of one of the properties, now home to a single mum and her young daughter. The VCAL students were tasked at creating an outside living space that was safe, attractive and included a place to play for the little girl - with a fairy garden of course! Project 'Backyard Bell' was the project title.

Working to a budget, the girls sourced the plants, the play equipment, sketched the backyard plan, did the measurements and calculations, and produced a formal written proposal for the works. The hard physical labour of weeding, planting and mulching the garden and assembling equipment continued over three days, and in that time the students transformed the backyard into a lovely living and playing space. The 'before' and 'after' photos below show the transformation.

Every year the Victorian Curriculum and Assessment Authority (VCAA) confers VCAL awards for outstanding achievement in a range of categories, individual and team. In March 2020, it was announced that the Backyard Bell Project had been chosen for the 'Intermediate Team Achievement

Award' The girls and the VCAL Coordinator received the award on 30 April in an online 'virtual' ceremony.



### Reunions and Renewing Friendships

During Term 2, the College was pleased to welcome back the **Class of 1959** and **Class of 1969** to celebrate and reconnect. The 50 Year Reunion for the Class of 1969 was celebrated on Sunday 14 April at the College. A highlight of the day was the group's attempt at singing the school song. The Class of 1959 gathered for a 60 year anniversary luncheon in what was once the front parlour of the convent. Memory lapses were few in number when reminiscing about their school days.

In Term 3, on Friday 6 September, the **Class of 2009** celebrated their 10 Year Reunion. Then, in Term 4, on Saturday 12 October, around 75 members of the **Class of 1999** gathered at OLMC for their 20 Year Reunion. It wasn't long before the staff room resembled a rowdy house party, with noise levels reaching fever pitch.



### Parents' Association



The OLMC Parents' Association was excited to host an inaugural Comedy Gala in August, featuring three seasoned comedians – Monica Dullard, Brad Oakes and Dave O'Neil. Brad Oakes was the MC for the night and did an outstanding job in keeping the show moving along, interspersed with his own comedy act. The Comedy Gala was a great success and raised \$4,200, which contributed to the purchase of sustainable water bottles for every student.

## Parent Satisfaction

Parent satisfaction was measured via the Catholic Education School Improvement Survey (CEMSIS) 2019. The CEMSIS survey demonstrated that 82% of our families would recommend OLMC to others. There was a high level of satisfaction among parents for the learning environment and the safety and relationships within the community.

## Facilities Development

After several years of planning, the College was delighted that the construction the new Design, Arts and Technology (DAT) Centre began. Students temporarily lost some recreation areas, and staff some car parking spaces, but the longer term rewards far outweighed these deficits.

The new Design, Art and Technology (DAT) Centre is scheduled to open mid-2020. Located in the far north-east corner of the campus, it has three main levels plus a basement. Later in 2021, it will be connected via a raised walkway to the adjacent buildings.

The DAT building includes:

- 6 Specialist DAT rooms
- 1 Digital Technology room
- 2 Food Technology labs – Prep area, stores, classroom/dining room
- 4 General Learning Classrooms (GLAs) and 1 larger classroom with adjoining office and store for specialist activities
- Staff offices at each level
- A basement with Maintenance Office, Stores, Workroom and delivery bay
- Reconfigured staff parking areas.

Once completed, the next phase of the College Master Plan (Stage 6) will be enacted relatively quickly (if all goes well). A new Senior Block, Student Café, four new classrooms and several other amenities will replace the existing Villa building. This will be a two-level building and will include raised walkways to adjacent buildings.





***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](http://www.acnc.gov.au)***