



olmc
heidelberg

2010 ANNUAL REPORT TO THE SCHOOL COMMUNITY

Our Lady of Mercy College Heidelberg, Victoria

REGISTERED SCHOOL NUMBER: 0914



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Our College Mission and Vision

Mission

Our Lady of Mercy College Heidelberg, founded in 1910, is a Catholic Secondary Girls' College owned and operated by the Sisters of Mercy. The College's vision and work is inspired by the life and teachings of Jesus Christ and guided by the example of Mary, Duce Maria and the charism of Catherine McAuley, the founder of the Sisters of Mercy.

Vision

Our Lady of Mercy College Heidelberg will be 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 will empower girls to become women of courage who can articulate and creatively participate in realising God's vision of mercy and justice for all.

Living the Mission and Vision

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 was founded in 1910 by the Sisters of Mercy. The Sisters continue to own and administer the school through Mercy Secondary Education Incorporated (MSEI).

The mission of the school is inspired by the life and teachings of Jesus Christ, in particular by the spirit of mercy which Jesus lived and taught and upon which the Sisters of Mercy were founded. The core values that underpin the College are justice, compassion, courage and joy.

Our College is situated on two sites separated by a road. Guided by a Master Plan developed in 2009, we are constantly upgrading facilities to meet the demands for contemporary learning. An example is the current construction of a new 3-storey building, scheduled for opening in Term 3, 2011. It will comprise 16 classrooms for 2 year levels and an open-plan science wing with 6 work areas. We are committed to providing students with well resourced learning environments that encourage creativity, develop intellectual and social skills, and engender a passion for learning.

The College enjoys a longstanding and good reputation in the local area, which is reflected in a very healthy level of applications for enrolments. The 2010 enrolment totalled 1122 students (August Census). Students come from feeder suburbs and parishes that include Heidelberg, Ivanhoe, Bundoora, Doncaster, Donvale, Greensborough, Kingsbury, Macleod, Mill Park, Montmorency, Templestowe and Thornbury. The students are generally born in Australia, though close to one third have a LOTE background, with the single biggest group being from an Italian background (close to 9 per cent).

OLMC has a balance of experienced teachers, new staff from other schools, and recent graduates. They share high levels of responsiveness to the predominant needs and interests of girls and a commitment to nurturing the wellbeing and unique talents of each of their students.

We believe that the College's reputation and key strengths are grounded in:

- the high regard and appreciation for the Catholic and Mercy identity of OLMC
- the provision of a learning environment that strives to achieve the best results for students and that consistently achieves good academic outcomes
- our highly professional, committed and enthusiastic staff
- the assurance of a safe and nurturing environment for students to learn and grow
- the efforts made to build and nurture connectedness with other students and with the College as a whole
- the impressive range of co-curricular activities available
- the commitment shown to social justice and to providing students with many and varied ways of developing their social consciousness.



Principal's Report



In 2010 the College celebrated 100 years of learning at OLMC. This centenary year will always hold a special place in the hearts and memories of current and past OLMC students, staff, parents, and local community members who joined us for one or more highly successful and enjoyable centenary celebrations. The stories and efforts of the founding Sisters of Mercy and those who succeeded them were honoured with high measures of admiration, pride and fidelity. Our history is alive and well, and we have a much keener sense of the heritage we carry into the future.

In learning and teaching our College Strategic Plan, *Looking Forward @ OLMC 2009–2011*, continued to shape our work and priorities. We are committed to developing students who have a love of learning and ideas, and who are independent learners with the ability to take risks and problem solve in the pursuit of learning. To this end a major emphasis in classrooms was on 'making thinking visible' in order to develop higher order thinking and deeper understanding. Our staff have undergone extensive professional learning on this approach and we are confident it will enhance students' learning.

The Australian Government's Computers in Schools Program resulted in all Year 9 students being issued with a notebook in the second semester of 2010, with Year 10 students next in line early in 2011. The College has employed a 'technology coach' to ensure that staff are confident and equipped to effectively use these and other technology resources, and we are seeing some evidence of strengthened student engagement in learning.

Substantial work was undertaken in reviewing and refining our assessment and reporting practices. Following feedback from parents and extensive consultation with staff, the College is now making significant changes, the main one being the use of an online reporting system to provide parents and students with more frequent and timely feedback on assessment tasks and another being the re-introduction of a grading system for these assessment tasks. We are confident that the changes will move students forward in their learning and assist parents to track, support and encourage their daughter's progress.

In 2010 we introduced a vertical pastoral system at Years 10–12. The feedback from students and staff has been very positive, with the most explicit benefits occurring in peer mentoring experiences.

Another major project has been the construction of a new 3-storey science and classroom facility. When the new building opens in Term 3, 2011, it will offer state of the art learning spaces that represent the most significant and substantial capital investment we are making in our future.

In 2010 we began preparing for a second phase of formal school review, using the School Improvement Framework (SIF) process administered by the Catholic Education Office Melbourne (the College had its first SIF review in 2007). The SIF evaluates our work across five critical spheres – Education in Faith, Learning and Teaching, School Community, Student Wellbeing and Leadership and Management. Our self-assessments will be examined by an External Review Panel, after which we will develop a School Improvement Plan and Annual Action Plans for the period 2012–2015. We look forward to the outcomes of the review and its recommendations for continuous improvement.

As the College moves into its second century of learning, we remain committed to pursuing excellence in all we do and to live by the words of Catherine McAuley, the founder of the Sisters of Mercy, to be 'shining lamps, giving light to all around us'.

Education in Faith

In light of 2010 being the College's centenary year, one of our key emphases in education in faith was the life and legacy of Catherine McAuley, the founder of the Sisters of Mercy. Catherine's vision for her companions who travelled from their homeland in Ireland to Australia was that they 'should be living witnesses of God's mercy in a new world'. This vision became the theme for many rich and varied learning experiences for our students, with equal measures of past and present aspects of 'the Mercy story' examined and celebrated.

The canonisation of Mary MacKillop provided staff and students with yet another key focus on 'remarkable women'. The canonisation was an exciting and moving event for the Josephite Sisters, the Australian Catholic Church and many Australians. It was gratifying that so many of our girls participated enthusiastically in varied local, diocesan and inter-school events at this time, and that one of our own students and a staff member were sponsored by the Archdiocese of Melbourne to attend Rome for the canonisation ceremony.

Other events and achievements in 2010 are briefly described below.

- A special emphasis across all year levels was on helping students to develop a more reflective understanding and experience of prayer. This focus built on the continuing development in recent years of classroom-based contemplative meditation and journalling. Teachers are confident that these emphases are presenting a pathway for students to be more open to the Word of God. A by-product has also been less manifestations of student anxiety and frenetic activity.
- There were continued opportunities for students to engage in social justice programs and community service activities. A new fundraising focus was initiated to support the work of Sr Denise Coghlan rsm at a Jesuit Refugee Service in Phnom Penh, in Cambodia. As in previous years, students were involved with residents of the Austin Hospital Aged Care facility; senior students undertook volunteer work with the Collingwood Soup Van and Ozanam House; and there were high student participation rates in local area initiatives such as St Pius Parish Reading Club, the Exodus Community and the Bahai Tuluyan Community. There was also whole-school involvement in *Anti-Poverty* week in October and *Reconciliation Week* in May, as well as fundraising for Caritas Project Compassion and the Exodus Community. Students across year levels also participated in the 40 Hour Famine, Mercy Links and Seeds of Justice.
- A high number of Year 11 and 12 students undertook VCE RE units – 168 students in Unit 1; 179 students in Unit 2; and 16 students in Units 3 and 4. The latter students achieved study scores ranging between 22 and 48.
- Each year level participated in reflection days or retreat programs and in at least two Eucharistic liturgies.
- An increased number of OLMC teachers achieved accreditation to teach in a Catholic school, and/or accreditation to teach RE. Fifty-nine per cent of OLMC's teaching staff are accredited to teach in a Catholic school and 74 per cent of the staff who teach RE are fully accredited to teach RE.
- There has been continued provision of professional learning and school-based accreditation sessions for RE staff. The 2010 sessions assisted staff to strengthen their knowledge and understanding of the Catholic tradition and the Mercy ethos.
- Six staff travelled to Cambodia to learn more about the numerous organisations helping impoverished Cambodian families. Staff have subsequently planned learning experiences, programs and fundraising activities to support the educational needs of Cambodian children, primarily through donations of stationery and funds to purchase bicycles (for students to travel to school).



Learning & Teaching

Literacy and Numeracy Years 7–10

The achievements of OLMC students in Literacy and Numeracy in 2010 were measured against the national benchmarks established by the National Assessment Program Literacy and Numeracy (NAPLAN). The NAPLAN for Years 7 and 9 students assess competencies in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

In each of the areas tested, the percentage of OLMC 2010 students in Years 7 and 9 who were above, at or below the National Minimum Standard are summarised in Tables 1 & 2 below.

Table 1: Year 7 NAPLAN Results, 2010

Year 7 2010	Percentage of Students Above the National Minimum Standard	Percentage of Students At the National Minimum Standard	Percentage of Students Below the National Minimum Standard
Reading	96%	4%	0%
Writing	99%	1%	0%
Spelling	97%	3%	0%
Grammar and Punctuation	94%	3%	3%
Numeracy	93%	6%	1%

Table 2: Year 9 NAPLAN Results, 2010

Year 9 2010	Percentage of Students Above the National Minimum Standard	Percentage of Students At the National Minimum Standard	Percentage of Students Below the National Minimum Standard
Reading	93%	6%	1%
Writing	98%	2%	0%
Spelling	93%	4%	3%
Grammar and Punctuation	93%	7%	0%
Numeracy	91%	8%	1%

Comparison with Previous Assessments

The comparative results for students tested in 2008 in Year 7, and again in 2010 at Year 9, are presented in Table 3 (page 7). The results indicate sustained and high achievement in the areas tested. The exceptions are Spelling (a 2 per cent increase of Year 9 students not achieving the national minimum standard) and Numeracy (a 1 per cent increase of Year 9 students not achieving the national minimum standard).



Table 3: NAPLAN Achievement for Year 7 Students in 2008 and their Achievement at Year 9 in 2010

Year 7 2008	% of students Above Standard	% of students At Standard	% of Students Below Standard	Year 9 2010	% of students Above Standard	% of Students At Standard	% of Students Below Standard
Reading	94%	5%	1%	Reading	93%	6%	1%
Writing	98%	2%	0%	Writing	98%	2%	0%
Spelling	95%	4%	1%	Spelling	93%	4%	3%
Grammar and Punctuation	97%	3%	0%	Grammar and Punctuation	93%	7%	0%
Numeracy	94%	6%	0%	Numeracy	91%	8%	1%

Figure 1 (below) shows three successive years (2008–2010) of Year 7 NAPLAN results at OLMC. The results show strong performance of each year cohort in all areas tested, however, the 2010 cohort of Year 7 students achieved to slightly lower levels in Grammar and Punctuation, and Numeracy, than did their 2008 and 2009 peers.

Figure 2 (page 8) shows three successive years (2008–2010) of Year 9 NAPLAN results at OLMC. The results show high achievement of each year cohort in all areas tested, with the 2009 Year 9 students achieving the most consistent and sustained high performance compared with their 2008 and 2010 peers.

Figure 1: Year 7 OLMC Students Meeting National Minimum Standards, 2008–2010

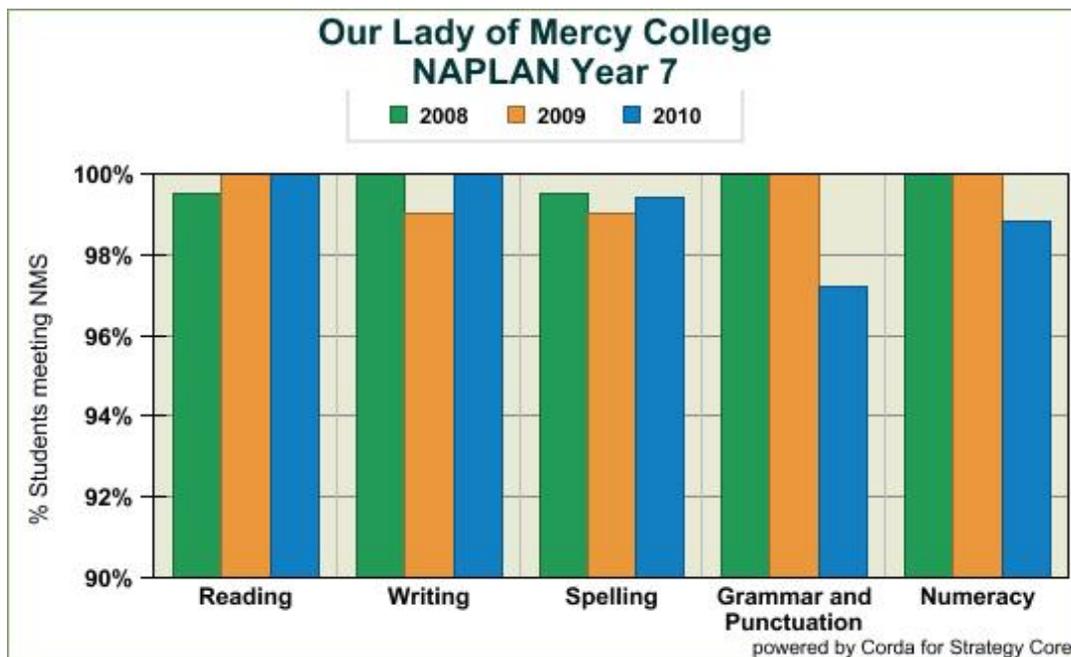
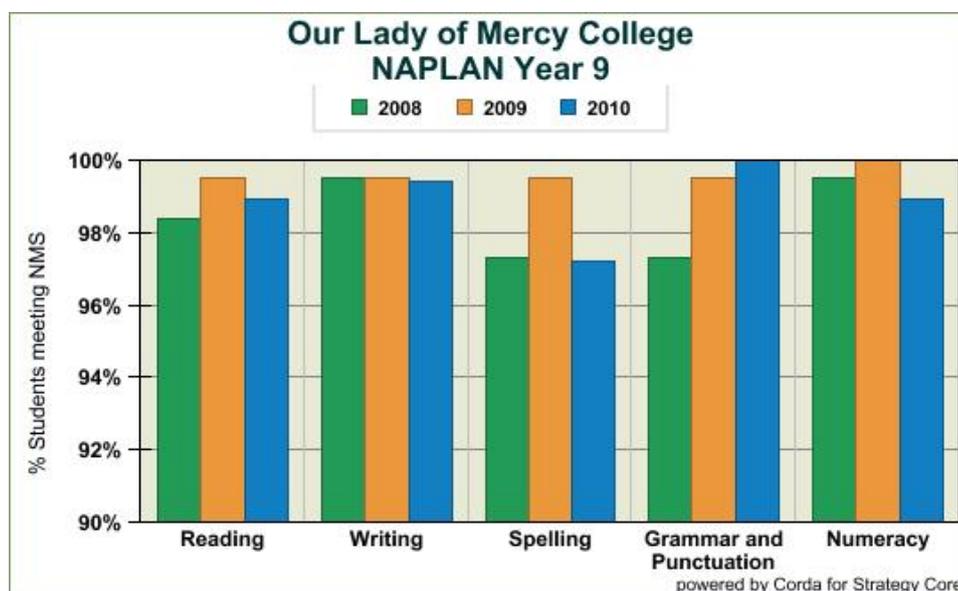


Figure 2: Year 9 OLMC Students Meeting National Minimum Standards, 2008–2010



NAPLAN Results and VELs Equivalents

The national benchmarks are minimum standards; these are the standards by which the NAPLAN results are measured. The standards set by the Victorian Government through the Victorian Essential Learning Standards (VELs) are at a more advanced level. In some disciplines and learning areas, the VELs establish competencies up to 12 months in advance of a student completing a particular year level.

The alignment of OLMC’s 2010 NAPLAN results for Years 7 and 9 with the VELs standards at Years 7 and 9 in the same period is represented in tables 4 and 5 (below).

Table 4: Year 7 NAPLAN Results, 2010 and VELs Equivalents

Year 7 2010	Students At or Above Expected VELs Level	Students At or Above National Minimum Standard (NAPLAN)
Reading	81%	100%
Writing	81.9%	100%
Spelling	77.3%	100%
Grammar and Punctuation	84.1%	97%
Numeracy	72.4%	99%

Table 5: Year 9 NAPLAN Results, 2010 and VELs Equivalents

Year 9 2010	Students At or Above Expected VELs Level	Students at or Above National Minimum Standard (NAPLAN)
Reading	88.3%	99%
Writing	55.2%	100%
Spelling	59.2%	97%
Grammar and Punctuation	59.2%	100%
Numeracy	43.4%	99%

Compared with the 2009 cohort of Year 9 students, the 2010 Year 9 students' VELS equivalent scores indicate the following changes:

- Reading scores improved by 4 per cent (84 per cent in 2009 and 88 per cent in 2010)
- There was a slight decline in Spelling achievement (down from 62 per cent in 2009 to 59.2 per cent in 2010)
- There was a significant increase in Grammar and Punctuation achievement (up from 48 per cent in 2009 to 59 per cent in 2010)
- There was a significant decline in Numeracy achievement (down from 57 per cent in 2009 to 43 per cent in 2010).

The College recognises that there is more work to be done in improving its numeracy results and is currently implementing a range of interventions to achieve this.

Averaged Standardised State-wide Results at Year 9 (VELS Equivalent)

The median score represents the average standard level achieved by students in Victoria. The median score is calculated using NAPLAN data.

The median scores for OLMC Year 9 students in the areas tested for the period 2008–2010 are recorded in the Table 6. Note that the state-wide median scores are expected to be between 5.0 and 6.0 in each domain tested.

Table 6: Average Standardised Results (Estimated VELS Equivalent Score) Year 9, 2008–2010

Year 9 OLMC Students	Average Standardised Results			Change in Average Standardised Results		
	2008	2009	2010	2007-08	2008-09	2009-10
Reading	5.62	5.55	5.73	0.24	-0.07	0.182
Writing	5.28	5.04	5.28	-0.58	-0.24	0.244
Spelling	5.43	5.38	5.21	-0.03	-0.05	-0.173
Grammar & Punctuation	4.96	4.95	5.11	N/A	-0.01	0.164
Numeracy	4.93	5.09	4.90	0.020	0.160	-0.190

Senior Secondary Outcomes

Years 9–12 Student Retention

The retention rate for Year 9–12 students in the period 2007–2010 was 95.31%.

Victorian Certificate of Education

In 2010 the College continued to achieve strong VCE results. The median score in 2010 was 32, which has been maintained for the past four years. This result places the College well above the state average.

A study score of 40 or greater places a student in the top 8% of students in the state in that study. In 2010 the College maintained 10% of students achieving a study score in this range. This represents a result similar to the past three years.

A number of VCE studies achieved a median score that was significantly higher than the State median of 30%, as indicated in Table 7 below.

The ATAR results were also very strong in 2010. Two students achieved a score above 99, which places them in the top 2% of the state, and 10 students achieved an ATAR score above 94. The percentage breakdown of scores above an ATAR of 70 is outlined below in Table 8.

Table 7: Strong VCE Studies at OLMC, 2010

VCE Study	OLMC Median Score
Design & Technology	36
Media	35
Business Management	34
Studio Art	34
LOTE: Italian	34

The ATAR results were also very strong in 2010. Two students achieved a score above 99, which places them in the top 2% of the state, and 10 students achieved an ATAR score above 94. The percentage breakdown of scores above an ATAR of 70 is outlined below.

Table 8: ATAR Scores at OLMC, 2010

ATAR Score	Percentage
90 +	11.8
80 - 90	25.3
70 – 80	18.8

The successful VCE completion rate of 99 per cent of students was also an excellent result.

Victorian Certificate of Applied Learning

In 2010 there were 20 students enrolled in the VCAL program. Thirteen students achieved the senior level of the VCAL. Another seven have attained the intermediate level and will continue on to the senior qualification in 2011.

Vocational Education and Training

Twenty-nine undertook a VET qualification as part of their VCE or VCAL studies in 2010. These courses included Hospitality, Retail, Childcare, Equine Studies and Business Administration.

Post School Destinations

One hundred and seventy year 12 students submitted preferences for tertiary places in 2010. Of these:

- 158 students (93%) received their first round offers, and
- 105 students (71%) received either their first or second preference for tertiary places.

OLMC Year 12 students accepted places at 10 different tertiary institutions. The preferred institutions are noted below in Tables 9 and 10. The main areas of further study chosen by 2010 students were in the fields of Business/IT, Arts, Science/Engineering, Hospitality/Tourism, Health/Medical, Law/Legal and Teaching/Children Services.

Table 9: OLMC Students' First Round Offers, 2010

Tertiary Offers	Number	Percentage
University	118	74.6
TAFE	38	24.0
Independent Tertiary Colleges	2	1.2
Total	158	92.9

Table 10: OLMC Students' Choice of Tertiary Institutions, 2010

Tertiary Institution	Number	Percentage
La Trobe University	48	30
Royal Melbourne Institute of Technology (RMIT) Uni and TAFE	36	23
University of Melbourne	15	10
William Angliss TAFE	11	7
Australian Catholic University	10	6

Student Wellbeing

Like many secondary colleges, OLMC has two core structures for ensuring that student wellbeing is at the forefront of our educational and pastoral endeavours. These are:

- a Pastoral Group structure wherein each student is assigned a Pastoral Leader who is responsible for the overall wellbeing of students in their care
- a House structure wherein all staff and students are allocated a House. House activities and inter-house competitions and activities (sporting and non-sporting) foster connectedness, teamwork and cooperation across the year levels.

A new initiative in 2010, directly related to these structures, was the introduction of a vertical pastoral system at Years 10–12. This new structure enables stronger peer mentoring as students move into their final years of schooling. Staff and students have responded favourably, and we are confident that further benefits will emerge as the system develops.

The College continued to provide for the wellbeing of students through our Student Counselling Service, our Medical Centre and our case management approach to students at risk. In addition, the College ensured that its pastoral programs, delivered across all year levels, continued to focus on age-specific socio-cultural issues (lifestyle, health and relationships) that have a significant bearing on the wellbeing of girls and young women. These pastoral programs involved the engagement of specialist keynote speakers (e.g. the Reach Foundation, MPower Girls, the Butterfly Foundation), and in some instances students' parents were invited to attend. Topics addressed in 2010 included:

- Alcohol Awareness
- Building and Sustaining Personal Motivation
- Bullybusters
- Cybersafety
- Healthy lifestyles
- Peer Support
- Protecting and Projecting a Positive Self-image
- Risk and Resilience
- Safe Partying
- Safe Train Travel
- Study Techniques
- VCE Strategies and Success
- Zumba Fitness

Student Attendance

Student attendance is crucial to building relationships, a healthy self-esteem, and a sense of belonging and connectedness to the school community. Just as important, students who regularly miss school are at risk of missing out on key learning activities and may experience long-term difficulties with their learning.

As a measure of student wellbeing, the overall attendance rate in 2010 was excellent. On average, the daily attendance rate was 92.6 per cent. This represents a minor decrease from the previous year's attendance (93.4 per cent in 2009).

The College is undertaking a project in 2011 wherein a range of data on student attendance (including attendance at the Medical Centre, at rescheduled tasks and at co-curricular activities) will be linked and analysed in order to more closely monitor the wellbeing of individual students.

Value Added Achievements

College's Centenary Celebrations

The various events and celebrations sponsored by OLMC in 2010 provided students with a wide range of new experiences in volunteering, community building, community service and events management. Events included a High Tea for past students and staff (July) and a Centenary Fair (October), the latter enabling student involvement in flower arranging, coffee teams, music and disco entertainment, and the preparation of goods for stalls. Another key event was the Centenary Concert (August) involving a high number of

students in various performing arts activities. In countless ways the centenary year was a deeply enriching year for student connectedness and engagement with the community.

Award-winning Festival Participation

In Semester One 2010, the OLMC Year 9 Drama class entered the CEOM Student Wellbeing Drama Festival. The girls created their own performance called 'It's a Jungle Out There', which tackled the issues associated with being a teenager and how these issues could possibly be resolved through resilience. Their performance was rich in imagery and symbolism and they were awarded first place. Approximately 35 secondary colleges performed, and this was the first year OLMC participated, making the achievement even more commendable and exciting for the girls, their teachers and the College community.

The Horizons Program

This program (previously named the Heidelberg Project) has been trialled in phases over recent years, with 2010 representing the final year of the trial period. It is a Year 9 program wherein students participate in an interdisciplinary program of community engagement (local and wider community) and which has a strong focus on self-directed learning. When fully implemented in 2011, each Year 9 student will experience the program over one term. We are confident that the learning experiences will reap great benefits for the students, the College and the local community.

Student Leadership Programs

The College is proud of its diverse range of leadership programs and believes it is effectively assisting students to understand and develop their skills in leading others. The program consists of:

- a formal Student Leadership program through which senior students are elected to a range of whole school or year level roles, eg. School Captains, House Captain, Middle School Student Representative Council.
- a Peer Support program for Year 10 students who must apply and if selected, are trained to lead small groups of Year 7 students in their transition to OLMC
- Class Captains and Social Justice Year level representatives. These roles are for six months, thus enabling a number of students to have this experience each year.
- roles for students in leading sport teams and voluntary activities in the school such as book clubs.

Co-Curricular Activities

The College views the co-curricular programs as a major indicator and means of value added provision insofar as they assist students to establish their identity, negotiate relationships and experience success in areas of personal interest and talent.

Some examples of the 2010 co-curricular programs and participation rates are presented in Table xxx, below). Some of the highlights of the 2010 program included:

- the annual musical, *Fiddler on the Roof*, staged in collaboration with Marcellin College, Bulleen;
- the outdoor education programs at Years 7 and 9;
- the highly successful 'Career Expo', provided as an adjunct to comprehensive careers and pathways advice;
- debating and public speaking at all year levels and in various inter-school competitions and events;
- membership of Girls' Sport Victoria, enabling students to participate in a large range of sports with 23 other independent schools;
- language tours to Italy (Florence, Venice, Capri and Pisa) and to Japan);
- short-term student exchange programs with schools in Japan, France and Italy;
- the sister school visit to OLMC of 24 students and 2 teachers from Serei High School, Japan;
- social justice and faith enrichment experiences (see page 5);
- the Year 10 Canberra Civics Educational Tour ;
- the Great Victorian Bike Ride;
- environmental care and sustainability initiatives.

Table 11: Participation Rates in Sample Co-curricular Activities, 2010

Program/Initiative	Participant Numbers
Annual Musical – <i>Fiddler on the Roof</i> (with Marcellin College)	70
Barista Training and Community Service (external events)	40
Centenary Concert (performances)	180
Centenary Fair (stall and events management and other volunteer contributions)	300
Centenary Visual Arts Exhibition Years 11–12	65
Clubs and Related Activities (over 20 options)	143
Debating and Public Speaking	62
Girls Sport Victoria	629
Other Sport Opportunities	189
Great Victorian Bike Ride	22
Junior Theatre Productions	23
Language & Culture Student Exchange Program (Japan, Italy and France)	7
Leadership Programs	299
Maths Challenge	175
Music – bands, ensembles, choirs	180
Music Camp	175
Music – Recitals	60
Music – Instrumental Lessons	119
Overseas Language Tours (Italy and Japan)	43
Premier’s Reading Challenge	42
40 Hour Famine	106



Leadership & Management

Since 2008 the College Leadership Team has comprised the Principal, three Vice Principals (Faith and Mission, Learning and Teaching and Student Wellbeing), the Business Manager and the College Coordinator. In August 2010 the Vice Principal Teaching and Learning resigned from her position, leading to a decision that the Head of ICT join the Leadership Team and that the College trial an alternative leadership structure in the form of a Learning and Teaching Executive. In these early months of establishment we are already enriched by the depth of expertise, energy and endeavour emanating from the Learning and Teaching Executive. This changed structure, while only interim, will be fully implemented in 2011. It will be supported by a new Learning and Teaching Office, staffed by highly competent school officers.

In alignment with the College's Strategic Plan (2008–2011), the College continued to build leadership density in 2010 through increased provision of professional learning opportunities for staff holding positions of leadership (POLs). Domain Leaders in particular were delegated heightened responsibilities pertaining to team leadership and coordination of teaching and learning programs.

Teaching Staff Attendance Rates

The average rate of teaching staff attendance in 2010 was 85.6 per cent. The attendance rate of non-teaching staff was 96.8 per cent. The overall attendance rates were 86.35 per cent.

Staff Retention Rates

The proportion of teaching staff retained in 2010 (from the 2009 school year) was 78.49 per cent. These figures are consistent with the movement of staff in the 2008–2009 period.

Professional Learning – Expenditure and Participation

During 2010 all OLMC teaching staff participated in three professional learning days held at the College, plus the equivalent of another full day in staff meetings. The sessions were primarily related to assessment and reporting practices and the to what is titled the 'Thinking Curriculum' – making thinking visible. There were also voluntary sessions directed toward accreditation to teach in a Catholic school and accreditation to teach religious education, along with ongoing training in restorative practices.

Individual staff also attended the equivalent of 2.5 days external professional learning. On average, when all expenses for professional learning are aggregated, including replacement teacher costs, the average expenditure per teacher for 2010 was \$1694. This expenditure is consistent with recent years – \$1815 in 2009 and \$1492 in 2008.

Teacher Qualifications

All teachers at OLMC have four years of tertiary education, which is the minimum requirement established by the Victorian Institute of Teachers. Seventy per cent of teachers have additional qualifications beyond the minimum four years, such as a Masters Degree (12 per cent) and a Post Graduate Diploma (58 per cent).



Parent, Teacher and Student Satisfaction

A reliable means for assessing and reporting on satisfaction levels amongst parents, students and teachers is the *School Improvement Framework Survey* developed by Insight SRC Pty Ltd and the Catholic Education Office Melbourne. This survey is undertaken by a sample group of OLMC parents, staff and students and it has been administered three times at OLMC since 2007. Findings from the survey report on a range of measures are reported below.

Parent Satisfaction

Drawing on comparative data from SIF Survey results in 2007, 2009 and 2010, parents in 2010 have recorded a significant increase in levels of satisfaction on almost all of the school measures and items surveyed. These include:

- Student motivation
- Learning focus
- Reporting
- Stimulating learning
- Homework
- Student safety
- School improvement
- Approachability
- Parent Input
- Transitions
- Extra Curricular
- Staff satisfaction

Staff Satisfaction

Drawing on comparative data from SIF Survey results in 2007, 2009 and 2010, staff in 2010 have recorded a significant increase in levels of satisfaction on a range of school measures and items. These include:

- Learning and teaching
- Student orientation
- Student motivation
- Effective discipline
- Supportive leadership
- Role clarity
- Team work
- Empowerment
- Appraisal and recognition
- Professional growth
- Job satisfaction
- Career opportunities

Student Satisfaction

When reviewing SIF Survey results in 2007, 2009 and 2010, the 2010 students surveyed registered fewer increased levels of satisfaction on a range of school measures and items. However, their levels of satisfaction remained high in the following areas:

- Student safety
- Connectedness to peers

The SIF Survey results regarding students' perceptions of the learning environment suggest that our key challenges continue to lie primarily in 'raising the bar' for interventions that will achieve higher levels of student motivation and engagement in their learning, more purposeful teaching, and a strengthened culture of high expectations where students are encouraged and supported to achieve their potential.

College Community

The College Centenary in 2010 presented an important opportunity to strengthen connections between the current school community, former students and staff, the local community and the Sisters of Mercy. In addition to current students and staff who attended various centenary functions, the number of other people participating in events was extremely high.

As a result of the centenary year events, the College now has a Past Pupils database with over 2450 registered names. Members of the Centenary Committee are continuing to meet to establish a Past Pupils Association and to organise other events that build on the momentum of 2010 events.

The community of Heidelberg, as an important part of the heritage of the school and of its future, is a focal point for the College's community outreach programs. As mentioned in an earlier section of this report (Education in Faith, page 6), students are involved in a range of social justice and outreach programs at the Exodus Community, Austin Hospital, St Pius X School and the Heidelberg Repatriation Hospital. In 2010 the College also forged a new and important partnership with the local Bendigo Bank via their sponsorship of a portable coffee machine that could be used at community events and also assist students in undertaking barista training. Since mid 2010, 40 students have completed barista training and have volunteered their services at the Bendigo Bank community meetings (periodically, when required), the Montmorency Primary School Fete, St Martin's Primary School Sports Day, St John's Parish Tennis Day and various College functions.

As discussed earlier, the Year 9 Horizon Project provides multiple and extensive opportunities for students and the College to engage with community through inquiry-based learning projects, weekly community engagement activities and 'trail'days. While the project is still in its early stages of implementation, the feedback from parents, students and staff involved has been extremely positive, as it has been from community groups. We look forward to continued and strengthened outcomes as the project develops.

The College's relationships with St John's Parish and Primary School has always been strong, for reasons that include location and our shared history. Nonetheless, the College seeks to ensure that the relationship is dynamic and prominent. The College also enjoys a longstanding and close relationship with Marcellin College Bulleen. Both colleges have combined their resources and assets to establish a Performing Arts society which each year produces high quality musicals and other theatre performances. In addition, we co-sponsor with Marcellin an annual Parent Evening that focuses on an adolescent wellbeing/pastoral issue of concern to parents.

We continue to see gradual but significant advances in our relationships with parents. The Centenary Fair was a major catalyst for harnessing their support and involvement. In addition, the changes to assessment and reporting practices, wherein they receive more timely and regular information about their daughter's progress, as well as their increased access to other information via the College portal (e.g. attendance data), and the parent email system (established in 2010) are all helping to build constructive and meaningful school-parent partnerships. We expect this to grow as these initiatives are 'bedded down'. The Parent Satisfaction SIF survey results (page 15) are evidence of our increased achievements and confidence in dimension of College life.

The OLMC Parents Association continues to be an effective body that supports the schools in a range of ways. The Association comprises 12 people, meets monthly, and has a network of over 100 parents to call on for assistance/support with particular initiatives. In recent years their role has shifted beyond fundraising (though this is still a component) to being a reference group/consultation forum for major changes the College is considering (e.g. new assessment and reporting practices, new uniform).

We remain committed to upholding and strengthening the College's reputation and vitality as we move into our second century of learning and teaching.

Financial Performance 2010

Financial Performance for the year ended 31 December 2010

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	748,365
Other fee income	204,647
Private income	453,048
State government recurrent grants	1,803,466
Australian government recurrent grants	6,246,871
Total recurrent income	9,456,397
Recurrent expenditure	Tuition
Salaries; allowances and related expenses	9,787,941
Non salary expenses	3,667,262
Total recurrent expenditure	13,455,203
Capital income and expenditure	Tuition
Government capital grants	571,211
Capital fees and levies	5,600,380
Other capital income	15,695
Total capital income	6,187,286
Total capital expenditure	6,187,286
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	982,125
Total closing balance	540,801

*Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*

Future Directions

As noted in the Principal's Report (page 5), the College will be embarking on a second phase of formal school review, using the School Improvement Framework (SIF) process administered by the Catholic Education Office Melbourne (the College had its first SIF review in 2007).

The SIF evaluates our work across five critical spheres – Education in Faith, Learning and Teaching, School Community, Student Wellbeing and Leadership and Management. Our self-assessments will be examined by an External Review Panel, after which we will develop a School Improvement Plan and Annual Action Plans for the period 2012–2015. We look forward to the outcomes of the review and its recommendations for continuous improvement.

Another key and indeed exciting event in 2011 will be the opening of the Centenary Building in Semester 2. Our Year 7 and 8 students will be the inaugural residents of this state of the art facility, though all students will have access to the wonderful gathering spaces and science labs it will house.

