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Contact Details

| ADDRESS       | 111 Jasper Road  
                  | BENTLEIGH VIC 3204 |
|---------------|-------------------|
| PRINCIPAL     | Ms Anne O’Loughlin|
| SCHOOL BOARD CHAIR | Mr Michael Renwick|
| TELEPHONE     | (03) 8520 9200    |
| EMAIL         | principal@olsh.vic.edu.au |
| WEBSITE       | www.olsh.vic.edu.au |

Minimum Standards Attestation

I, Anne O’Loughlin attest that Our Lady of the Sacred Heart College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014
OLSH Futures Direction

At OLSH we are united in our desire to build an outstanding Catholic girls’ college characterised by the drive for excellence, professionalism and unity of purpose.

Drawing upon the insights of the OLSH Proclamation and our Vision Statement, we recognise that our identified future directions are reliant upon promoting an emerging and distinctive culture of high expectations and a belief in the reality that we can achieve.

Woven through our school improvement process, are the four strategic directions for the future of OLSH College. With confidence, commitment and enthusiasm we will:

1. Embed and develop greater ownership of the OLSH Proclamation

2. Create a dynamic stimulating culture of excellence in learning

3. Develop and promote the professional practice of all staff

4. Proclaim, promote and celebrate our unique identity as OLSH College, Bentleigh.
Overview

Our Lady of the Sacred Heart College (OLSH)
is an independent Catholic secondary school for girls.
Administered by the Daughters of Our Lady of the Sacred Heart,
the College is built on a tradition of more than 75 years
of inspiring excellence at the Heart of girls’ education.

Our College Vision

At OLSH, we are Heart people who........

- are faith-filled
- reverence relationships
- pursue excellence
- touch the hearts of others.

We are passionate about the education of young women and their success.

We empower the learner, inspire a global consciousness
and are at the forefront of innovative learning.

We Believe! We Achieve!
Principal’s Report

It was in 1938, that the Daughters of Our Lady of the Sacred Heart opened Our Lady of the Sacred Heart College Bentleigh in order to educate young women in South East Melbourne. The actual beginnings were as a commercial college for four students in one room of St Paul’s Church. Numbers grew, so it subsequently moved to the cottage in Robert Street which had been the original Convent. (OLSH College Bentleigh Archives)

This year we have been privileged to celebrate the 75th anniversary of the foundation of the College. The vision, commitment and dedication of the OLSH sisters who were trail blazers in the provision of catholic education for young women is the story of our journey here at Bentleigh. In this important milestone year for the College we launched the Issoudun Program an exciting new initiative for Year 9 students. This program is strongly aligned to the desires of our Futures Direction, College Vision and Strategic Plan. It has moved the College into a pathway where it has never before ventured. The newness of the project - it is like nothing that OLSH Bentleigh has ever imagined yet alone embarked upon – is the spark that could ignite a wave of optimism for our girls in their learning and in their lives.

Issoudun Vision

Issoudun...where the heart is captured
a journey of transformation
a time of inspiration
challenge
vision
courage
risk
for others and with others
Issoudun...where the heart is captured

It was Jules Chevalier MSC who founded the Daughters of Our Lady of the Sacred Heart in Issoudun, a small village in the centre of France. Jules Chevalier was a man of vision – his vision to let all people everywhere know that they are loved – loved by the Heart of God. This is our history, our shared story. Now, as part of that great vision OLSH College Bentleigh has become the first Victorian Catholic girls’ school to have a residential campus experience interstate. In partnership with our OLSH sisters the students in Year 9 have been able to experience a four week residential program at Hartzer Park – known to us as Hartzer Campus, Burradoo, NSW. We thank God for the vision of Jules Chevalier, the generosity and commitment of the OLSH sisters and this wonderful opportunity for new directions. In a continued desire to remember and be connected to our story and tradition from 2013 going forward the students in Year 9 are referred to and will be known as the Issoudun year level.
In the 2013 school year the student enrolment was 680. Throughout the course of the year the College has had some notable highlights including:

- OLSH College 2013 National Winner of the Inaugural Wakakirri Secondary Schools Story Dance Challenge
- Outstanding achievements in 2013 VCE Results including students who received the Premiers Award (Italian) and Study Score 50 (Legal Studies)
- Student successes in SCSA and SESG sports tournaments
- The development of the College Master Plan as a significant aspect of the College Futures Direction (2011-2020)
- Trips – Students and Staff experiences to Tasmania, France, Italy and the United Kingdom
- OLSH College Winning Team for the Rotary District Governor’s Commendation award – Model United Nations Assembly held at Parliament House
- Yr 12 student gained selection to the University of Melbourne Physics Enrichment Program
- Year 10 student gained for Melbourne University’s Kwong Lee Dow Young

Education at OLSH College Bentleigh is about being inspired by each other. As students and staff it is at the very heart of the matter to push ourselves to go beyond what we might think we can do into the realm of the unthinkable! It is to ‘push the boundaries’, to never ever give up and, most importantly, to believe that all things are possible. For it is when we bring that attitude, that determination, that way of being to everything that we undertake that we make the difference we are called to make in our world.

Our giftedness in every part of our living comes from our hearts, the very core of our being. The celebration of the 75th year of education in the OLSH Tradition shared once more the variety of blessings that are ours in our College community. We are continually touched by the hearts of others...

*Let us keep a place for Christ in our lives, let us care for one another and let us be loving custodians of creation.*  
*Pope Francis*

*Regnet Christus!*  
May Christ Reign.  
Our Lady of the Sacred Heart  
Pray for Us

Anne O’Loughlin  
College Principal
College Board Report

The operations of the College are overseen by a fully incorporated Board appointed by the Trustees of the Daughters of Our Lady of the Sacred Heart.

The Directors of the Board continued their governance activities through the following Committees:

- Finance, Audit and Risk Management
- Building and Facilities Development
- Policy and Governance

The Board and its Committees meet monthly during the school year. One of the major focuses in 2013 has been the development of the College Master Plan, including a major landscaping plan.

Importantly, the College Board endorsed and supported the development and operations of the Hartzer Campus. This also included a visit by the Board Directors to the Hartzer Campus facility to engage in the program with the students and staff. This was followed by a monthly meeting held at Kensington incorporating a tour of the Kensington convent and property.

The Board continues to work towards the full implementation of the OLSH Futures Direction and the Strategic Plan.
Education in Faith

Goals & Intended Outcomes

The following strategies, taken from the College’s Annual Action Plan for 2013, became our focus for the year in the area of Education in Faith;

- Embed and develop greater ownership of the OLSH proclamation
- Minimum of 80% of staff accredited to teach in a Catholic School
- Formation and structure of the Faith and Mission team
- Student role as Faith and Mission leader is clearly articulated
- Continue to look at ways where students will be actively engaged in the liturgical life of the College

Achievements

During 2013 the College community, both staff and students endeavoured to further embed, live and work out of our OLSH Proclamation. There were a number of initiatives that enabled members of the College community to continue to work towards fulfilling the directives of the strategic plan.

Some of the highlights from 2013 include:

- The establishment of a staff Faith and Mission team comprising of:
  - Assistant Principal Faith and Mission
  - College Chaplain
  - RE Head of Department
  - Justice and Peace Leader
  - Retreat / Liturgy Assistant

- The teaching staff worked towards the goal of increasing the numbers of staff accredited to teach in a catholic school. At the end of 2013, more than 80% of staff had been accredited. This was a target set in the College Strategic Plan.

- 3 staff participated in the ‘Heart Spirituality and the Ministry of Education’ programme in Issoudun France, from 19 June to 26 June, 2013.

- The ‘Ametur Experience’ ran in September. 22 students, 1 past student, 7 staff and 2 parents travelled to Europe and participated in either a Performing Arts Tour based in London or an Italian Immersion. The groups came together in Paris and travelled to Issoudun for a 2 day programme facilitated by the Cor Novum team.
The completion of a comprehensive review of the RE curriculum from Years 7 -12.

The College celebration for the Feast of Our Lady of the Sacred Heart. A morning Eucharist was followed by a ‘Carnival’ on the field for the remainder of the day. $11,500 was raised for OLSH overseas missions.

The completion and publication of the OLSH Proclamation.

VALUE ADDED

The College acknowledges the following areas as value added for 2013 in Education in Faith:

- Other members of staff beginning the accreditation process.
- Students at Year 9 (Issoudun) visited Mary Mackillop Place (Sydney) as part of a pilgrimage day in the Issoudun Residential Program.
- Staff new to the College participated in an Orientation Day conducted by the OLSH Sisters (History, Heritage and Heart).
- Longer serving staff participated in a three day programme conducted by the OLSH Sisters (Continuing the Heart’s Journey).
- Students in Year 9 explored the history and tradition of the OLSH sisters throughout the course of the Issoudun Residential program – this included visits to OLSH Kensington and residency at Hartzer Park Burradoo.
- Retreat and Reflection Day offerings for all students and staff.
- Involvement of students in liturgies and other facets of the spiritual life of the College.
- Student participation in social action outreach programs such as St Vincent de Paul and assisting at Sacred Heart Mission.
- Continued support for OLSH international schools and missions.
- Maintained links with other OLSH schools within Australia – OLSH Colleges in Sydney and Adelaide.
Learning & Teaching

Goals & Intended Outcomes

- Create a dynamic stimulating culture of excellence in learning
- There will be greater student engagement in their learning
- There will be effective use of data to inform teaching and add value to student achievement
- Implementation of the Issoudun program and Hartzer Campus

Achievements

Some of our key focus areas for Learning and Teaching in 2013 were:

**Implementation of the Issoudun Program**

In 2013 OLSH College launched the Issoudun Program an exciting new initiative for Year 9 students. The Issoudun program embodies current educational research embracing contemporary teaching and learning practices. The curriculum provides educational experiences that are likely to be remembered and influence the students in their learning journey into VCE and beyond.

The students in Year 9 are referred to and known as the Issoudun year level. Within the program students encounter three major learning experiences.

1. The SAILS program – three lessons per cycle are allocated to this part of the program. Students participated in peer learning, facilitated research periods and independent learning as they sought out an answer to the big question of the year.

2. B@B – the **Back@Bentleigh** program was a four week intensive learning experience. At OLSH we have used the Back at Bentleigh program to build on our students’ understanding of the diversity of the cultures of people living in Australia. This experience fostered an understanding in our school community that social inclusion and cohesion is vital to the prosperity of Australia. We have used the focus of the Australian curriculum’s *Asia and Australia’s engagement with Asia* strand aiming to develop active and informed citizens working together to build harmonious local, regional and global communities and build Australia’s social, intellectual and creative capital. The curriculum also places Australia very much in the context of the Asian region. In order to facilitate this with integrity members of the college curriculum team have been participating in the Asia Education foundation Leading 21st Century Schools: Engage with Asia professional learning program. Overall this program has been, challenging and involving. Some student reflections on the program include:

- *The Back at Bentleigh program has been a very exciting time at OLSH.*
- *I like the structure of the B@B program, as we are always doing different activities*
- *The lessons we have had during these two weeks have been engaging and interesting.*
- *Glad we were studying about immigration – it’s important to know about this.*
3. Issoudun Residential Program – all Issoudun students participated in the four week residential program at the Hartzer Campus Burradoo. The Hartzer Campus, residential experience provided each OLSH girl with a unique opportunity to celebrate their giftedness, grow in faith, embrace their learning, grow emotionally, develop independence, build positive relationships, venture beyond comfort zones, develop confidence and teamwork, connect with our OLSH history and continue to grow in the belief that “OLSH girls can do anything!” It was an outstanding ‘whole of life’ learning experience for students and staff.

**Whole School Improvement**

In 2013 there was a further emphasis placed on developing our approach to ongoing sustained whole school improvement. A priority was the up skilling and resourcing of teachers in the use of data to drive a concerted analysis of areas for growth in student learning. The College appointed a School Improvement Coordinator whose role is to focus on analysis of the variety of data sources available to the College.

Feedback from students through a facilitated survey instrument was a key element of involving students in the process. Other data sources used include as VCAA Data, NAPLAN Data, various testing results, peer observation, peer feedback, student feedback, parent feedback, attendance data and student exit surveys — to provide feedback to improve classroom teaching.

**Restructured the subject selection timeline**

Subject selection processes were streamlined to enable a substantial transition program (KICKStart) to be firmly established for Year 10 and Year 11 as an end of year program.

**VCE Results**

The OLSH VCE class of 2013 has continued the outstanding academic tradition of the College.

In percentage terms the class of 2013 achieved the following ATAR rankings:

- 8.5% students received an ATAR of 90 or above
- 28% students received an ATAR of 80 or above
- 45% students received an ATAR of 70 or above
## Student Learning Outcomes

### Proportion of Students meeting National Minimum Standard

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### Change in Proportion of Students meeting National Minimum Standard

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### Median Standardised Results (Estimated VELS Equivalent Score) - Year 9

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Senior Secondary Outcomes

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Student Wellbeing

Goals & Intended Outcomes

The following strategies, taken from the College’s Annual Action Plan for 2013, became our focus for the year in the area of Student Wellbeing:

- Ensure that the OLSH Proclamation is more explicit within the curriculum, pastoral care programs and social justice activities
- Continue to connect with the international and national OLSH communities
- Establish a strong alignment between student wellbeing and learning
- Provide opportunities to acknowledge and promote student voice
- Parent participation will be a central part of College life
- Encourage students to publicly proclaim and celebrate their achievements in all areas of school life

Achievements

Camps/Outdoor Education

The importance of outdoor education in building resilience and independence became a central theme in the area of student wellbeing for 2013. This year we saw a whole school approach to outdoor education where all year levels for the first time were involved in an overnight experience off campus.

- Year 7  Phillip Island Adventure Resort
- Year 8  Lady Northcote Camp
- Year 9  Issoudun Residential Program Hartzer Campus, Burradoo, NSW
- Year 10  Lake Dewar
- Year 11  The Country Place
- Year 12  Rutherford Park

These opportunities helped to promote active learning through direct experiences in an outdoor setting, at the same time offering each student an opportunity to grow in confidence, to develop friendships, to problem solve and to take risks in a safe environment. In keeping with the OLSH Proclamation in reverencing relationships, the camps helped to develop positive relationships for students with their peers and staff.
Pastoral Care

The Wellbeing team are committed in reviewing our pastoral care programs each year, ensuring that they are relevant for our students, age appropriate and reflect each of their needs. In 2013 there was a firm commitment to introduce new initiatives for each year level. All VCE students took part in a driving education program called RYDA and the importance of sleep was explored with the assistance of an outside facilitator. In making further links with the community a number of our Year 11 and 12 students became Red Cross Ambassadors for the College. Year 10 students organised and directed the facilitation of cybersafety sessions for our Year 7 students and completed the Amazing Race at Lake Dewar where teamwork, problem solving and communication were required.

A trip to Tasmania was also offered to these students which ensured a strong alignment to the four pillars of OLSH education. Our Year 9 students embarked on the 4 week Issoudun Residential Program in NSW. Year 9’s also were involved in the organisation of learning resources for our OLSH overseas missions and participated in a community service program that provided great connections with our local community. The Year 8 students were invited to participate in the Girls Program facilitated by Glen Eira Council and embarked on their first camp to Lady Northcote.

The Year 7 students participated in a wellbeing day that focused on Cybersafety, Susan McLean was the guest speaker for the day and the Year 10s organised group sessions for them. Our Year 7 girls continued to develop their leadership skills in facilitating pastoral care sessions for their peers. All such initiatives ensure that there is a strong alignment with the OLSH proclamation.

Other Wellbeing Initiatives

The College was committed in providing opportunities to listen to renowned speakers in the area of wellbeing. We were able to employ the services of Dr Michael Carr Gregg and Susan McLean for our staff professional development day and for our students. In order to strengthen the links with the whole College community, parents were also invited to attend. Dr Michael focused on mental health issues facing the youth of today. His talk was overwhelming received by both parents and students. Susan McLean focused on cyber bullying and spoke to students, parents and staff.

The College became a Parenting Ideas school providing parents with valuable information written by Michael Grose. His articles and resource links with positive ideas to help raise confident and resilient children were advertised regularly in the College newsletter. The College continues to provide opportunities to ensure that parent participation is central to College life.
A strong alignment with Wellbeing and Curriculum was evident in the decision to provide our students with the Learning Curve Planner. As well as an organisational tool the planner also provided ‘Do It Yourself’ strategies that helped to develop each students’ living, learning and thinking powers. Mick Walsh the author of the manual also spoke to staff at a professional learning session.

**Student Leaders**

Our student leaders whose theme for the year was “One small step for OLSH girls. One giant step for OLSHKind” focused on the contribution that each student could make to our school and wider community. The organisation of the Lenten appeal helped to raise awareness and valuable funds for our overseas missions in Kiribati and the Philippines. Students organised the National Day Against Bullying and Violence encouraging the development of positive relationships. Students continued the tradition of recognising their peers with the OAK Awards (OLSH Acts of Kindness). In developing a great sense of school spirit, student leaders were instrumental in organising the Performing Arts Spectacular which demonstrated our OLSH spirit actively being lived. To celebrate our 75th anniversary the student leaders were a part of a committee that organised a great celebration to commemorate this great event. Over $10,000 was raised for Bakhita Village, South Africa and Comboni High School, South Sudan. Students also participated in the OLSHLinks program, where they were invited to attend a five day student program in Kensington, Sydney. Skype sessions with student leaders from our OLSH schools in Sydney and Adelaide occurred throughout the year. Such initiatives continue to provide our students with student voice and opportunities to connect with our national and international OLSH communities.

**75th Celebration - Student Comments**

“A whole school event, where everyone got involved...filled with plenty of laughs, smiles, reflection and enthusiasm as the OLSH community was brought together to celebrate this special milestone”  (Yr 11 student)

**Feast Day was one of the highlights of this term! It was so much fun, from the dunking machine, to the teachers’ talent quest, to the ice-cream van. Everyone got dressed up and had a great time! Thank you to everyone who made this amazing day possible!**  (Yr 7 student)

I thought that the 75 years at OLSH Feast Day was the best. I had so much fun but I think the best part of the day was the TEACHER TALENT QUEST-  (Yr 7 student)

**OLSHLinks Program – Student Comments**

Getting the chance to go to OLSH Kensington was such an amazing experience that allowed me to recognise the differences between our three schools. It was clear that the OLSH spirit was consistent in of all of our schools. (Year 10 student)

The trip was a great opportunity that I really enjoyed. I had such a great time and staying with a different family was a great experience. Celebrating Kensington’s Feast Day was a great way to see how this day is celebrated throughout the three schools.  (Year 10 Student)
Issoudun Residential Program, Hartzer Campus Burradoo

After two years of planning with students, parents and staff, 2013 was the inaugural year of providing our Year 9 students with a residential program in the Southern Highlands of NSW. The College was the first Catholic Girls School in Victoria to embark on such an extended interstate residential experience. In all aspects of the program the College’s Strategic Plan was evident. This exciting and unique opportunity provided our girls with an experience that helped to create a dynamic stimulating culture of excellence; promoted student voice in the development and implementation of the program; created a strong alignment between student wellbeing and learning; encouraged the entire College community to promote and proclaim this wonderful achievement; saw parent involvement as central to the development of the experience; and helped to further promote our connection with our Chevalier family.

Student and Parent comments clearly demonstrate the success of the program and the need to publically proclaim and celebrate this unique experience.

Hartzer Campus - Student Comments

My Hartzer experience was amazing! I made so many new friends, gained so many more skills and learnt a lot about myself! I certainly advise everyone younger to experience it as well.

It was hard to get used to at the start but after a while I liked it and it started to become my home. I loved it very much and wish I could go back.

It was really fun and I met lots of new people and I bonded with friends more. It was really good getting to know everyone. The big thing that changed in my life is I do a lot more at home and I realised while I was at Hartzer my family means a lot to me!!

Amazing! The best opportunity I have ever had.

I have gained so much independence from this trip and made lots of new friends. I loved travelling to Manly and visiting Canberra. This is an experience I will never forget for the rest of my life. If I had the chance I would go again.
Management of Non Attendance

A student’s absence is noted from attendance rolls which are marked electronically twice per day. Homeroom teachers are to ring home after a student has been absent for two days. Calls to the absence line are recorded and checked against the electronic roll. For lateness and unexplained absences an SMS is sent to each parent. Consistent absences are followed up by the Homeroom Teacher and Year Level Coordinator.
Leadership & Management

During 2013 the College Leadership, with the support of the Board, continued to work towards implementing all facets of the Annual Action Plan. They were assisted in this process by the dedicated and committed staff of the College, who continue to ensure that every student is enabled to reach their full potential.

After considerable planning, the inaugural Issoudun program was launched and took place for four weeks over each of Term 2 and Term 3. The program proved highly successful with the students who undertook a varied program linked to aspects of the Australian Curriculum. During their time in Bowral, the students visited Canberra and Sydney, spent time on a working farm and investigated the impact of Eco-tourism on the Southern Highlands.

The Performance Development and Coaching program continued in 2013. The program seeks to improve learning outcomes for all students through increased professional dialogue, observation of learning in the classroom and feedback to teachers from students. Data was collected from students from Years 7 to 12 via an online survey. This data provided feedback for each teacher and was used to assist with re-defining the teacher’s professional learning goals for the year.

The College continued to support professional learning for teachers as well as administrative and support staff. Professional learning opportunities were offered either as in-service days organised and run by the College or programs run outside the College during and after school hours. Staff continued to pursue post graduate study, and this dedication increased the level of expertise and fostered excellence in learning and teaching. All staff undertook the annual refresher CPR training.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Professional Learning focus areas included:

- Art
- Creative Writing
- Curriculum Development
- Cyber Safety
- Dance
- Debating
- Education
- Health and Human Development
- Home Economics
- ICT
- LOTE
- Leadership and Management
- Library Development
- Literacy and Numeracy
- Literature
- Mathematics
- Religious Education and Spirituality
- Science
- Special Education
- Sustainability
- VCE Assessment Training
- VET and VCAL
- Visual Arts

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 58 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $926 |
### TEACHER SATISFACTION

*From the School Improvement Survey Results staff indicated the following as areas of high level satisfaction:*

- Feeling positive, enthusiastic and proud at school  
- There is a lot of energy at the school  
- Staff go about their work with enthusiasm  
- Staff can rely on their colleagues for support and assistance  
- Staff frequently discuss and share teaching methods and strategies with each other  
- Staff are committed to the school’s values and goals  
- Staff receive recognition for good work  
- Staff are encouraged to pursue further professional development  
- Staff in this school are encouraged to improve their skills, knowledge and performance.  
- Students are treated with respect in this school.  
- Students in this school are encouraged to experience success.  
- Students are treated as responsible people in this school.
College Community

OLSH provides inspiring and challenging learning opportunities for our students across a range of curriculum areas and has a proud tradition at the forefront of educational practice. In 2013 the College continued to promote excellence, resilience and the achievement of each student’s personal best. In addition the College worked to broaden the exposure of students to the needs of our local and global communities.

Of particular note during the 2013 year was the Ametur Experience – linking students to global opportunities in London, Italy, France with a particular experience of the OLSH tradition at Issoudun.

The College adds value and richness to the education of the students with activities and programs which contribute to the spiritual, pastoral, social, academic and sporting development of each girl. Activities during 2013 included:

**Academic/Curriculum:**
- Subject competitions (Maths, Science, IT, English)
- College Colours

**Arts:**
- Choir / Band / Concert Band
- Twilight Music Concerts
- Italian Carnivale
- School Magazine
- Talent Quest
- School Assembly Performance
- School Musical
- College Art Show
- Performing Arts Spectacular

**Debating:**
- Interschool Debating Competition
- Public Speaking
- School Assembly

**Faith in Action:**
- St Vinnies
- School Liturgies
- Volunteering – Soup Van and Sacred Heart Mission
- Outreach Overseas and Interstate Trips

**Sports:**
- Running and Walking Clubs
- SESG or SCSA interschool sport *(AFL Football Athletics, Badminton, Basketball, Cross Country, Diving, Indoor Cricket, Netball, Soccer, Softball, Swimming, Tennis & Volleyball)*

**Leadership:**
- Student Leadership Elected Representatives
- Class Captain and Vice Captain
- Social Justice Leadership
- House Leadership
- Fire Carrier Representative
WAKAKIRRI 2013
Inaugural Secondary Schools Challenge
OLSH COLLEGE BENTLEIGH
Winner National Story of the Year

Wakakirri is a national competition that celebrates learning via the performing arts with a focus on building self-esteem, boosting confidence and resiliency, as well as promoting teamwork. Participating schools create stories using dance, song, film, art and writing to be performed, screened and displayed to audiences across Australia. The girls developed and presented a story called ‘Turning Tides’ which took as its theme a tsunami and the destructive forces of nature and the power of the human spirit to be strong enough to fight, unite and ultimately survive.

OLSH College won the Victorian awards for Best Drama, Best Moment, Best Cast/Ensemble, Best Direction and the Victorian Story of the Year. The presentation also gained the National Award for Wakakirri Story of the Year. These wins are testament to the outstanding giftedness of the girls and staff at the College.
PARENT SATISFACTION

“Congratulations to you on the recent performance by the Senior Vocal Ensemble & OLSH Singers at Montsalvat at the weekend! I eagerly made my way into the Great Hall Gallery to listen to the girls sing. What joy! I felt so proud of you all. ”

Hartzer has been such a wonderful experience for the girls to be independent, make decisions and be able to live with their friends and adjust to one another’s needs.

My daughter had an amazing time at the Hartzer Campus. I think this experience has been priceless for the girls and I’m so glad that it has been a success.

My daughter had a fabulously wonderful experience, one that she will take with her into adulthood.

The Hartzer Campus was wonderful. We are very grateful our daughter had this amazing opportunity. She came back a different and more emotionally mature child. Thank you.

On behalf of myself and my family I want to thank you for all the support you have given us.

We knew that OLSH was one of the best decisions we ever made for our daughter’s education.

Results from the School Improvement Survey for parents included the following favourable responses:

The academic standards at this school provide adequate challenge for my child.

The education programs at this school are suitable for my child.

This school is meeting the academic needs of my child.

My child is taught organisational skills to help them do their homework.

My child looks forward to the learning they do at school.

My child enjoys the learning they do at school.

My child is developing good social skills.

My child gets on well with other students at school.
### Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>3,792,599</td>
</tr>
<tr>
<td>Other fee income</td>
<td>286,213</td>
</tr>
<tr>
<td>Private income</td>
<td>561,075</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,298,958</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>4,676,620</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>10,615,465</strong></td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>6,900,240</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>2,867,167</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>9,767,407</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>177,675</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>--</td>
</tr>
<tr>
<td>Other capital income</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>177,675</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>173,208</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and current, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>2,343,700</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>2,087,181</td>
</tr>
</tbody>
</table>

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. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. 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.
VRQA Compliance Data

**Professional engagement**

| The average attendance rate per staff member | Teaching Staff: 91.8% |
|                                             | Non-teaching staff: 95.7% |
|                                             | All staff: 93.19% |

| The proportion of teaching staff retained in a program year from the previous year | 87.3% |

| Principal class | 5 |
| Teaching staff (head count) | 65 |
| FTE teaching staff | 72.88 |
| Non-teaching staff (head count) | 35 |
| FTE non-teaching staff | 29.47 |
| Indigenous teaching staff | 0 |

**Teachers Qualifications**

![Graph showing teachers' highest qualifications]

**Secondary Outcomes**

<table>
<thead>
<tr>
<th>Senior Secondary Outcomes</th>
<th>VCE Median Score</th>
<th>32</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Completion</td>
<td>99.0%</td>
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<td></td>
</tr>
<tr>
<td>VCAL Completion</td>
<td>N/A</td>
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<td></td>
</tr>
</tbody>
</table>

| Student Retention         | Year 9 - Year 12 Apparent Retention | Proportion of Year 9 students retained to Year 12 | 92.08% |

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Our Lady of the Sacred Heart College, Bentleigh

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## Student Retention

<table>
<thead>
<tr>
<th>Apparent Student Retention</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>% Change 2010 - 2014</th>
<th>2015</th>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td>Enrolments (7-10)</td>
<td>476</td>
<td>477</td>
<td>483</td>
<td>481</td>
<td>467</td>
<td>-1.9%</td>
<td></td>
<td>510</td>
</tr>
<tr>
<td>7-10 Retention rate - Benchmark</td>
<td>90.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td>90.0%</td>
<td>N/A</td>
<td>90.0%</td>
<td>90.0%</td>
</tr>
<tr>
<td>7-10 Retention rate - All Schools</td>
<td>97.9%</td>
<td>97.0%</td>
<td>96.4%</td>
<td>96.8%</td>
<td>96.3%</td>
<td>-1.6%</td>
<td>95.9%</td>
<td></td>
</tr>
<tr>
<td>7-10 Retention rate - Like Schools (Size)</td>
<td>97.8%</td>
<td>94.4%</td>
<td>96.0%</td>
<td>96.5%</td>
<td>95.3%</td>
<td>-2.5%</td>
<td>95.1%</td>
<td></td>
</tr>
<tr>
<td>7-10 Retention rate - This school</td>
<td>97.4%</td>
<td>84.3%</td>
<td>96.0%</td>
<td>83.8%</td>
<td>80.5%</td>
<td>-5.9%</td>
<td>86.9%</td>
<td>90.0% or greater</td>
</tr>
<tr>
<td>Enrolments (11-12)</td>
<td>184</td>
<td>179</td>
<td>187</td>
<td>206</td>
<td>213</td>
<td>15.8%</td>
<td>204</td>
<td></td>
</tr>
<tr>
<td>11-12 Retention rate - Benchmark</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>85.0%</td>
<td>N/A</td>
<td>85.0%</td>
<td></td>
</tr>
<tr>
<td>11-12 Retention rate - All Schools</td>
<td>91.3%</td>
<td>91.2%</td>
<td>92.1%</td>
<td>92.7%</td>
<td>92.9%</td>
<td>1.6%</td>
<td>93.4%</td>
<td></td>
</tr>
<tr>
<td>11-12 Retention rate - Like Schools (Size)</td>
<td>92.0%</td>
<td>91.1%</td>
<td>92.4%</td>
<td>93.9%</td>
<td>93.4%</td>
<td>1.4%</td>
<td>94.2%</td>
<td></td>
</tr>
<tr>
<td>11-12 Retention rate - This school</td>
<td>87.7%</td>
<td>94.5%</td>
<td>96.8%</td>
<td>95.9%</td>
<td>100.0%</td>
<td>13.2%</td>
<td>100.0%</td>
<td>90.0% or greater</td>
</tr>
</tbody>
</table>