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Contact Details

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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

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
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 recognize 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. Develop and promote and celebrate our unique identity as OLSH College, Bentleigh
College 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

In the early part of this 2014 year the College engaged landscape architects to complete a makeover of the major courtyard area. It was a fascinating process to watch the transition from the ‘old’ and the birth of the ‘new’. Students and staff alike were taken up in the creativity occurring before their very eyes. The new landscape has changed the entire ‘look’ and ‘feel’ of what is the central area of the College. The creativity, colour, subtle softness and the beauty of the new areas certainly emphasise our sense of being ‘heart’ people. In fact it is as though now at the centre of our College we have our own ‘heartyard’ where students and staff can gather appreciating the surrounds and most importantly appreciating each other from the heart.

In the 2014 school year the student enrolment was 680. Throughout the course of the year the College has had some notable highlights including:

- Outstanding achievements in 2014 VCE Results. Top ATAR: 99.3
- Two students who achieved Study Score 50 (Business Management and English).
- The College completed a comprehensive school review as part of the School Improvement Framework this included requirements for VRQA
- Student successes in SCSA and SESG sports tournaments
- The completion of the new landscaped courtyard for student enjoyment
- Students and Staff experiences to Kiribati, Indigenous missions in the Northern Territory and Issoudun, France
- The successful completion of the second Issoudun Residential experience Bowral NSW
- A Year 12 student selected to attend the inaugural Australian Youth Humanities Forum hosted by The University of Melbourne.
- Inaugural OLSH Choir Tour to New Zealand
- College Musical Production of My Fair Lady
- Year 10 students 1st Place in the Dairy Australia Camembert in the Classroom Competition
- Retreats and reflection days for students Years 7-12 and camps for Years 7-10
- A Year 12 student to attend the National Gallery of Australia Summer School of Art
- A student selected in the Australian U/15 School Sport Netball Team

Over recent years we have continued to seek out, claim and name the key parts of our OLSH College Bentleigh story. We have used a number of ways to build our understanding and articulate the heart of the matter as the OLSH family. Collectively we have claimed and affirmed without hesitation our shared identity… that we are heart people, we are faith filled, we reverence relationships, we pursue excellence, we touch the hearts of others, that ‘we believe’ ‘we achieve’, that we are proud to be OLSH and, yes, OLSH girls can do anything!
These are the words we use to describe our bond of connection – connection with each other, with our shared story and with the 76 years of outstanding educational tradition here at OLSH College. However, these words should and must point to more than just connection. To be deeply moved by our OLSH Spirit is to recognize that whilst human success can often be attributed to how much wealth you have, what line of work you do, the brands you wear, buy and amass, what ATAR score you achieve or maybe even the famous people you may know – or want to know – such success criteria can never be enough. For each of us who are heart people, we must always challenge ourselves to see beneath the surface – we must understand that the purpose of our life is to see and to see with our hearts. “It is only with the heart that one sees clearly – what is essential is invisible to the eye” (Antoine St Exupery): and what is essential is the human spirit - our heart is our spirit. We must free our hearts to enable us to establish our own success criteria – to see with our hearts - to have this beautiful world an absolutely better place because we have been in it and because we have truly lived the OLSH Spirit...because we are heart people of strength and gentleness, of compassion and courage, of single mindedness and vision, of generosity and forgiveness, of deep listening and great love. Our success criteria should make us feel uncomfortable at times and it should push us to go beyond what we may have once conceived we could – because we see the essential, and we see it with our hearts. This is the human spirit and the consistent call of the OLSH Spirit that is in the fabric of our being. Let us always cherish it and live it from the heart!

_The greatest human need, if a person is to find meaning and happiness on earth is to learn to believe in the love of God for you and to let it transform your life._

_Jules Chevalier msc_

_Regnet Christus!_

_May Christ Reign._

_Our Lady of the Sacred Heart_

_Pray for Us_

Anne O’Loughlin
College Principal
College Board Report

The Trustees of the Daughters of Our Lady of the Sacred Heart have appointed a fully incorporated Board to oversee the operations of the College.

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

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

The Board and its committees meet monthly during the school year. In 2014 the Board was heavily involved in the continued implementation of aspects of the Master Plan – redevelopment of the Courtyard, now officially named Hartzer Place, and plans for the refurbishment and development of the Convent building.

The College Board continues to ensure the implementation of the OLSH Futures Direction and the Strategic Plan.
**Education in Faith**

During 2014 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 2014 include:

- The ongoing retention rate of 80% of staff accredited to teach in a Catholic school.
- The immersion experiences to Kiribati and the Northern Territory were held in April and September respectively. In all, 15 students and 5 staff participated. Students and staff had the opportunity to witness firsthand and be involved in, the inspiring work of the OLSH Sisters in these developing areas.
- An initial working party comprising of Leadership team and staff representatives joined with CEOM representatives to begin to analyse the Enhancing Catholic School Identity (ECSI) Project.
- Launch of a ‘Schoolies’ alternative for Year 12 students 2015.
- Sacred images including representations of the OLSH pillars were made visible throughout the College (ie: classroom, staff room, website)
- Sacred images reflecting the OLSH Spirit and Charism were chosen and incorporated into the new landscaped area.

**VALUE ADDED**

The College acknowledges the following areas as value added for 2014 in Education in Faith:

- Other members of staff (including new 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
- 8 staff new to the College participated in an Orientation Day conducted by the OLSH Sisters (*History, Heritage and Heart*)
- 2 longer serving staff participated in a three day programme conducted by the OLSH Sisters (*Continuing the Journey*)
- Retreat and reflection day offerings for all students and staff
- Increased involvement of students in liturgies and other facets of the spiritual life of the College
- Student participation in social just outreach programmes such as St. Vincent De Paul and Sacred Heart Mission
- Increased numbers of students participating in the 2nd St. Vinnies Winter Sleepout.
Learning & Teaching

Goals & Intended Outcomes

- Create a dynamic and 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

Achievements

VCE RESULTS

The OLSH VCE class of 2014 has continued the outstanding academic tradition of the College.

- 12 students achieved an ATAR above 90.
- The College maintained a median VCE Study Score of 32 and the DUX of the College achieved an ATAR of 99.30.
- A perfect score of 50 was achieved by two students in English and Business Management.

During the 2014 school year, we celebrated a number of outstanding achievements in the Bayside Glen Eira & Kingston Region, Applied Learning Awards in the following areas:

SBAT: Certificate II in Business
SBAT: Certificate III in Children’s Services
VET Certificate II in Community Services
SBAT: Certificate III in Community Activities
OTHER ACCOMPLISHMENTS/ACHIEVEMENTS

**Australian Youth Humanities Forum** - During January 2014, one of our VCE students was one of just 100 Victorian students invited to attend the inaugural Australian Youth Humanities Forum hosted by The University of Melbourne.

**Winner of the Bayside Australia Day Youth Award** - awarded to a Year 12 student for commitment to improving life for young people in the community.

**Scholarship at the National Gallery of Australia (Canberra) Summer School for Art** – awarded to a Year 12 student; one of only 16 students awarded a place from around Australia.

**Winner of the prestigious Shaun Tan Drawing Award** - presented to a Year 12 student, this award encourages imagination and innovation and is a great honour.

**2014 Pierre De Coubertin Award** – presented to a Year 12 student, this award recognises students who demonstrate excellence in sports and the Olympic values.

**State Winners - Dante Alighieri Poetry and Speech Competition 2014** – first place was awarded to a Year 12 student for her original speech, which focused on Australia’s position on asylum seekers, and first place to a Year 11 student for her original poem, which was a tribute to the life of Nelson Mandela.

**DG Magazine Front Cover Competition** – three Year 10 Visual Communication Design students competed against hundreds of secondary school entries to receive Highly Commended for their designs.

**Impro Melbourne Schools Theatresports Competition** - Four Year 10 students came second after playing a number of games competently and with great flair. The girls finished first in the heats and then second in the deciding grand final challenge.

**Dairy Australia Camembert in the Classroom Competition** – two Year 10 Students came in 1st Place.

**International Competitions and Assessments for Schools (ICAS) competitions** – from over one million student entries from more than 6,300 schools in Australia and New Zealand annually, as well as students from over 20 other countries 43 OLSH College students won awards. Two Year 7 students, one Year 8 and one Year 9 student were awarded with a Distinction (representing the top 10% of all entrants).
STUDENT LEARNING OUTCOMES

NAPLAN

In 2014 our students’ mean scores at Year 7 in reading, writing, spelling and grammar and punctuation have been consistently above the state mean. Mean scores in numeracy in 2014 have also been above the state mean.

Over the same period, our students’ mean scores at Year 9 in reading, writing, spelling and grammar and punctuation have also been consistently above the state mean. Mean scores in numeracy at Year 9 were also above the state mean in 2012 and 2014 and while the mean score for the 2013 cohort was below the state mean, it matched the national mean.

Relative growth is the amount of growth observed in students between Years 7 and 9 compared with other students who achieved the same scaled score in Year 7. It is categorised as low, medium or high. It was first measured in 2013. The relative growth pattern for the 2013 and 2014 Year 9 cohorts is similar to the state in reading. In writing and grammar and punctuation fewer students in each cohort experienced low relative growth and more students experienced high relative growth when compared with the state. Improvements in the number of students experiencing medium and high relative growth were observed between 2013 and 2014 in spelling and numeracy.

POST-SCHOOL DESTINATIONS

| TERTIARY STUDY | 97.27% |
| TAFE / VET     | 30.76% |
| APPRENTICESHIP / TRAINEESHIP | N/A     |
| DEFERRED       | 2.03%  |
| EMPLOYMENT     | %      |

University Destinations

<table>
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<th>Number of Students</th>
</tr>
</thead>
<tbody>
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<td>Melbourne</td>
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</table>
Student Wellbeing

Goals & Intended Outcomes
The following strategies taken from the College’s Annual Action Plan for 2014 became our focus for the year in the area of Student Wellbeing;

- Establish a strong alignment between student wellbeing and learning
- 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
- Encourage students to publicly proclaim and celebrate their achievements in all areas of school life

Achievements

Pastoral Care Program

OLSH Bentleigh was able to provide opportunities for our College community to listen to the messages of renowned speakers in the areas of wellbeing including - Body Image, Surviving Year 12, Cyber safety:

Kelly Nash in her presentation on Let’s Talk - Body Works challenged our Issoudun and Year 10 students to re-think the notion of beauty. Her presentation was thought provoking, entertaining and enabled all girls to celebrate their diversity.

Susan McLean worked closely with our Year 7 students in driving home the message of staying safe online. She was able to bring a lifetime of “real” experiences to share with the students.

Dr Michael Carr Gregg has had a long association with the College and was warmly welcomed by Year 12 Students, Parents and Staff for breakfast. His topic was surviving Year 12, however, his message, apps and tips were useful for all.

Reggie Dabbs- we were privileged to have Reggie Dabbs from Florida USA. A most sought after motivational speaker for young people, Reggie left us with the message that we can change our future by the choices that we make.

Our Year 8s had the pleasure of hosting sessions run by Live No Fear. Our girls found the sessions engaging and the presenters easy to relate to. Many expressed that it was interesting to listen to their journey and the important life messages that they had. Their key message was about reflecting before acting and to make positive life choices.

All such initiatives ensure that there is a strong alignment with the OLSH Proclamation.
Pastoral Care Review

The wellbeing team embarked on a journey in reviewing pastoral care at OLSH. At the end of 2014 all students were surveyed in the areas of; Relationships, Learning and Teaching, Student Voice, and Structure. These results and the results from Staff and Parents will be the data used to develop our strategic approach to wellbeing at the College in 2015 and beyond.

Parent Participation

The College continues to provide opportunities to ensure that parent participation is central to College life. In order to establish relationships with parents all staff emailed their homeroom at the beginning of the year and were present on the Bienvenue Evening, for our evening of welcome.

In 2014 the school continued its membership as a Parenting Ideas School. Articles, resources and Links written by Michael Grose were advertised regularly in the College newsletter. The safe schools hub is a place for parents, staff and students to explore the National Safe Schools Framework. This link was advertised to parents providing them with useful information and resources to help to make their daughter’s school experience a positive and happy one.

In early February the College was invited to take a tour of Parliament House at night. Students and their parents were given the opportunity to visit both houses of Parliament, the library and other rooms not generally available to the public.

Neale, Tanya, Georgie Sturt, Natasha Ockenden, Heather and Chris

Parent information evenings run by Glen Eira Council were regularly advertised to parents providing them with useful information on topics such as Raising Girls, Transition and Resilience.
Professional Development for Staff

In order to continue establishing a strong alignment between student wellbeing and learning, staff were able to participate in professional learning in the area of Positive Education. The themes of the sessions were; Mindsets for Learning; Understanding Self and Others, exploring character strengths; how mindfulness can transform your thinking and learning. Facilitated by Dr Jacci Norish and Leonie Abbott the sessions gave staff a taste in the benefits of positive education.

Staff also took part in a professional learning day facilitated by ACMA. The Cybersmart Outreach program has been developed to train students, parents and teachers about online safety through the provision of web based and face to face events.

Connection with our national OLSH communities

2014 certainly provided OLSH Bentleigh with the opportunity to strengthen our connection with our Chevalier family.

OLSH Bentleigh welcomed students and staff from OLSH Kensington and OLSH Enfield. Students participated in classroom activities, celebrated our Feast Day together, enjoyed all that Melbourne had to offer and watched the Catholic Schools Gala, Time to Shine. Despite our different locations it was evident that we share the same spirit - A spirit of the heart.
These connections were further strengthened as our Issoudun students embarked on their journey to Hartzer Campus, Burradoo. Students and staff hosted Year 9 students from Chevalier College and OLSH Kensington at Hartzer Park which helped to further promote our connection with our Chevalier family.

**Issoudun Residential Program, Hartzer Campus Burradoo**

In its second year OLSH Bentleigh embarked on its extended interstate residential experience for our Issoudun students. This unique experience continued to provide the girls with an opportunity to develop their leadership skills, take part in the development and implementation of programs, grow in maturity and independence and have choice in their learning. This unique environment away from the traditional classroom provides our students with an opportunity to engage in their learning and ensures that College continues to create a dynamic stimulating culture of excellence.

The whole College community celebrated in the success of the program, evidenced by comments from parents, students and the staff.

**From our parents**

“I’m so very proud of how much my daughter has grown so much through this experience. As much as I missed her. I also know this has been amazing for her. “

“Thank you, for looking after our girls and for giving them an experience that I’m sure they have all enjoyed and will treasure a lifetime with wonderful memories. Thank you for keeping them safe, guiding them and being there for them over this journey.”

“My daughter has had the most wonderful time. I only wish I could go back and do Year 9 again and have such life changing opportunities offered to me!!”

“I was anxious as my daughter was but am so proud that the experience gave her the opportunity to face some fears, embrace every opportunity and value each day for what it offered. I could not be more grateful to the staff who went as they looked after my baby as if she were one of their own”

“She had definitely come home a more confident young lady than when she left. I just cannot speak highly enough of the program you provided.”
From our students

“I will remember the birth of the little lamb and how many new experiences I have had while being here at Hartzer. There have been a lot of life changing experiences that I will never forget. I have made so many new friends and I am so thankful that we had this experience”

“Hartzer has been one of the best experiences that I have ever had and has been the best time for me to have it. Hartzer has given me a new perspective on life and will help me for many years to come. I will always remember my time here and cherish the memories made.”

“My experience gives a perfect example of how Hartzer gives us the chance to venture into the unknown and allow space for new learning with our friends as support. “

“Hartzer was an amazing experience and I would really love to relive it if I could”

‘Once in a lifetime opportunity that shouldn’t be taken for granted. We are extremely lucky and fortunate to be able to experience such a journey”

From the staff

“The Hartzer Experience is a wonderful chance for the girls to spend time away from home, to learn in a safe environment and take responsibility for themselves and their friends. It is different to anything they have done before and allows opportunities to grow and develop their self-confidence and independence”

“An absolute privilege to work alongside the girls during a critical time of their life. We at OLSH have a lot to be proud of and this program is one that we all should truly celebrate! Loved it, and all that it tries to achieve.”

“What a fantastic experience. To see the growth and change in the girls and to know you were there to facilitate that is very rewarding. It is hard to describe to someone who hasn’t seen it for themselves how worthwhile the program is for girls of this age group.”
Student Leadership

The student leaders continued to provide the school community with opportunity to have student voice. The student leadership group worked tirelessly throughout the year to; raise awareness and valuable funds for our overseas missions; successfully introduced Thank You water into the school canteen; and developed, monitored and facilitated the College’s Facebook page.

The importance that the College places into developing the leadership potential in students was evident by the facilitation of a leadership afternoon by YLead. The program focused on the recognition of strengths in self, in others and the importance of working as a team.

Leading up to the election process all year levels participated in leadership workshops. Giving all students the opportunity to recognise the qualities of leadership within themselves and others.

Such initiatives strongly align themselves with the OLSH Proclamation in providing the girls with opportunities of leadership that serve and empower others.

“It was a new and exciting experience to work with the older girls while learning about each other’s strengths and abilities. I learnt a lot especially about how important communication is.”

“YLead showed us how our actions and words can really influence others and taught us that leadership isn’t defined with a badge, but by actions that create the legacy.”

Student Absence Procedure

A student’s absence is noted from attendance rolls which are marked twice per day. Calls to the Absence Line are recorded and checked against the electronic rolls. For any unexplained absence, or late arrival, where no notification has been received, an SMS is sent to the parents of the student.
Leadership & Management

During 2014 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. The School Improvement Framework was a large part of the work for the year. This incorporated a School Self Reflection Report and a School Review. The benefits of this opportunity to reflect on our goals and directions will bear fruit in the coming years.

The Performance Development and Coaching program continued in 2014. 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.

Achievements

All teachers at OLSH participated in external Professional Learning and in-service days organised and run by the College. Professional Learning was accessed from a range of providers during school as well as after-school hours. These learning opportunities were integrated into the operations of the College. Non-teaching staff also attended seminars and courses in line with their roles at OLSH.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>Professional Learning focus included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art</td>
</tr>
<tr>
<td>• Bioethics</td>
</tr>
<tr>
<td>• Careers</td>
</tr>
<tr>
<td>• Communication</td>
</tr>
<tr>
<td>• Community Services</td>
</tr>
<tr>
<td>• Contemporary Learning</td>
</tr>
<tr>
<td>• Creativity</td>
</tr>
<tr>
<td>• Curriculum</td>
</tr>
<tr>
<td>• IT</td>
</tr>
<tr>
<td>• Lab Technician</td>
</tr>
<tr>
<td>• Leadership</td>
</tr>
<tr>
<td>• Library</td>
</tr>
<tr>
<td>• Literature</td>
</tr>
<tr>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Psychology</td>
</tr>
<tr>
<td>• Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>58</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$1,008</td>
</tr>
</tbody>
</table>
College Community

Goals & Intended Outcomes

The College proclaims, promotes and celebrates our unique identity as OLSH College Bentleigh.

OLSH has a proud tradition at the forefront of educational practice. Inspiring and challenging learning opportunities are provided by the College across a range of curriculum areas. A contemporary, technology-rich curriculum develops our students and promotes excellence, resilience and the achievement of their personal best. In a changing and tumultuous world, the College also seeks to broaden the exposure of students to the needs of local and global communities.

VALUE ADDED

The education of each student at the College is enriched with activities and programs which contribute to her spiritual, pastoral, social, academic and sporting development.

During 2014, such activities included:

Academic/Curriculum:
- College Colours
- Subject competitions – Maths, Science, IT and English
- Awards ceremonies including Regnet Christus Day

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

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

Faith in Action:
- Outreach Overseas and Interstate Trips
- St Vinnies
- School Liturgies
- Volunteering – Soup Van and Sacred Heart Mission
Leadership:
- Class Captain and Vice Captain
- Fire Carrier Representative
- House Leadership
- Social Justice Leadership
- Student Leadership Elected Representatives

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)

TEACHER SATISFACTION

- Initiatives to promote social justice are enormously important for promoting the Catholic faith as a “lived experience” and as a call to be agents of God’s reign. The creation of a social justice convener within the Faith and Mission Team has borne much fruit.

- Strengthened staff connections and involvement with the wider professional and academic educational community

- Improved professional learning opportunities for staff which continue to enhance expert knowledge in subject areas and in building positive relationships with students

- The OLSH Proclamation for Schools has been the foundational document that has influenced the work of wellbeing at the College.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>2,673,169</td>
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<tr>
<td>Other fee income</td>
<td>833,665</td>
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<tr>
<td>Private income</td>
<td>418,608</td>
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<tr>
<td>State government recurrent grants</td>
<td>1,315,234</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>5,120,707</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>10,361,383</strong></td>
</tr>
</tbody>
</table>

| Recurrent Expenditure                      |                 |
| Salaries; allowances and related expenses  | 7,437,112       |
| Non salary expenses                       | 2,991,502       |
| **Total recurrent expenditure**           | **10,428,614**  |

| Capital income and expenditure            |                 |
| Government capital grants                 | --              |
| Capital fees and levies                   | 763,462         |
| Other capital income                      | 145,096         |
| **Total capital income**                  | **908,578**     |
| **Total capital expenditure**             | **671,432**     |

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| **Total opening balance**                 | 2,687,181       |
| **Total closing balance**                 | 1,843,140       |

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

E1160
Our Lady of the Sacred Heart College, Bentleigh

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<td>YR 07 Grammar &amp; Punctuation</td>
<td>99.1</td>
<td>100.0</td>
<td>0.9</td>
<td>99.1</td>
<td>-0.9</td>
</tr>
<tr>
<td>YR 07 Numeracy</td>
<td>99.1</td>
<td>100.0</td>
<td>0.9</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>98.3</td>
<td>100.0</td>
<td>1.7</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 09 Writing</td>
<td>97.4</td>
<td>96.5</td>
<td>-0.9</td>
<td>99.1</td>
<td>2.6</td>
</tr>
<tr>
<td>YR 09 Spelling</td>
<td>98.3</td>
<td>97.4</td>
<td>-0.9</td>
<td>98.1</td>
<td>0.7</td>
</tr>
<tr>
<td>YR 09 Grammar &amp; Punctuation</td>
<td>97.4</td>
<td>97.4</td>
<td>0.0</td>
<td>99.1</td>
<td>1.7</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>98.2</td>
<td>95.2</td>
<td>-3.0</td>
<td>100.0</td>
<td>4.8</td>
</tr>
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NAPLAN Year 7

| NAPLAN Year 9

| NAPLAN Year 9

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

2014 ANNUAL REPORT TO THE SCHOOL COMMUNITY
### YEARS 9–12 STUDENT RETENTION RATE

| Years 9–12 Student Retention Rate | 91.20% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>96.32</td>
</tr>
<tr>
<td>Year 8</td>
<td>94.68</td>
</tr>
<tr>
<td>Year 9</td>
<td>95.88</td>
</tr>
<tr>
<td>Year 10</td>
<td>94.42</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.33</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 90.6% |

### STAFF RETENTION RATE

| Staff Retention Rate | 87.30% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>3.92%</td>
</tr>
<tr>
<td>Masters</td>
<td>17.65%</td>
</tr>
<tr>
<td>Graduate</td>
<td>35.29%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>3.92%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>94.12%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>27.45%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>5</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>72</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>76.093</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>39</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>28.467</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</tbody>
</table>

MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median</th>
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</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>604.10</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>594.50</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>611.20</td>
</tr>
<tr>
<td>Year 9 Grammar &amp; Punctuation</td>
<td>609.40</td>
</tr>
<tr>
<td>Year 9 Numeracy</td>
<td>598.20</td>
</tr>
</tbody>
</table>