



# ANNUAL REPORT TO COMMUNITY – 2019

## Our Lady of the Sacred Heart College





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## INTRODUCTION

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Our Lady of the Sacred Heart College is a girls' secondary school which offers an affordable and excellent Catholic education to students of diverse backgrounds from Year 7 to Year 12. Our Vision is; *"A vibrant, inclusive and hopeful community in which each individual is valued as we engender a passion for learning, nurture faith and challenge injustice"*. OLSH College offers a Catholic education in the spirit of the Daughters of Our Lady of the Sacred Heart. Our extensive pastoral care program recognises that quality relationships are pivotal to the learning experiences of every student. Our broad curriculum and extra-curricular offerings enable our students to experience a wide range of learning opportunities to support and discover each student's strengths and talents. Students are at the heart of all we do so we make every effort to involve the students in new initiatives and decision-making processes.

Located in the suburb of Enfield, OLSH College is situated near the corner of Regency Road and Main North Road, just 10 minutes North of the Adelaide CBD. OLSH College is the perfect size; big enough to provide a broad range of subjects, opportunities and resources, yet small enough for your daughter not to be lost in the crowd. OLSH College is easily accessible from the City, Northern, North Eastern and Western suburbs via public transport, making it a prime location as an education option for all girls.

At OLSH College we:

- engender a passion for lifelong learning
- encourage excellence
- value each individual's gifts and talents
- are generous with our time and care of each student so that she develops her full potential
- are a welcoming, vibrant and inclusive community in which we celebrate diversity
- prepare students for future challenges by encouraging creativity, perseverance and resilience
- understand and accept the message of the Gospel to challenge injustice
- encourage young women to work for social justice so that they recognise they can make a difference
- allow students to explore their own faith journey
- nurture faith in the Catholic tradition
- empower students to practise reconciliation
- are proud to be part of the community and are advocates for the school
- have passionate, generous and highly competent staff
- are hopeful.

The College delivers an engaging and dynamic curriculum which gives every student the opportunity to reach her full potential. Students participate in a broad range of subjects which recognise the particular way in which girls learn best, producing excellent results in Year 12 thus enabling students to reach their personal and career goals. We also foster a strong sense of social justice and genuine service to the community through our leadership programs and initiatives.

OLSH College is a richly multicultural school and in 2019, the population of 395 was made up of 43 different cultures. We believe that schools play a major role in developing cultural appreciation and understanding. We celebrate multiculturalism.

## FACILITIES & IMPROVEMENT

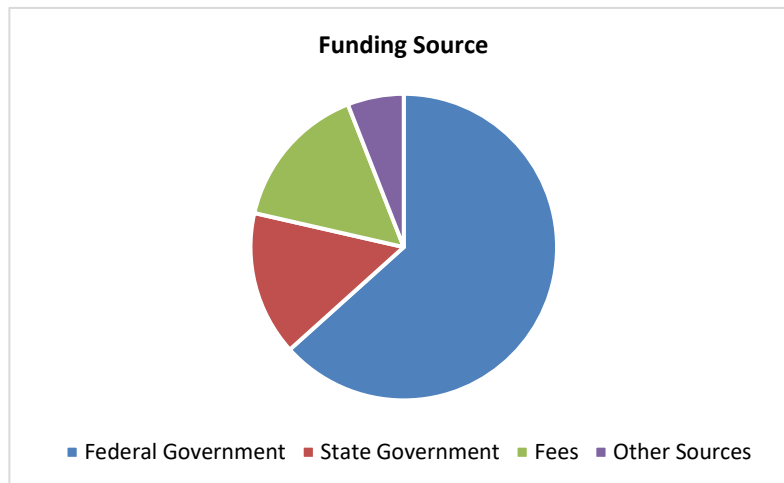
### Campus enhancements

In 2019, the College made a number of changes to learning spaces within the College including the addition of three new spaces – Think Hub, Da Vinci and the Deck. Each of those spaces have been a great success as they have challenged girls to think differently, work differently and provided different opportunities for girls to thrive. These changes in spaces are in addition to new furniture in our Art facilities, writable surfaces in learning spaces enabling more collaboration during lessons and updates to other spaces within the College.

## SCHOOL FINANCES

Below is the College income broken down by funding source for 2019:

Source	Total	Per Student
Federal Government	\$6,107,217	\$14,716
State Government	\$1,467,997	\$3,537
Fees	\$1,492,984	\$3,598
Other Sources	\$573,020	\$1,381
<b>Total Gross Income</b>	<b>\$9,529,973</b>	<b>\$23,232</b>



The College prides itself on working toward finances not being a barrier to receiving a quality education; therefore the College provides every opportunity for students to study at the College by offering a range of scholarships including Financial Assistance and a considered fee structure.

## STUDENT PROFILE

Our enrolment number of 395 students was made up of:

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
29	76	62	78	70	80

Specialist support and programs are available for students with varying needs, including EAL, Indigenous, International and Special Education. In 2019 the College had:

- 36.70% EAL students,
- 0.75% Indigenous students,
- 5.06% International students and
- 11.89% Special Education students.

### Student Attendance

If students are late or absent from school when class rolls are taken and the College has not received a message from the family, the College automatically contacts the family via an **SMS message to their mobile phone** between 9:30 – 10:00am. Truancy is not tolerated and any student who is unofficially absent or is a regular latecomer is required to make up this time at the next available opportunity.

The College seeks to work closely with families to ensure student attendance at the College is well monitored and supported.

The average student attendance rate for our school in 2019 was 91%.

Year Level	Term 1	Term 2	Term 3	Term 4	Annual %
Year 7	98.86	96.57	93.08	91.8	95
Year 8	94.42	91.24	90.82	92.21	92
Year 9	95.94	91.73	89.06	85.08	90
Year 10	89.59	90.87	91.50	88.51	90
Year 11	92.37	93.15	91.35	93.27	92
Year 12	93.20	87.16	89.52	87.45	89
<b>Average:</b>	<b>94.06</b>	<b>93.94</b>	<b>90.88</b>	<b>89.72</b>	<b>91.33</b>

### 1. 2019 NAPLAN

2019 saw the first year of Year 7s at the College. Therefore for the first time, we had Year 7 and Year 9 students participate in NAPLAN.

The achievement scales used in Year 7 (2019) include Bands 5 – 9. Band 5 is the minimum standard for Year 7. Students achieving at Band 5 level in Year 7 are typically demonstrating the basic elements of Literacy and Numeracy. Year 7 students at OLSH College attained results above the National Average for student achievement in Year 7.

Year 9 Students at OLSH College are generally working in Band 7 and moving towards Band 8. This means students at OLSH College are working at the National Average. The development of personalised programs that foster positive partnerships between staff and students provides a learning environment that creates and promotes successful student outcomes across all learning areas.

Year 7 Students 2019	Number of OLSH College Students who sat test	Mean Score	Mean Score as Proficiency Band	% Students who achieved National Minimum
Reading	24	530.8	7	88
Writing	24	520.9	6	92
Spelling	24	548.2	7	92
Grammar & Punctuation	24	537.6	7	92
Numeracy	24	517.7	6	81

Year 9 students 2019	Number of OLSH College Students who sat test	Mean Score	Mean Score as Proficiency Band	% Students who achieved National Minimum
Reading	55	572.1	7	93
Writing	55	545.9	7	84
Spelling	55	577.5	7	89
Grammar & Punctuation	55	564.8	7	88
Numeracy	56	564.6	7	93

#### Changes in Benchmark Results from the Previous Year

Year 9	OLSH College Mean Score				OLSH College Proficiency Band				% Students Achieved National Minimum			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Reading	553.5	554.4	570.8	572.1	7	7	7	7	90	80	92	93
Writing	548.8	538.8	535.7	545.9	7	7	7	7	87	70	79	84
Spelling	559.20	559.2	573	577.5	7	7	7	7	87	87	89	89
Grammar & Punctuation	542.9	559.5	563.6	564.8	7	7	7	7	86	84	90	88
Numeracy	554.3	567.8	563.8	564.6	7	7	7	7	96	95	95	93

## 2. Senior Secondary Outcomes

At OLSH College we are proud of our academic achievements and our results are outstanding. We offer a comprehensive curriculum at all year levels to meet the diverse needs and wide range of abilities of our students. We take great pride in the fact that every student finds areas in which she can excel. Our way of teaching uses a range of methodologies to cater for how girls learn best. We congratulate our Year 12 students of 2019 who achieved excellent results in their South Australian Certificate of Education (SACE). We had 70 students complete the SACE this year with 63 eligible for an ATAR (Australian Tertiary Admission Rank) score and in summary:

Highlights for the Class of 2019 include:

- 100% pass rate with all OLSH students having successfully achieved their SACE
- 30.8% A-band grades (A+, A, A-) were awarded to 73 students
- 84.3% of our students achieved A or B grades
- 14.3% students achieved an ATAR of 90 or above
- 8 A+ grades were awarded to 6 of our students across 4 different subjects
- 100% achieving in A, B & C bands
- 14% of our students who completed Year 12 in 2019 completed 1 or more VET units as part of their studies in SACE
- 86% of our students who applied to university received their top preference

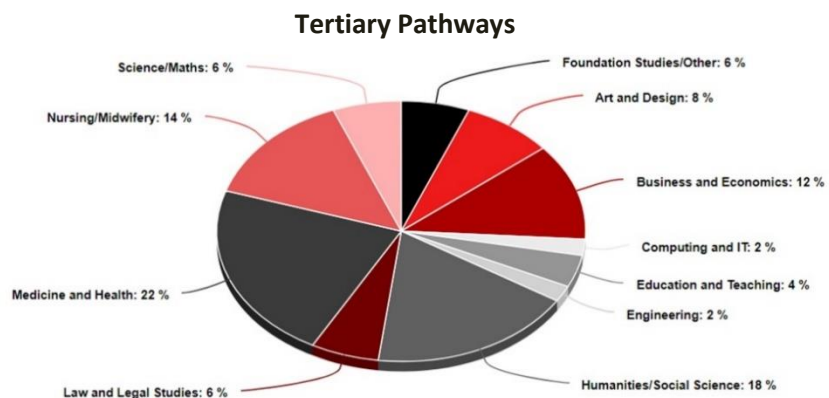
There was also a number VET (Vocational Education and Training) certificates awarded:

- 1 student gained a Certificate III in Individual Support (Ageing/Disability)
- 1 student gained a Certificate III in Individual Support (Ageing) and
- 2 students gained a Certificate II in Retail Cosmetics



### 3. Post School Destinations

A variety of pathways have been pursued by students who left the College in 2019.





## SCHOOL INVOLVEMENT IN THE COMMUNITY

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OLSH College maintains strong links across the many facets of our community. As a College our presence is evident at a large range of local events including fairs, parades and sporting competitions. We are always seeking opportunities to be a part of the wider community. Each year we welcome into the College many guest speakers from the community to share their knowledge and experiences with our students. Our students do marvellous work fulfilling their responsibilities as volunteers and active citizens in the local community.

We continue strong involvement with local primary schools through such activities as:

- Year 6/7 into Year 7/8 Transition program and visits
- attending a variety of School Fetes and shared celebrations including Feast Day Masses
- students visiting to conduct dance and music performances
- presenting a broad range of lessons for primary school students
- collaborating with Primary partner schools to develop exciting learning opportunities, using OLSH College facilities.

We endeavour to maintain connections with local parishes and schools by sending our school newsletters regularly to keep them informed of events at the College.

## STUDENT PROGRAMS

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OLSH College students participate in a broad range of programs and co-curricula activities that **promote and develop the whole self**. Whether students choose to participate in sporting teams, science or book clubs or in the biennial Musical, there are endless opportunities for them to participate in a range of activities and ensure each girl finds her place with us.

At OLSH College we are recognised for our ability to constantly challenge ourselves, reflect on best practice and ways to improve the educational experiences of our students. Our committed and passionate teachers continually strive for excellence in teaching and learning, gaining recognition for their programs throughout education circles as examples of best practice. We pride ourselves on our ability to provide excellent educational opportunities in a vibrant, dynamic and student-centred environment. The OLSH College Co-Curricula Program offers all students the opportunity to pursue their strengths and interests.

Vocational Education, inclusive of Careers and Vocational Education and Training (VET) are integral elements of the overall curriculum at OLSH College. The Careers program runs from Year 10 through to Year 12, and genuinely assists students with planning for post school pathways and goals. With the opportunity to experience work placement, vocational interviews, a range of guest speakers, individual careers interviews and career focussed events, students are able to explore future opportunities and gain assistance with applications in their senior secondary years. Each year we have a number of students who make the most of vocational opportunities in a range of areas such as: Nursing, Event Management, Hospitality, Hair and Beauty, Architectural Drafting, Children's Services and Graphic Design. The practical experience and knowledge gained through VET is invaluable in the workplace and is widely recognised as such by employers.

## CO-CURRICULUM

Curriculum & Community
Adopt a Grandparent
Book Club
Earth Care Club
Homework Club
Language Club
Multicultural Night Volunteer
OLSH TV
Peer Tutoring
Senior Campus Formal Committee
Soup Kitchen
STEM
Student Library Assistants
Science Club

Sport
Badminton
Basketball
Inter-House Sports Challenge
Interschool Athletics
Interschool Swimming
Netball
Soccer
Running Club
Tennis
Touch Football
Volleyball
Walking Club

Leadership & Personal Growth
Mindfulness Club
OLSH Open Volunteers & Tour Guides
Public Speaking
Student Leaders
St Vincent De Paul
Tour Guides Off Campus
Young Women of Grace

Performing Arts
Choir
Guitar Ensemble
Dance Performance Team
Dance Enrichment Team
Performing Arts Program
Drama Club
Rock Band
Ukulele Ensemble
Visual Arts Committee

## STAFF PROFILE

In 2019 OLSH College had a workforce made up of 42 teachers (36.2 full-time equivalent) and 28 non-teaching staff (21.9 full-time equivalent). We were fortunate to have a number of teachers with two or more qualifications in education. All teaching staff met the requirements of the Teacher Registration Board for registration, including mandated training in child protection. All staff have Working with Children Check (WWC), as prescribed and maintain this requirement. In addition to tertiary qualifications, our teachers engage in an ongoing Professional Learning Program to continually develop skills and ensure best classroom practice.

Teacher Qualifications	Percentage
Doctorate	1%
Masters	8%
Post Graduate Diploma	27%
Bachelor Degree	32%
Advanced Diploma or Diploma	12%
Cert I - IV	16%
Other	4%

## Length of Service

The average length of service for our staff in 2019 was as follows:

0 - 5 Years	6 - 10 Years	> 10 Years
29%	23%	49%

## Professional Learning

In 2019 our Professional Learning continued to focus on Domain 5 of the strategic plan, *'supporting an environment of high expectation of all and committed to continuous improvement.'*

In order to implement and consolidate the learning and preparation from 2018 for the introduction of Year 7s to the College, Year 7 teaching and learning team was formed. The Year 7 teachers in this group continued to integrate aspects of the curriculum and refine initiatives as we were able to implement the curriculum and pedagogies planned for the new year level to the College.

As a whole staff we focussed on AITSL Standard 2.5 - which was to develop capacity with the online learning platform, SEQTA. Teachers developed online units of work and resources that students can access efficiently at home and at school. They also worked collaboratively to develop use of Marksbook for efficient online feedback on assessments for students and families. Teachers developed their capacity with the use of ICTs at the College and developed a broader range of online resources.

The whole staff work was complemented with our ongoing student feedback, reflection of practices and coaching cycle to allow all teachers to focus on their individual growth and development.

## STUDENT, PARENT AND STAFF SATISFACTION

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Every year the students, parents and staff at OLSH College are surveyed about their experience with the College. In 2019 OLSH College accessed the tool NSI – National School Improvement in conjunction with Curtin University. This is the second year of data collection and following the surveys (which are threefold – students; parents; staff) the data were shared and analysed with both Learning Area Coordinators (LACs) and Pastoral Care Coordinators (PCCs).

In 2019 the School satisfaction survey was completed online. As a school we seek the opportunities we give our students by continually reflecting on and seeking feedback from our community.

We are always reflecting on our current practices to ensure that we are best meeting the needs of our students. We implemented a learner management system SEQTA, we have opened up the portal to include student and parents, who now have the ability to access learning resources online.

### Student Satisfaction

WHITS – What is Happening in This School (Curtin University NSI Tool)

The Student Survey asks a number of questions to gauge student engagement and response to the climate of the school environment. Areas such as resilience, wellbeing, bullying, moral identity are included as broad themes. Overall the sense is very positive with bullying experienced rarely, and resilience between often and almost always.

## Parent Satisfaction

(Parents and Caregivers Survey – PaCS)

Parents and caregivers surveyed noted that they valued clear expectations, staff support and acknowledged that student behaviour is dealt with clearly and positively.

The Principal, OLSH College Leadership Team, and staff are available through appointments, Parent/Teacher Conversations and informal meetings to the school community and this assists in gauging the current climate and trends. OLSH College aims to have the community fully informed and to have an understanding of what we do, always looking to improve our practices and what OLSH College has to offer. We communicate to families via a fortnightly newsletter, and via our learning management system, SEQTA .

## Staff Satisfaction

(SOCS – School Organisational Climate)

Teacher satisfaction is determined through various means, including informal conversations, small groups with the Principal, Staff Meetings, as well as the more formalised Annual Review. Anecdotal feedback and SOCS data indicate that OLSH College staff enjoy working at the school and the collegiality and support provided is highly valued.

