



OLSH



OUR LADY OF THE  
SACRED HEART  
COLLEGE

20  
25

*Performance Report*

|                           |                                                          |
|---------------------------|----------------------------------------------------------|
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| <b>SCHOOL SECTOR:</b>     | Catholic Girls Secondary School, Years 7 - 12            |
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## TABLE OF CONTENTS

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|                                                 |    |
|-------------------------------------------------|----|
| 1. CONTEXTUAL INFORMATION .....                 | 4  |
| 2. STAFF PROFILE .....                          | 6  |
| 3. STUDENT ATTENDANCE .....                     | 8  |
| 4. NAPLAN ANNUAL ASSESSMENT .....               | 8  |
| 5. STUDENT, PARENT AND STAFF SATISFACTION ..... | 10 |
| 6. SCHOOL INCOME BY FUNDING SOURCE .....        | 13 |
| 7. SENIOR SECONDARY OUTCOMES .....              | 14 |
| 8. STRATEGIC PLAN .....                         | 14 |

### **School Performance Report 2025**

*In accordance with the reporting obligations outlined in the Schools Assistance Regulations 2009 and the Australian Education Act 2013, independent schools are required to publicly report to parents and the broader community on a range of school performance measures.*

*The following information provides a comprehensive and explicit response to the Commonwealth Government's reporting requirements, presented under the prescribed headings. The data and information relate to the 2025 school year.*

## 1. CONTEXTUAL INFORMATION

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Our Lady of the Sacred Heart (OLSH) College is a Diocesan Catholic secondary school for girls from Years 7 – 12. The Daughters of Our Lady of the Sacred Heart established the College in 1951 and administered it until December 1994 when responsibility for the College was transferred to the Catholic Education Office of South Australia (CESA).

The College, under lay leadership since 1995, continues to educate all girls in the spirit of the Daughters of Our Lady of the Sacred Heart. The College is built on a tradition of over 70 years at the heart of inspiring excellence in girls' education.

The College is in South Australia in the metropolitan suburb of Enfield, near the intersection of Regency Road and Main North Road. It is only 7.5 kms or 10 minutes north of the Adelaide Central Business District (CBD) and 20 minutes from Adelaide International Airport. Our Lady of the Sacred Heart College is the perfect size; big enough to provide a broad range of subjects, opportunities, and resources, yet small enough for our girls not to be lost in the crowd.

Our Lady of the Sacred Heart College is easily accessible from the City, Northern, Northeastern, and Western suburbs via public transport, making it a prime location as an education option for all girls. The College services families from the local community, including families from our Catholic partner primary schools and several government primary schools. Our Lady of the Sacred Heart College is a member school of the CESA Catholic North Region, which comprises the College and 19 Catholic schools (primary or secondary).

The College's vision statement, *"A vibrant, inclusive, and hopeful community in which each individual is valued as we engender a passion for learning, nurture faith and challenge injustice"* is well mirrored in the rich cultural diversity of the community and in all aspects of teaching and learning. The College is proud of how its community reflects the contemporary Australian economy, and in fact, the global economies of the world. All girls at Our Lady of the Sacred Heart College are provided with exceptional and outstanding opportunities to be both global and international citizens. Each member of our community brings and contributes much, broadening and opening each one of us to the richness of what it is to live in a global, international, and multicultural world. Our Lady of the Sacred Heart College truly emulates the great 'melting pot of multiculturalism and integration' and hand-in-hand with this are the values of inclusivity, social cohesion, mutual respect, a sense of belonging for everyone, opportunity, and aspiration. We believe the College plays a major role in developing cultural appreciation and understanding. We celebrate multiculturalism.

The College Vision Statement is strengthened further through the **Pillars of OLSH Education**

- We are Heart people who Reverence Relationships;
- We are Heart people who Touch the Hearts of Others;
- We are Heart people who are Faith Filled;
- We are Heart people who Pursue Excellence.

At Our Lady of the Sacred Heart College, students engage in a broad curriculum that builds skills, capabilities, and understanding. Teaching and learning offer a wide range of quality educational opportunities through a low variance curriculum that fosters the intellectual, social, cultural, sporting, spiritual, and emotional development of each OLSH College girl. All girls will engage in a wide array of opportunities and experiences, from immersive activities, inquiry/problem based, and real-world learning experiences. The co-curricular programs on offer provide leadership opportunities, role modelling, and service to promote our global and local responsibility that serves and empowers. The co-curricular programs enhance the excellent academic, cultural, sporting, and service achievements of the College. Participation in varied co-curricular programs is strongly encouraged and enables our girls to form positive relationships with their peers, while also providing them with life skills which cannot just be measured in their academic results.

Our extensive pastoral care and wellbeing program recognises that quality relationships are pivotal to the learning experiences of every OLSH College girl. The regular, weekly, timetabled Year 7 – 12 lessons support the delivery of a pastoral care and student wellbeing program. The programs across the year levels are responsive to the issues pertinent to that year level. The program offers our girls the opportunity to cultivate a growth mindset, build strong relationships, and develop a deeper understanding of themselves and others, while nurturing essential dispositions such as hopefulness, resilience, compassion, self-worth, and purposeful goal setting. The programs are intended to be incremental and developmental to ensure a staged program of wellbeing that is age appropriate. Our broad curriculum and co-curricular offerings enable our girls to experience a varied range of learning opportunities to support and discover each girl's strengths and talents. Students are at the heart of all we do, and every effort is made to involve our girls in new initiatives and decision-making processes. There is a strong university focus in our learning program, as well as strong vocational education and training (VET) programs, and opportunities. Our Education Support personnel support and cater for students with diverse learning needs.

Our Lady of the Sacred Heart College recognises the value of parents/caregivers and supports them in their role as the prime educators of their daughter/s. The College welcomes parents/caregivers as full partners in their daughter's education journey. Our experience is that meaningful parental involvement is possible, desirable, and valuable in improving student growth and performance. This demonstrates a commitment to high quality teaching and learning in a very caring and supportive environment.

Today Our Lady of the Sacred Heart College continues the work of our founders, the Daughters of Our Lady of the Sacred Heart. We pride ourselves on empowering each girl to take responsibility for herself and her learning, to harness her passions and abilities, grow her skills and capabilities and instil in her a zest for lifelong learning. Each OLSH girl will graduate feeling she belongs to a group of strong, independent young women. Women who are resilient and well equipped to succeed in whatever field they choose, making Our Lady of the Sacred Heart College a highly sought-after option by local and international families alike. We are a school who cares about our families, students, staff, and our environment. We are passionate about the education of young women and their success.



Students attending Our Lady of the Sacred Heart College come from a variety of backgrounds and nationalities. The following information highlights the student profile for 2025. The 2025 enrolment as at the August census date was 478 students comprising:

- 49 different cultures;
- 0.83% of the student population identified as Aboriginal and/or Torres Strait Islander heritage;
- 25.10% of the student population were identified by the College with a disability under the Nationally Consistent Collection of Data (NCCD) on school Students with a Disability as supplementary, substantial or extensive;
- 56% were identified as English as an Additional Language or Dialect (EALD) Students;
- 4.81% were International Students;
- 43.09% of students were born overseas;
- 41.21% of students reported speaking a language other than English at home.

## 2. STAFF PROFILE

In 2025, Our Lady of the Sacred Heart College had a workforce composition as follows:

| Workforce composition*                      |    | Male  | Female |
|---------------------------------------------|----|-------|--------|
| Teaching staff (head count)                 | 44 | 13    | 31     |
| Full-time equivalent Teaching Staff         |    | 11.55 | 25.94  |
| Non-teaching staff (head count)             | 26 | 2     | 24     |
| Full-time equivalent non-teaching staff     |    | 2     | 17.03  |
| Indigenous staff (head count) as identified | 0  | 0     | 0      |

\*August Census

- Total number of staff absences was 593 (inclusive of sick, personal and family) days;
- Total number of teacher absences was 344 (inclusive of sick, personal and family) days;
- Calculations for Yearly Attendance rate of teachers is 95.04%;
- Teaching days in 2025: 186 days.

The figures above are a positive measure of the commitment and professional approach that staff members adopt to fulfil their role at the College. The high rate of staff attendance ensures continuity of learning and minimal disruption to curriculum and co-curricular offering to the students at the College.

The average length\* of service for our staff in 2025 was as follows:

| 0 - 5 Years | 6 - 10 Years | > 10 Years |
|-------------|--------------|------------|
| 51%         | 16%          | 33%        |

\*August Census

The teacher retention rate of 86% represents the proportion of teaching staff retained in a school year from the previous year. The figure does not consider staff on parental and other leave, requiring replacement staff, in some instances for an extended period.

## Teacher age distribution\*

| Age Range | % of teachers |
|-----------|---------------|
| 21 - 30   | 25%           |
| 31 – 40   | 25%           |
| 41 – 50   | 16%           |
| 51 – 60   | 14%           |
| 61+       | 20%           |

\*August Census

## Professional qualifications included:

| Teacher Qualifications*                        | Percentage |
|------------------------------------------------|------------|
| Masters Degree                                 | 41%        |
| Post Graduate Degree                           | 68%        |
| Bachelor Degree                                | 100%       |
| Highly Accomplished/Lead Teacher Certification | 2%         |
| Advanced Diploma or Diploma                    | 16%        |
| Cert I - IV                                    | 45%        |
| Other/Unlisted Qualifications                  | 11%        |

\*Note a number of our teachers have multiple qualifications.

Our Lady of the Sacred Heart College continues to have a balance of experienced teachers, new staff with experience from other schools, and recent graduates from universities. All teachers employed by Our Lady of the Sacred Heart College are registered with the Teachers Registration Board of South Australia and have a Working with Children Check (WWCC) 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. We are fortunate to have a number of teachers with two or more qualifications in education.

The important role of supporting early career teachers continued with appropriate induction, coaching, and mentoring of beginning teachers moving from provisional registration to full registration. We congratulated 3 Early Career Teachers who completed their portfolio of evidence to attain their full registration and continued to support an additional 5 teachers through the Early Career Mentoring program. The professional learning undertaken, and role modelling demonstrated by the individual teachers is a testament to hundreds of hours of learning, teaching, recording, reviewing, and hard work! OLSH College, through our Deputy Principal, delighted in being part of our early career teachers' professional journey and the future of the teaching profession.

### 3. STUDENT ATTENDANCE

Our Lady of the Sacred Heart College works closely with families to ensure student attendance is well monitored and supported. The average student attendance rate for our school in 2025 was 83.5% with further details provided in the table below.

| Year Level     | Annual %     |
|----------------|--------------|
| Year 7         | 88.6%        |
| Year 8         | 85.7%        |
| Year 9         | 85.4%        |
| Year 10        | 84.2%        |
| Year 11        | 82.4%        |
| Year 12        | 82.0%        |
| <b>Average</b> | <b>84.6%</b> |

- Attendance is checked and recorded every lesson by the subject teacher and in each Home Class (am) period;
- Student absences must be explained through a notification from parent/caregiver;
- A text message is sent to parents/caregivers who have not notified the school of the absence by mid-morning each day;
- Where a student experiences significant absenteeism, the Home Class Teachers, Year Level Student Wellbeing Coordinators and other staff as required work to support the student and family for their return to school as soon as practicable;
- Student absence data is included on each student's end of semester report;
- Absences may also be viewed by teachers, students and parents/caregivers on SEQTA, the College's Learning Management System;
- Truancy is not tolerated and any student who is unofficially absent, is a regular latecomer or absent is followed up with parents by the Deputy Principal, Assistant to the Principal – Student Wellbeing and/or relevant Year Level Student Wellbeing Coordinator.

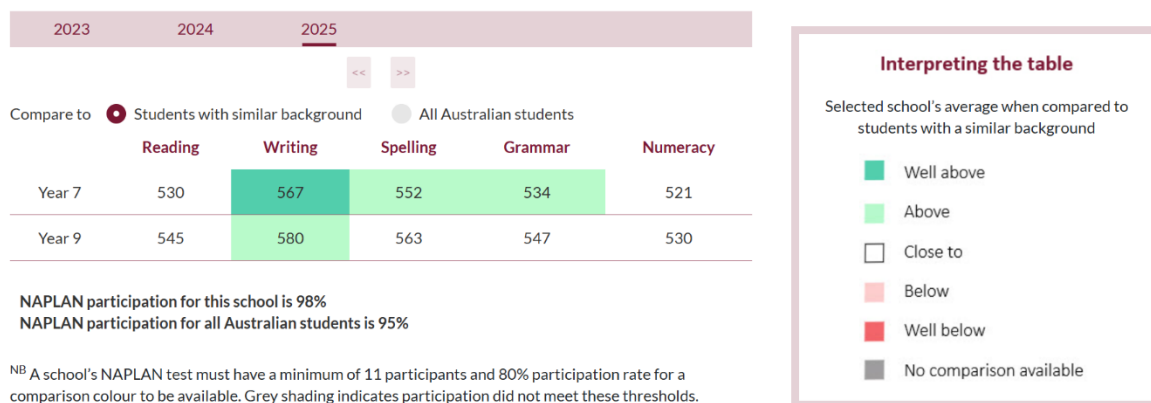
### 4. NAPLAN ANNUAL ASSESSMENT

The National Assessment Program Literacy and Numeracy (NAPLAN), which began in Australian schools in 2008, assesses all students in Years 3, 5, 7, and 9 in the areas of Reading, Writing, Conventions of Language, and Numeracy, using common national tests. The performance of each student is reported against four levels of proficiency: Exceeding, Strong, Developing and Needs Additional Support. Achievements in Literacy are reported in the separate domains of Reading, Writing, Spelling, and Grammar & Punctuation. NAPLAN tests were conducted in March, providing parents/caregivers and the College with feedback on how their daughter/s has progressed over time.



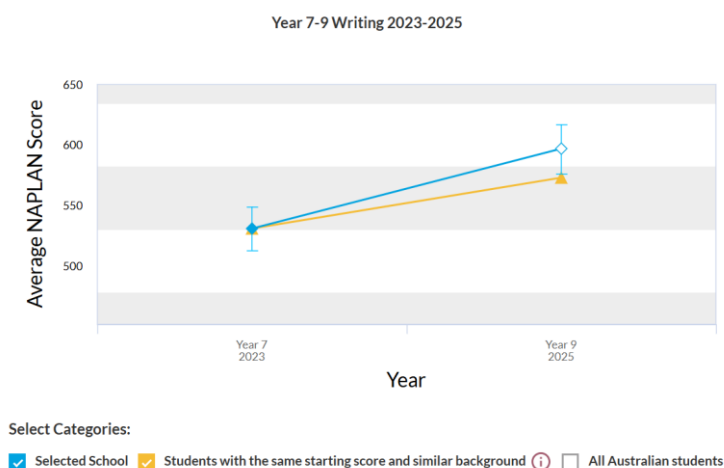
Our Lady of the Sacred Heart College utilises NAPLAN scores in conjunction with Progressive Achievement Test (PAT) results and other sources of data collected at the class and school level. We recognise that NAPLAN is only a snapshot of one aspect of our student's learning journey. The data sets and evidence gathered are used to review and reflect upon the Literacy and Numeracy programs at the College to best meet the needs of our students, allowing teachers to identify student's specific strengths, and areas of need to better support their learning. Additionally, the College is cognisant of contextual factors including student background that need to be taken into consideration to present a balanced view of progress and achievement at both an individual, cohort and whole school level.

Numeracy has been a focus at Our Lady of the Sacred Heart College. Targeted improvements in our Year 7 program have shown remarkable improvements to learning outcomes. Year 7s enrolled in OLSH College demonstrated double the average growth of the national average in the past two years.



SOURCE: [www.myschool.edu.au](http://www.myschool.edu.au)

### Progress in NAPLAN results



For a comprehensive breakdown on all NAPLAN Results for the College, please visit the *My School* website [www.myschool.edu.au](http://www.myschool.edu.au).

## 5. STUDENT, PARENT AND STAFF SATISFACTION

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### Student Satisfaction

Students at Our Lady of the Sacred Heart College are provided with opportunities to communicate ideas, thoughts, and suggestions with regards to the College and how to continually improve in all aspects of College life. The nomination of Class Captains each semester in each Home Room places leadership opportunities in the hands of all students, empowering them to actively promote positive change, raise important issues, and contribute meaningfully to school spirit, culture and pride.

At Senior Level, a Student Leadership team of 14 girls is selected from a rigorous application and interview process. The Student Leadership team comprises of an executive team of College Captain, Co Vice-Captains, Arts Captain, Social Justice and Sports Captain and 8 House Captains/Vice-Captains. Through the Students Leaders' meetings, students recognised and felt their ideas and opinions were listened to that they had a voice in the College and decisions made in school activities. Students indicated that school spirit and a positive climate is encouraged and enhanced through activities such as the annual Aquatics and Athletics carnivals, annual OLSH has Got Talent, Feast Days, fundraising activities, music and drama performances, sporting events and Inter-house social justice initiatives, to name a few.

A strong sense of pride was actively nurtured across the student body. In 2025, the Student Leadership Team established the inaugural 'Ametur Shield' as a legacy, celebrating participation, teamwork, belonging and pride in College life. *Ametur*, a Latin word meaning "May He be loved," reflects our motto, "May the Sacred Heart of Jesus be everywhere loved," and the global newsletter of the OLSH Sisters, embodying the spirit we seek to inspire in House life at the College.

Additionally,

- College tours and annual OLSH Open Day were strongly supported by students from Years 7 - 12 and the feedback from our 'OC ambassadors', who are so proud of their College, is overwhelming;
- High level of rapport between students and staff;
- High/good participation in co-curricular activities across all areas – sporting, cultural, academic, and service.

The strong rapport, collaboration, and connection between student leaders, class captains, and staff across all year levels allows for an understanding of what is required by the student cohort and influences more productive work towards communication and improvement. Students are reminded of our Catholic values and OLSH Spirit in all that we do, including co-curricular, social justice initiatives, and other learning opportunities. During whole school assemblies, students are congratulated on their achievements (in and outside the College) and acknowledged, recognising our College is not only an academic institution. OLSH College is a place of welcome where every girl is encouraged to show pride in her College and flourish as a unique individual and to find her place.



## Parent Satisfaction

Our Lady of the Sacred Heart College uses a number of different mediums to communicate with parents/caregivers including hard copy, digital, and social media platforms. The College website, Facebook, Instagram, and fortnightly Newsletter are important mediums of communication with our families and the broader community. In addition, timely communication between the College and families is maintained using our learning management system SEQTA, emails and telephone.

The Principal, senior members of the Leadership Team, and staff are available for appointments, one-on-one conversations and informal meetings with parents/caregivers and this assists in gauging the current climate and trends. Our Lady of the Sacred Heart College aims to keep the community informed to develop an understanding of what we do, always looking to improve our practices and offerings.

Student Academic Reports are provided to parents/caregivers at the end of each semester. Parent Teacher Conversations are held twice a year in Terms 2 and 3, allowing parents/caregivers and students (if they choose) to meet with an individual teacher. Folio Days provide an opportunity for parents of Year 7-9 students to listen to their daughter with her Home Class Teacher, reflect on her learning, goals, and aspirations twice a year. One-on-one conversations are also facilitated as needed. The following excerpts are taken directly from Parents/Caregivers' and community feedback/comments:

- I just wanted to send a quick note to say thank you for the excellent evening last night. (*student name*) and I attended and every teacher we spoke to encouraged her to choose subjects that she was interested in and engaged her in meaningful conversations about the subject, work requirements and how she could navigate the subject. It is always lovely to come to OLSH College and see how much the teachers care for and support their students, thank you for creating that environment and continuing to guide (*student name*) through her education journey. Congratulations and thanks for a wonderful evening.  
(Year 9 Parent)
- I'd like to say a big thank you to you for making my visit to Our Lady of the Sacred Heart a highlight of my book week. I felt so welcomed and really enjoyed the sessions with the students. They came to the session with such enthusiasm and politeness that they made the morning a joy and a perfect end to book week. The second session was a little bit of an experiment for me, but it went well, and I hope they took something positive away from it. Thanks once again, and I hope you have a lovely (and warm) weekend.  
(Author in Residence)
- I wanted to write and say what an incredible night - the whole event was brilliant. (*student name*)'s dance coach was impressed with the calibre of the dancers and the professionalism of the event. She was moved to tears by the solo and loved seeing (*student name*) dance with her friends. My in-laws also attended and absolutely loved the whole event too. I wanted to let the staff know that it was a brilliant event and thank them for giving their time to allow (*student name*) a chance to share what she has been doing at school with her family and friends. It was so lovely to watch her on stage, even with the issues beforehand, I know that you all supported her and encouraged her to give her best. Thank you to everyone involved for donating their time and energy to the event.  
(Year 9 Parent)



- Thank you so much for the opportunities, stability and care you have given our Granddaughter during the last six years. She has certainly blossomed and grown in confidence. Thank you to all her teachers over this time and in particular her music teacher; *(student name)* has really enjoyed her years in the choir, rock band and ukulele ensemble.

*(Year 12 Parent)*

## Staff Satisfaction

Teacher satisfaction is determined through various means, including daily morning staff prayer, informal conversations, matters raised directly by individuals with the Principal or Senior members of the Leadership Team, Consultative Committee, discussion at staff meetings (and the like), Learning Area and Pastoral Care Meetings, the more formalised Annual Review and items addressed with the Work, Health and Safety Committee.

The OLSH College Staff Club provides a forum to assist with staff wellbeing and informal discussion. The Staff Club aims to foster a spirit of community, camaraderie, collegiality and inclusivity through the activities, events, and initiatives implemented throughout the year.

The College's Professional Development and Coaching Framework (PDC) was once more employed with a focus on peer reflection and feedback in relation to pedagogy and practice, specifically the implementation of High Impact Practices. This was further strengthened with lesson observations from Leaders of Learning and video recordings of High Impact Practices, viewed by members of Leadership as part of the Annual review process. Professional Learning in 2025, built on the strong foundation of the literacy and numeracy agreements and definition of High Impact Practices. Three staff members completed the Teachwell Masterclass series to support all staff in the implementation of strategies, specifically Full Participation and Daily Reviews.

Anecdotal feedback and Live, Learn, Lead (LLL) Survey results indicate that OLSH College staff enjoy working at the school and the collegiality and support provided is highly valued. Our staff come from a variety of backgrounds and there is a strong sense of welcome and inclusiveness.

The data and evidence gathered from students, parents and staff provided valuable opportunities for reflection and planning for 2026. The use of data and evidence allowed the College to revisit, enhance, and adapt educational programs to encourage greater connection and engagement, while implementing continuous improvement in processes and practices. A particular highlight and common theme from the data and evidence was school belonging, welcome, and inclusion, which demonstrated a strong sense of connection and identification with the College for our students, parents/caregivers and staff.

Once again, in 2025 the College administered the CESA survey facilitated by Curtin University. The feedback builds on the pilot project conducted in 2020 and sought feedback on CESA's Living, Learning and Leading Framework helping to monitor and rate the performance of the College against the LLL Framework.



The LLL surveys (for teachers, students, and parents/caregivers) represents perceptions of school performance against the five components of the LLL Framework, namely:

- Identity;
- Curriculum and Co-Constructed Learning and Assessment Design;
- Student Agency, Identity, Learning and Leadership;
- Community Engagement; and
- Resourcing.

## 6. SCHOOL INCOME BY FUNDING SOURCE

The table below shows the main sources of school income by funding source for 2024:

| Income                     | Total (\$)          | % of Total Income | Per Student (\$) |
|----------------------------|---------------------|-------------------|------------------|
| Australian Government      | \$7,973,152         | 64%               | \$17,632         |
| State/Territory Government | \$2,206,388         | 18%               | \$4,879          |
| Tuition Fees               | \$1,931,400         | 15%               | \$4,271          |
| Other Income               | \$396,430           | 3%                | \$877            |
| <b>TOTAL GROSS INCOME</b>  | <b>\$12,507,370</b> | <b>100%</b>       | <b>\$27,659</b>  |

The College recognises that some families within our community endure financial constraints and make significant sacrifices to be able to choose a Catholic education for their daughter/s. The College continues the work of our founders, the Daughters of Our Lady of the Sacred Heart by delivering education that seeks to counter systemic disadvantage and offers an affordable Catholic education for girls. The College has a direct measure score of 82 and 960 for the Index of Community Socio-Educational Advantage (ICSEA).

Our Lady of the Sacred Heart College is committed to ensuring a Catholic Education is a viable option for families and sets tuition fees with due regard to our families. As such the College operates a 3-tiered fee structure: Band 1-full fee paying, Band 2-mid-band fee and Band 3-lower income fee. Tuition discounts are in place for hardship, sibling, school card, and early payment discount. Annually, the College offers a number of scholarships each year which equates to a reduction in tuition fees over a 1 - 6 year period.

The College continues to upgrade its buildings, facilities, and grounds. This work is important to ensure the ongoing maintenance and refurbishment of buildings, plant and equipment, and facilities which enhance the education of OLSH College students. Some of the maintenance and refurbishment projects in 2025 have been identified in section 8 of this report.

Detailed information on the College's income by funding sources is also available from the *My School* website <https://www.myschool.edu.au/school/49704/finances>.

## 7. SENIOR SECONDARY OUTCOMES

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At Our Lady of the Sacred Heart College, we are proud of our academic achievements and outstanding results. We offer a comprehensive curriculum at all year levels to meet the diverse and individual 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 and achieve success. We congratulate our Year 12 students of 2025 who achieved excellent results in their South Australian Certificate of Education (SACE).

In 2025, 97 students completed the SACE with 86 pursuing an ATAR\* (Australian Tertiary Admission Rank) score and in summary:

- 100% pass rate with all OLSH College students having successfully achieved their SACE.
- 195 (36.8%) A-band grades (A+, A, A-) were awarded to 82 students.
- 81.6% of our students achieved A or B grades (*across 9 subjects*).
- 9.3% students achieved an ATAR of 90 or above.
- 18 A+ grades were awarded to 13 of our students across 10 different subjects.
- 100% achieving in A, B & C bands.

\*Australian Tertiary Admission Rank, a rank that shows a student's achievement in relation to other students completing the SACE. The rank is used as part of the selection process for tertiary education in Australia.

Vocational Education and Training (VET) Certificates were awarded as follows:

- 2 students gained a Certificate III in Business;
- 2 students gained a Certificate III in Early Childhood Education and Care;
- 8 students gained a Certificate III in Individual Support;
- 4 students gained a Certificate III in Allied Health Assistance;
- 1 student gained a Certificate III in Beauty Services;
- 2 students gained a Certificate III in Makeup;
- 3 students gained a Certificate III in Nail Technology;
- 1 student gained a Certificate II in Food Processing (Specialising in Baking);
- 1 student gained a Certificate II in Retail Cosmetics.

In 2025, 90% of students who applied for university received a first round University offer with 67% of offers being for students' first preferences and 83% of students received their first or second preference, indicating that our girls are making informed and realistic choices. A variety of pathways have been pursued by students.

## 8. STRATEGIC PLAN

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During 2025 the College community, both staff and students, endeavoured to further embed, live, and work out of our OLSH Pillars of Education. 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.

Strategic planning ensures a common purpose, agreed values, and sustains a staff culture that is characterised by a shared vision, a strong sense of teamwork and a focus on continuous improvement.



In this way the performance and development culture of the College is strengthened. The College's progress in working towards the strategic priorities for improvement in the four areas: Catholic Identity; Teaching and Learning; Community and Culture; and Governance and Leadership are highlighted below and following pages.

### **Catholic Identity - Strategic Priority**

*Catholic Identity – 'As a faith filled community, Catholic values and beliefs underpin Our Lady of the Sacred Heart College's existence and are honoured and practised within the context of the OLSH charism, a Spirituality of the Heart stemming from the Chevalier family. Our Lady of the Sacred Heart College creates an environment where all students and staff reflect the College's values and mission.'*

### **KEY IMPROVEMENTS ACHIEVED**

This was evidenced and/or practiced through:

- Prayer integrated into the daily life of the school in Home Class and morning staff gatherings.
  - Prayer used to mark significant days throughout the year and pick up themes of significance (i.e. Harmony Week, Cultural Diversity Day, Feast days, World Environment Day, Novenas etc);
  - Gospel of the Day reflections every Tuesday professional learning used as a strategy for staff faith formation.
  - A special choral prayer on Friday mornings now includes a strong contingent of both staff and students singing 'Woman of the Sacred Heart' as homage to our charism.
- Use of liturgy to celebrate and reinforce our faith and charism as well as significant events in the liturgical calendar.
  - Para-liturgical celebrations (i.e. Ash Wednesday, Easter, Year Level and Christmas liturgies);
  - Whole school Masses/liturgies, the traditional feast day celebrations (Opening school mass in Term 1, Feast of the Sacred Heart of Jesus in Term 2 and the Feast of Our Lady of the Sacred Heart in Term 3 and End of Year Mass in Term 4);
  - Singing practices prior to liturgical celebrations and as a regular feature of Year level Reflection Days, continued to grow student participation and a culture of singing at the College.
- Increased awareness of our heritage through Masses, House events, and artwork.
- OLSH Links staff formation continued with the facilitation of the:
  - History, Heritage, and Heart (HHH) program in Sydney;
  - Continuing The Journey in Sydney; Bathurst Island Staff Immersion (NT-August);
  - Leadership conference hosted by OLSH College (Kensington) for OLSH Colleges – Bentleigh (Vic) and OLSH College – Enfield (SA);
  - OLSH Links Student experience (September) hosted in Adelaide.
- Professional Learning (PL) opportunities for teachers to develop contemporary approaches to curriculum delivery were facilitated or accessed and thus supported the review of scope and sequence of courses within and across year levels.
- The annual staff Reflection Day – 'Reclaiming our God-given Earthiness' 'was facilitated by Greg Bowyer at the North Adelaide football Club.
- Reflection days were held for each year level from Years 7 – 12, providing our girls with the time and space for spiritual reflection. This year, a new theme was introduced for the Year 10 Reflection Day titled 'The voices we listen to'.





- Ongoing implementation of the Catholic Education SA (CESA)'s Crossway Religious Education (RE) curriculum.
  - Now that the curriculum has largely been finalised, we moved towards refining units of work with feedback derived from both staff and students. Moreover, in Year 8, a new unit of work titled 'Catholic belief about Life after Death' was introduced.
- The College's efforts to touch the hearts of others through outreach service continued through supporting the annual Project Compassion Appeal organised by Caritas Australia, casual day fundraisers for OLSH missions, Can Drive, Heart Kitchen, and annual end of year St Vinnies Christmas hampers to name a few.
- The College continued its role in an important event in the life of the Archdiocese, leading the annual Marian Procession.

### Teaching and Learning - Strategic Priority

In Teaching and Learning – *'As a community that pursues excellence in everything we do, we are committed to strengthening a culture of continuous improvement through a systematic, reflective and evidence-based approach to learning and teaching.'*

### KEY IMPROVEMENTS ACHIEVED

This was evidenced and/or practiced through:

#### Academic

- Celebrating each girl's gifts and strengths across the breadth of her life within the College through:
  - Academic awards;
  - Effort awards;
  - Other – community awards, subject association or other organisational student recognition awards, ceremonies, experiential experiences, and personal accomplishments.
- Targeted Numeracy improvements through Progressive Assessment Data (PAT) in Year 7 program have shown remarkable improvements to learning outcomes. Year 7s enrolled in OLSH College demonstrated double the average growth of the national average over the past year.
- To strengthen student voice, agency, and leadership, Mid-year Academic reviews were further strengthened with all Year 11 and 12 students, building on the Folio Process facilitated for students in Years 7 to 9.
- Successful introduction and implementation of Activating Identities and Futures (AIF) for all Year 11 students, with a 100% pass rate with 75% of students in the A and B bands. Review and refinement of all Year 7-10 curriculum programs to ensure delivery of a low variance curriculum with appropriate resources in all classrooms.
- Implementation of high impact practices and daily Reviews to support student understanding and improved outcomes.
- The Language Enrichment Program in Years 7 & 8 to support students who require Tier 3 support has shown improved outcomes for all students in the program, as per PAT data.
- Assessment Guidelines were further consolidated to strengthen accountability for student learning and achievement. Academic support and detentions were introduced as preventative measures to support improved outcomes for all students.





## Wellbeing and Pastoral Care

- Students participated in three 'check-in' surveys the:
  - CESA Pulse Classroom Check-in survey each term;
  - CESA Live, Learn and Lead (LLL) survey in partnership with Curtin University, WA;
  - the annual Mission Australia Youth survey.The surveys support the College in shaping the year level pastoral care programs.
- The weekly, timetabled Year 7 – 12 Pastoral Care lessons support the delivery of a Pastoral Care and Wellbeing program. The programs across the year levels are responsive to the issues pertinent to that year level.
- In 2025, the Student Leadership Team established the inaugural 'Ametur Shield' as a legacy, celebrating participation, teamwork, belonging and pride in College life. Ametur, a Latin word meaning "May He be loved," reflects our motto, "May the Sacred Heart of Jesus be everywhere loved," and the global newsletter of the OLSH Sisters, embodying the spirit we seek to inspire in House life at the College.
- Wellbeing Week.
- Providing a system of care which recognises the whole person and her individual needs.
- Ensuring effective and timely communication with parents/caregivers to:
  - encourage a partnership between school and parents;
  - highlight adolescence concerns such as anxiety, peer pressure;
  - importance of school attendance and engagement in school life;
- Develop the professional capacity of staff to understand and articulate:
  - the connection between student wellbeing and the learning process;
  - restorative practice, behaviour management and alignment with the College's practice.
- Student Wellbeing presentations delivered to staff, reinforcing expectations and strengthening consistent, confident application of processes and procedures. Supported and complemented by:
  - An updated Wellbeing and Behaviour flowchart – streamlined for clarity, consistency, and to better support student growth and positive outcomes.
  - staff briefed on the updated Protective Practices guidelines, ensuring clear understanding and consistent, professional application across the College.
- Year 10 Semester 2 Class Captains participating at the inaugural Active Citizenship event.
- A thoughtfully finessed Year 12 program of celebrations, spanning from the Halfway Day milestone through to the final week of school.
- OLSH College Leadership, in partnership with Beyond Blue consultants, completed a Suicide Postvention Plan, strengthening our readiness, care, and coordinated response.
- Development and implementation of a comprehensive student induction program, ensuring all students—at the start of the year and those commencing midterm or midyear—are effectively welcomed, supported, and integrated into the life of OLSH College.
- Continuation of the Year 7 Transition Program, including outreach visits to primary schools and immersive on-site transition days, ensuring students are confidently prepared and connected as they begin their journey at OLSH College.
- Revised and updated Years 7–10 student diary, enriched with expanded wellbeing resources and engaging activities to support student growth.



### Co-Curricular Opportunities

- OLSH PodSquad with continued success at the 2025 Arch-D Podcast Awards, winning 3 out of 10 possible categories:
  - Podcaster of the Year – Middle;
  - Podcast Episode of the Year – Senior;
  - Podcast Artwork of the Year – Middle.
- Continued recognition at the South Australian Science Teachers Association (SASTA) 2025 Oliphant Science Awards.
- Recognition of Our Lady of the Sacred Heart College as a Science Active School from the South Australian Science Teaching Association.
- Two staff members were finalists in the Catholic Education South Australia Awards for Early Career Teacher of the Year in the Secondary category, with one winning the award.
- Student participation and recognition in the annual Dorothea Mackellar Poetry competition.
- University scholarships were awarded to students including University of Adelaide Principal's scholarship Award.
- Continued strong participation in Saturday morning sport and knockout sport competitions.

### Professional Learning for staff

- In 2025, teachers and relevant staff undertook targeted professional learning aligned to contemporary priorities and student feedback. The key focus was developing consistent, research-based practices to improve student outcomes, with Teachwell underpinning professional learning sessions that focused on:
  - Embedding High Impact Practices in the classroom, particularly Full Participation strategies.
  - Implementation and use of Daily Reviews to consolidate concepts and understanding.
  - Strategies for supporting understanding of text by incorporating text tactics.
- In addition to this, teachers were engaged in the following forms of Professional Learning, as led by the Middle Leaders in team meetings or with all teachers:
  - Curriculum development and refinement of curriculum overviews, and assessment rubrics.
  - The analysis of PAT/NAPLAN data to identify student needs and strategies in the classroom.
- Ongoing development of the Performance Development Coaching (PDC) Program which sees teachers establish personal professional learning goals which are formed from student feedback data and then engage in reflection and observation with colleagues.
- Teacher observations and feedback as a part of Annual Teacher Reviews, took the form of video recordings of an aspect of practice that related to implementation of High Impact Practices.
- Mentoring of eight early career teachers through the Early Career Teachers Mentoring Program with three teachers attaining full registration.
- Ongoing meetings with the Literacy & Numeracy Coach, Science and Mathematics and English, EAL and Languages Leaders of Learning, Assistant Principal- Leading Learning and Innovation and CESA system coach to continue to identify and address school priorities based on data.
- Targeted support for Year 7 & 8 Literacy Enrichment Teachers with the use of PAT and NAPLAN data to determine areas students require additional support with as a part of the program.

### Community and Culture - Strategic Priority

In Community and Culture – *‘As a vibrant, inclusive and hopeful community which reverences relationships, Our Lady of the Sacred Heart College aims to promote a sense of community and belonging, through valuing the legacy and future contributions of our Alumnae and the endeavours of our Parents and Friends Association, the Finance and Stewardship Committees.’*

#### KEY IMPROVEMENTS ACHIEVED

This was evidenced and/or practiced through:

- As is customary, our partner primary schools facilitated the Feast of the Sacred Heart in June with an OLSH College year level attending one of the partner primary schools’ Feast Day celebrations.
- Ever cognisant of our rich, diverse community the College continued to acknowledge special events for members of our community including Lunar New Year, Carnevale, Ramadan, Eid al-Fitr, Holi, and Diwali.
- The College’s ongoing commitment in recognising International Women’s Day, Harmony Day, ANZAC, Volunteers’ Week, National Careers Week, Laudato Si Week, Reconciliation Week, Refugee Week, World Day of Migrants and Refugees, and International Day of the Girl and Remembrance Day. A new inclusion included was Cultural Diversity Day.
- OLSH College girls played a significant role in carrying the banner of the Face of Christ, at the annual Marian Procession in May facilitated by the Archdiocese of Adelaide.
- Strong communication with parents/caregivers through social media, SMS and SEQTA Learning Management System (LMS).
- Student Leadership representation – OC College Tours, Open day/evening and other significant events for the College.
- Events, successes, and the values of the College are communicated to the wider community through the College Newsletter, which is published fortnightly beginning in week 1 of each school term, and through social media Facebook, Instagram. Social media affords continued engagement with the College by alumnae, departed families and the broader community.
- Introduction of a staff uniform reinforcing our OLSH College brand with a professional appearance and the easy identification of staff members.
- The College embraced the alumnae community as Saturday morning sport coaches, guest speakers/presenters, and visitors.
- Involvement, support, and participation in Catholic Education Week 2025 (May) and SA Catholic Schools Open Week (August).
- Exploration of new international student markets with applications from students from Sri Lanka.

#### Community Engagement Opportunities included:

- Parents in Partnership evening for Years 7 – 12 held annually in February recognising the importance of the partnership between student, parents/caregivers, and school in supporting each girl to reach her full potential. The Year 7 transition program continued to support students and their families make a seamless transition from primary to secondary school.
- Annual OLSH College Open held in March further supported by College tours facilitated throughout the year.



- College's presence at local community events included – Prospect Road Autumn Fair, Prospect Spring Fair.
- OLSH Pod squad continued connections with Blackfriars Priory School, to record podcasts that reflect the views and opinions of Teens today in relation to issues such as social media bans in schools.

### **Governance and Leadership - Strategic Priority**

In Governance and Leadership – *'As stewards of Our Lady of the Sacred Heart College, we are committed to serve and build a good leadership and governance culture that will ensure the long-term success.'*

### **KEY IMPROVEMENTS ACHIEVED**

This was evidenced and/or practiced through:

- Thorough and rigorous screening processes in the recruitment of employees, contractors, and volunteers involved in child-connected work. Our commitment to child safety and our screening requirements are included in all advertisements for such employee, contractor, and volunteer positions.
- The 4<sup>th</sup> year of the CESA Price Point strategy regarding changes to school fees for 2025 to support families and their financial circumstances.
- Successful completion of WHS audit.
- Recruitment of new members to the Stewardship team.
- Review of processes and practices for improved communication and follow up with prospective families to enhance engagement and enrolment conversion.
- Employment of Human Resource and Compliance Officer to enhance operational efficiency, staff support, and compliance with employment and regulatory obligations.
- With the retirement of our Canteen Manager, the College outsourced our canteen operations from Term 3 to Metro Canteens.
- New HP desktops for support staff.
- Introduction of Okta, security identity management for staff.
- The continual review and enhancement of facilities and infrastructure to provide excellence in learning spaces and responding to the technological and pedagogical advances in education included:
  - updates in furniture for staff and learning areas;
  - Refurbishment of outdoor shade;
  - upgrades to ICT infrastructure.



# OLSH



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