OUR LADY OF THE SACRED HEART CATHOLIC COLLEGE



ALICE SPRINGS

2020

ANNUAL REPORT

CRICOS Provider 02598D

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OUR LADY OF THE SACRED HEART CATHOLIC COLLEGE

BATH STREET CAMPUS

9 Bath Street, Alice Springs Transition to Year 4



TRAEGER CAMPUS

8 Traeger Avenue, Alice Springs Year 5 to Year 8



SADADEEN CAMPUS

95 Sadadeen Road, Alice Springs Year 9 to Year 12



CRICOS Provider: 02598D

Our Lady of the Sacred Heart Catholic College is a Catholic Coeducational College that caters for Transition to Year 12 across three campuses. Each Campus focuses on the age level of the students attending that Campus and provides a systematic approach to learning, co-responsibility, moral and social development.

VISION STATEMENT

Our Lady of the Sacred Heart Catholic College is a Catholic faith community where the Gospel values of Justice, Love and Peace permeate all that we do.

Our vision for OLSH is to:

- Foster a safe and friendly environment where everyone is valued and accepted;
- Nurture the whole person, emphasizing honesty, mutual respect, compassion and tolerance;
- Educate students to act responsibly and courageously; -
- Develop leadership and encourage initiative;
- Promote excellence in all areas of education and a life-long love of learning.

It is my pleasure to present Our Lady of the Sacred Heart Catholic College's Principal's Report for 2020, in the 83rd year of the school.

On behalf of my wife and I, can I thank the OLSH community in Alice Springs for your affectionate welcome. And I say community because I include every ex-pupil or ex-parent, who proudly tell you of their OLSH connection. Lorraine and I have joined an incredibly multicultural, diverse and accepting kinship, and we are so grateful to be at OLSH.

This was an extraordinary year, in every sense of the word. This was an experience we had never encountered before and hope to never encounter again. In times like these, it is easy to regress to our basis human instincts, that of fight or flight. In any significant period in the world's history, and this is one of them, there is a time for great learning. Learning from our past mistakes, learning to adapt to new circumstances and learning to accept things you cannot change.

PRINCIPAL'S REPORT

PAUL MELLOY

This is the crux of COVID-19. It is something we cannot change or we have no intrinsic influence on. Therefore, the best way forward is to accept what we have been given and evolve. And this is our fight mechanism that dates back to our ancestors. If we can accept and absorb what comes our direction, and in these difficult times look for solutions on how to get through, we grow as a person and at the top of the list is resilience.

With this positive mind-set, we can look back at our COVID-19 period and be proud of what we have achieved as a College. Our staff, under great pressure at the time, accepted hours of professional development to prepare effectively for teaching on-line. Our students, when at home, responded by committing themselves to their on-line classes. Thank you to all parents and caregivers, who supported the school and their son/daughter in this period. Our IT department set up helplines for on-line difficulties and our counsellors set up important contact numbers and face to face help via Zoom. Incredibly, our Year 12's did every lesson of the week via Zoom, following their normal timetable. It was that important. I truly believe, the positive way we responded as a community, helped reduce the levels of anxiety amongst us. This was a total OLSH community team effort.

And then there is Alice Springs. Who knew The Alice would form its own bubble and become one of the safest places in the world to be? If I can share with you three of my learnings from 2020:

- 1. COVID-19 has taught us what is truly important in our lives. In Maslow's hierarchy of needs, he theorises that people are motivated by five basic categories of needs: physiological, safety, love, esteem, and selfactualization. It could be argued that COVID-19 affects all of these. At the core of Maslow's hierarchy is Love and Belonging; the need for friendship, intimacy, family and the sense of connection. Never before have we missed a simple hand shake, hug or a get-together with family and friends, so much. If this is our learning, then we must truly focus on what is important in our lives. At the top is friends and family, which we must never take for granted again.
- When the cars stayed in their garages, the planes in their hangers and when tourists stayed at home; how quickly did Mother Nature respond? The Grand Canal in Venice ran clear, air pollution

- disappeared world-wide, dolphins returned to our shores and rivers, turtles laid eggs on beaches throughout the world, some for the first time in 70 years. Our learning is, we need to let Mother Nature breathe. We cannot go back to what we used to do and it is our responsibility to make sure this happens. For too long we have expected our politicians to do the right thing, only to witness greed and self-preservation. Now it is our time to put the environment on the world stage, we have a voice and we must use it.
- The last lesson I take from COVID-19 is the building of resilience. As our staff say, smooth seas do not make a skilful sailor. This includes the COVID-19 period and our personal failures. We need to experience, withstand and navigate difficult periods in our lives; it is inevitable. This is where resilience is built and how it protects us to pull through. To the students of today; fail, fail often and fail forward. This means, if you can learn from every failure, every difficult time and grow from it, you will fulfil God's potential in you.





PRINCIPAL'S REPORT

PAUL MELLOY

At the end of an academic year, there are so many people to thank. Please bear with me, as we need to thank them all publically, for their total commitment to the College.

We have so many loyal employees that go the extra mile. To all our support staff, Maintenance, IT, AIEW's and ISA's; thank you for all the work you do for the College, behind the scenes. We recognise and thank you for your outstanding contribution. We have a fantastic team in our front offices: to Lorraine Boehm, Anatola Taylor, Ian Clarke, Melissa Russell, Sharon Bliss, Anne-Marie Hansberry and Karen Nicolai. For your support of all College activities and for going beyond the call of duty, thank you.

To the Advisory Board of Trustees, many thanks for your leadership and support. Like any school year, there have been some scenarios that needed knowledgeable and careful decision making. Under the guidance of our Chairperson, Mr. Robert Cooke, and the considerable experience of the Advisory Board of Trustees, they have loyally protected the vested interests of OLSH. Thank you.

To the Catholic Education Office in Darwin, thank you for your leadership and governance in 2020. Never before, especially in this extraordinary year, have I been so grateful for the efficient documentation, correct policies to follow and general support in my role. Specifically, to Greg O'Mullane, Dirk Botha, Jacqui Langdon and Sister Catherine

Mead, thank you. I would like to personally thank and acknowledge my Principal's Consultant, Br. Daniel Hollamby. Your advice, guidance and calm disposition helped me adapt to a new academic structure and system. Brother, I am very grateful for your support, thank you.

While we mention the support for CEO, it would be remiss not to mention the passing of Mrs. Bernadette Morriss. Bernadette will be a huge loss to Catholic education in the Northern Territory and we thank her for her genuine support of OLSH through the years. May she rest in peace.

To every parent of our OLSH Family, thank you for your loyal support of the College. Under the adage "It takes a Village to Raise a Child", we cannot do this without you. I think our on-line experience for 3 weeks typifies your total commitment to your child's education. Thank you.

To Bishop Charles Gauci, Fr. Prakash Menezes and all our Parish Priests, your support this year has been outstanding. The connection between our College and the Church is as strong as it has ever been, because of you. Your visits to our school, classroom visits, retreats, important Masses throughout the year, Q + A's with pupils and staff and your informal presence on our campuses, has made our Catholic Identity stronger and more visual. Thank you.

On my arrival, I was uplifted to witness the talent and expertise

of our present staff. We are truly blessed to have such gifted group of professionals at the helm of the school. To our teaching staff who do so much to aid the holistic development of vour students, thank you, Each department, every classroom and staff member are actively preparing your daughters and sons for personal and academic growth. With our Marist Charism at the forefront of all we do, St. Marcellin Champagnat guides us to realise the importance of positive relationships; that genuine care for people's needs is at the core of our mission. To the staff who are leaving us at the end of 2020, thank you for your tremendous contribution to OLSH and we wish you well in your next venture.

To our Senior Executive Team, congratulations and thank you for your outstanding stewardship of your campuses. To Jasmeet Dhingra, Wayne Eglinton and Linda Warner, we are in a fantastic position at the end of 2020 because of your strategic leadership. For your time, collegial support of staff, generosity and unconditional care for your students, thank you. As a College Executive, I am grateful for the team we are building and how we can collectively, guide OLSH into an exciting future.

Under the leadership of Br. Tony Caddy, and with the support of Kieran Curnow, Susan Marshall and Bec Scollen, our Catholic Identity and Marist Charism remains the focus of our school. It is our reason for being, which permeates every facet of life at OLSH. Br. Tony, to you and your team, thank you for your spiritual leadership and maintaining Christ at the forefront of our College.

At the end of the year, we celebrate those who have achieved so much this year. To all our award winners, congratulations on your success in 2020. Your awards are well earned and created through your hard work and persistence.

All this happens because the steps have been laid to help our voung men and women climb. To those who laid the steps, our Advisory Board of Trustees, parents and caregivers, coaches, the P+F, our administration staff. our teaching staff, our Senior Executive... all have combined to create an environment that leads to personal and academic growth. This is who we are, Our Lady of the Sacred Heart, Alice Springs; united in the support of our students. For all of this, thank you.

In 2020 we farewell an incredible Year 12 cohort. Their leadership, maturity, genuine care for each other and our young students in 2020, has been fantastic to witness. They are a role model cohort for other years to emulate and now they leave us, with exciting ventures ahead. We wish them all the best in the future and thank them for their presence at OLSH.

Personally, it has been an absolute honour to join the OLSH community in 2020. Thank you for your support.





LEADERSHIP TEAM



PAUL MELLOY PRINCIPAL



BR TONY CADDY
COLLEGE CHAPLIN



JASMEET DHINGRA HEAD OF CAMPUS SADADEEN



WAYNE EGLINTON HEAD OF CAMPUS TRAEGER



LINDA WARNER
HEAD OF CAMPUS
BATH STREET



LORRAINE BOEHM
PRINCIPAL'S PA
COLLEGE SECRETARY



MEDIA AND
MARKETING OFFICER



DINESH BALAWARDANE ICT MANAGER



ANATOLA TAYLOR BUSINESS FINANCE MANAGER



WENDY RUSS
COLLEGE COUNSELLOR



IAN CLARKE
BUSINESS OPERATIONS
MANAGER

COLLEGE PROFILE

ENROLMENTS AS PER AUGUST CENSUS: 740

376 Females

364 Males

Indigenous Students: 93 Students with special needs: 11 Student attendance rate: 90.8%

Grade	February	August
Т	61	62
1	46	47
1 2 3 4	55	54
3	45	45
	48	49
5 6	50	50
6	53	52
7	78	77
8	78	75
9	64	63
10	51	52
11	65	64
12	52	50
Total	746	740

NON-ATTENDANCE:

Short periods of non-attendance are followed up by the classroom teacher. Longer periods are followed up by a member of the school leadership team, usually the Head of Campus, with assistance from the Year Level Coordinator.

THE COMPOSITION OF CLASSES IN 2020:

Transition: 3 classes; Year 1: 2 classes; Year 2: 2 classes; Year 3: 2 classes; Year 4: 2 classes;

Year 5: 2 classes; Year 6: 2 classes; Year 7: 3 classes; Year 8: 3 classes; Year 9: 3 classes; Year 10: 3 classes; Year 11: 3 classes; Year 12:2 classes

(Note that these are homeroom classes except for Year 9 - 12 which are subject classes)

STUDENT LEARNING - SAFE AND SUPPORTIVE ENVIRONMENT:

Each student at OLSH Catholic College is allocated a Homeroom. The Homeroom teacher has an important role within the College and is responsible for the pastoral care and administrative responsibilities of all students in their care

The Homeroom Teacher is the key contact in respect of all matters related to behavioural or personal concerns and queries regarding the student's well-being and progress. The Student Diary is the primary communication tool between parents and the homeroom teacher.

STUDENT COUNSELLING

The College Counsellor / Pastoral Care Convenor provides counsel and guidance to students and staff through selfreferral, or referral from others. An effective liaison and collaborative working relationship between the College and outside agencies ensure that relevant issues are professionally supported. The College Counsellor is a member of the College's Harassment and Grievance Committees. The Counsellor assists with the development of appropriate pastoral care programs for the students and offers in-service opportunities for staff in the area of pastoral care and other related areas. 'Restorative Justice' practices are promoted throughout the College.

CAREERS AND VOCATIONAL GUIDANCE

The Careers Advisor provides career information and promotes a range of career opportunities to all senior students across a range of educational, industry and government pathways. The Advisor supports students as they make choices that promote lifelong learning in a work environment that best suits their needs, interests and abilities

SPORT AND HOUSE COMPETITIONS

Four sporting houses – Gillen [Green]; Standley [Red]; Achoa [Gold] and Bennett [Blue] – provide the foundation of the College sports' organisation. Students take part in house activities, including the Swimming and Athletics Carnivals, where they gain house points.

STUDENT SUPPORT

Identified students benefit from a range of programs and support offered by the College.

Support staff work with Inclusion Support, EAL/D and class teachers across the campuses to improve the learning outcomes, organisational skills and work habits of identified students. Adjustment Plans are developed for students with disabilities aiming to improve their learning outcomes and to enable them to more effectively participate in the range of learning experiences offered by the College.

On the Sadadeen Campus the focus is to support students to more effectively access the curriculum, improve their learning outcomes and to make life and career choices. A range of strategies have been developed to ensure students are supported in achieving learning outcomes through a rich and authentic learning experience that allows them flexibility and support from years 9 - 12. Students are given the opportunity to select subjects and with the support from teachers to best prepare them for life after OLSH on a vocational, employment or university pathway.

On the Traeger Campus students access a range of intervention and support programs. Strategies have been introduced to assist students to further develop their social, emotional and leadership skills. Inclusion support helps students, both with individual intervention and in small groups, to improve targeted individual Literacy and Numeracy skills.

On the Bath Street Campus programs such as Phonics continue to further support EAL/D, First Phase learners, students with a disability and other identified students who require help with their learning. Students participate in programs specifically designed to meet the needs of small groups and individual students.

Staff who are involved in the implementation of Inclusion Support programs across the College are well supported by staff from the Catholic Education Office and from Student Services at the NT Department of Education.



COLLEGE STAFF



MICHELLE DIGNAN

PAMELA DUELL

JOANNA DUNCAN

ANDREW EDWARDS BRODIE EDWARDS

WAYNE EGLINTON



COLLEGE STAFF







CATHOLIC IDENTITY

A large number of residents in Alice Springs still support Catholic Education. Parents send their children to OLSH because they like what we represent, a community which places strong emphasis on academic and social development and Gospel values of Love, Justice and Peace. The Catholic School is about us being members of a family and living accordingly. Added to that we have strong religious traditions, OLSH and Marist, thus placing great importance on the roles of those religious communities created by the founders, Saint Marcellin Champagnat for the Marist Brothers and Blessed Jules Chevalier. for the Missionaries of the Scared Heart and the OLSH sisters.

FAITH LIFE

BR TONY CADDY

REMAR/GAME CHANGERS

At the end of the third term, I had the opportunity to speak with a group of year 12 students about their school retreat and their involvement in the Marist young adult program called REMAR. REMAR has been part of our college life for many years and has given great support to a large number of our students. The program has involved students from years 10, 11 and 12. Being in REMAR is voluntary. Each group has a teacher mentor to help students deal with many of the issues they come across in life. The students spoke very positively about their life in REMAR. The program helped their self-confidence in dealing with other people and with the issues that they come across in daily life. It provided a strong base for spiritual development and prayer, and it taught them a lot about effective and supportive leadership. REMAR has a strong justice component encouraging all to live out the Gospel demands of caring and supporting the poor and vulnerable in

society, evidenced by their involvement in 'bread run' and the year 11 solidarity week.

In 2021, REMAR will be replaced by a new program produced by the Marist Youth Ministry (MYM) called Game Changers. Game Changers involves a journey at three levels - years 7 and 8, 9 and 10, and finally years 11 and 12. The faith life of the College depends on the good will of all stake holders in the college, and a positive attitude of all families to the Catholic identity of the College.

RELIGIOUS EDUCATION

Our Religious Education program exists to teach the children and young adults about Christian and Catholic heritage and culture, and to celebrate with others the love and goodness of God. Our Mass is an expression of this. We aim to have the Mass as a central theme of our desire to share God's love and to help those in need. It is an opportunity to be part of a community which shows such love and care for others, and which wants to celebrate our

common heritage. We are so fortunate to have clergy who can lead us in these celebrations and we are so lucky to have a Bishop who wants to share these with us. Bishop Charles and our local clergy often celebrate Mass with us as a College, thus having us share in their ministry and their mission, which is the mission of Jesus Christ.

CONCLUSION

As Assistant Principal **Religious Education** (APRE), it is my privilege to work closely with our very dedicated REC's and the local Parish priests. Together we can support the Catholic ethos of the school and our Marist and OLSH traditions, as well as those very dedicated teachers taking Religious Education classes. We value the ongoing support and encouragement of our very loyal and committed parent and parish bodies, as together we guide and educate the young people entrusted to our care.





BATH STREET CAMPUS

LINDA WARNER

It has certainly been a year to remember for our students, parents and school staff due to the Covid-19 pandemic. Many of the special events we usually have were either cancelled or modified. Assemblies were held within their classes as all large gathering events were cancelled. Because of the restrictions and changes to the way we do things, the students learnt to become more independent. This was huge for the younger students! Additionally, they developed a heightened awareness of hygiene, washing their hands more frequently, coughing and sneezing into their elbows, drinking out of water bottles to name a few.

We were fortunate, despite the restrictions, to celebrate several significant events this year. The first was the Sports' Fun Day at the end of Term 2. The House Captains were fantastic leaders running all tabloid activities and instilling a sense of camaraderie within their house team.

Founders' Day, celebrated this year in Term 3 in conjunction with simultaneous Assumption Masses at each campus, allowed us to pay respect to the OLSH founders, and Mary, the mother of Jesus, as she was taken to live with her son forever in heaven. The House Captains once again led the classes as they rotated through fun games and activities.

College Concert this year was a huge success! Held at the Marian Centre and live streamed for those unable to get tickets - enabled the school community to witness this event from as far away as England! We finished the year with the Carols' Night, held in the Marian Centre due to storms on the day of the event. Social tracing and distancing was maintained, allowing family groupings to still enjoy each event.

The Transition and Year

1 classrooms were transformed during the mid-year holidays. Autex (soundproofing), paint, new carpets and blinds plus each classroom now has a promethean screen – huge touch screen computer that the kids love!

We would like to thank and acknowledge the support of the Federal Government for providing us with a grant to build a Yarning Circle on our oval. To pick the colours and theme, we consulted with our parents, students and staff. The Yarning Circle selected depicts the Rainbow Serpent and is utilised daily by our children during their playtime, and classes for a quiet place to talk and reflect.

We had the pleasure of two new specialist teachers in Japanese and PE / Visual Arts. Both teachers used some of their lunchtimes to allow the children to finish their art projects, play games in the hall or learn origami. It is great to see the children loving their



learning so much that they are willing to spend their playtime doing it as well!

One of our beautiful Transition teachers went on sick leave mid-year and we pray she continues on her path to recovery. We were fortunate that a wonderful relief teacher work who previously worked at the campus taught the class until we found a replacement teacher, who arrived mid Term 3.

We farewelled two long-term teachers at the end of the year, both eventually heading to SA with their families to live.







"God found us in the wilderness, in fearful and desolate wastes; God surrounded us, lifted us up, and kept us as the apple of God's eye. Like an eagle that watches its nest, that hovers over its young, so God spread wings; took us, placed us on outstretched wings. The Lord alone was our guide..."

[Deut. 32:10-12].

"One Wild and Precious Life" was the Marist theme for the year. It has been a challenging year in many respects, but clearly COVID-19 sent its fair share of issues towards us in 2020. There is no doubt that someone was 'hovering' over us supporting us to make plans to best deal with the pandemic and the challenges we faced.

The year started wonderfully with a Whole College Opening Mass at the Marian Centre led by Bishop Charles. The celebration and singing went exceptionally well. This was the first time many of our students have experienced an OLSH College Mass being new to our school. Our Parent Information Sessions and Year 7 Camp Information provided a fantastic opportunity for staff and parents to form partnerships to support their child's schooling; the meetings were well attended.

Mid-term One, we had a student free day. This allowed staff a great opportunity to re-engage with educational neuroscience. Staff walked away with some great strategies to use to support our students. We also had the opportunity to broaden our understanding of Aboriginal Culture through the "Cultural Education Program". OLSH's own Elizabeth Tilmouth, Ben Swan and Lisa Rayner: accompanied by Amelia Turner and Paul Wighton led OLSH staff members through rotational activities which included: Arrernte Language, Stolen Generation, Foster Care, Tjunkaporta's pedagogy and Aboriginal Healing practices.

For three weeks, earlier in the year, school turned to online learning due to COVID-19. Parents' outpouring of gratitude for the work our amazing staff have done over this time was humbling. It was certainly a massive learning curve, but our dedicated staff worked tirelessly to give the young people the best education we could provide given the circumstances.

Fundraising Events were exceptionally well supported by the Traeger Community throughout 2020; starting with the Marist National Bushfire

TRAEGER CAMPUS

WAYNE EGLINTON

Appeal Casual Day, raising \$663. Shrove Tuesday raised over \$240 for Caritas; this was also an impressive Traeger community event supported by many thank you to the Year 5 and 6 team. Fish and Chip fund raising \$340. Students looked splendid in their national dress and orange, raising \$124 for CARITAS acknowledging Harmony Day. Initiated by Hannah Markham, our SRC led the College Casual Day with the theme - "Be a mate. Be Kind on May 8". We raised \$411 towards Dolly's Dream - a focus on bringing the community together to celebrate kindness and unite in taking a stand against bullying. It is through kindness we can create a sense of togetherness and community and together - we can combat bullying. MS fundraiser raised \$414 for another very

The Concert was held at the Marian Centre for the first time. The individual acts were brilliant. All of our Year Levels danced and sung their hearts out. The great costumes were certainly a highlight. Our Music Teacher, Jessica Wright, did an amazing job preparing our students. A big thank you, Jess. Break a leg! No-one did, but a Year 8 student did hurt his ankle during the 'warm-up' and couldn't perform on the night.

National Simultaneous Story time was back for its 20th year! On Friday18 September, 2020 at 9:00am Year 5s and 6s headed into the world of 'Whitney and Britney the Chicken Divas'! After the story the students made their very own Diva Chicken. Well done students!

House spirit was displayed across many areas: Swimming Carnivals, Athletics Carnivals, Cross Country Carnival and also campus based fundraising and awareness activities. These events are a great way to bring the community together outside 'the walls' of the classroom. In addition to these 'sporty' activities we took part in a belated Founders' Day celebration. A great event celebrating the Founders of the OLSH Sisters and Marist Brothers. We started with Cross Country on the back oval, following this with activities to learn more about our founders. It was a wonderful sight to see the older students working with the younger students in such a nurturing manner during the 5-8 House activities in the afternoon.

Faith and spirituality permeated throughout the year evident in fortnightly assembly liturgies, The Opening College Mass, Ash Wednesday liturgy: led by our SRC members, Stations of the Cross, Year 5 Mass at Alice on the Line Camp, Campus Masses at the end of each term, Assumption Day Mass, Founders' Day Mass, Year 6 and 8 Reflection Days and the Year 12 Graduation Mass. Thank you to Sue Marshall for leading faith and spirituality development and opportunities at Traeger in 2020.

Alice on the Line Camp, while delayed, went ahead later in the year. Year 5 students were provided with a magnificent camp going back in time and re-enacting the early days at the Alice Springs Telegraph Station for "Alice on the Line". This would create a life-long memory for all the students.

Congratulations to all students on your positive involvement and to the staff for their hard, hard work! Year 5 would not be the same without this event on our calendar.

Despite the pandemic, there were many sporting opportunities for our students to engage with. Wednesday Tennis, Swimming Carnival, Athletics Carnival, Cross-country and the Primary School Challenge. We thank all the staff who made this possible. A positive addition to the sporting choices was the introduction of the AFLNT Future Leaders Academy (Football); 30 students in total signed up. Students committed to after school training and lunch-time training, as well-as being good rolemodels in their classrooms. This has been a welcome addition to what we offer at Traeger. Thank you Ben Swan for initiating the concept, AFLNT for their support and Aimee Clift for her tireless efforts behind the scenes

STOP THE PRESS! OLSH wins the Athletics Interschool Carnival. OLSH competed brilliantly in the 2020 Interschool Athletics Carnival. Traeger had one age champion: U14 males - Zac Richmond, congratulations! We also had a number of runner ups for age champions: Nyamuch Hoth, Mya Tommy, Tyler Gridley, Joseph Bethel, well done! Overall, OLSH won all three age groups, beating St Philips, CMS and CSC, an outstanding performance. Students, you have made us proud, amazing results!! Traeger sent 20 students to represent OLSH. Another successful campaign with 3 age group winners: Connor Byrnes, Tyler Gridley and Lily Childs. Well done to all participants.

The Year 8 retreat took place at Ross River on October 14. A splendid day for all involved which provided a magnificent opportunity for students to connect with themselves on a spiritual level. Thank you to all staff who supported the day and especially Mrs Marshall for her organisation and leadership.

All our Year 7s participated in Peer Support Training in Term 4. The training consisted of various activities in small groups, peer led, skills based, experiential learning which focussed on relationships, optimism, resilience, anti-bullying and values. This put our leaders in good stead for supporting the Year 4s when they visited Traeger during Term 4. Again, thank you to all staff who supported the day and especially Mrs Marshall for her organisation and guidance.

Kaitlyn from St John's visited the campus on three consecutive Fridays to complete basic First Aid training with the Year 8s. The session was fantastic and we know these are great skills to have. We thank Mrs Hunt for organising this experience for our students.

Traeger celebrated NAIDOC week with pizzazz with many activities led by various staff members. Yarning Circles led by Mr Tolliday were a great success; students sharing their knowledge, thoughts and experiences. Singing "From Little Things Big Things Grow' as a whole campus, led by Miss Wright - amazing.

The art gallery was full of biographies of inspirational Aboriginal leaders. Did the large emu eggs look familiar? They were gifted to OLSH from the organisers of the Parrtjima Festival 2020. Thank you. Classes have reused these eggs and decorated them as part of our display. We thank Aimee Clift who organised an outstanding week of celebrations for NAIDOC week. Thank you to all the staff and students for participating in good spirit and open mindedness.

Late in Term 4, the Year 6s held their annual Business Expo. Students create a business aiming to make a profit. They write a business plan including a full budget, design advertising and produce the goods or provide the services. The student body looks forward to this event every year, seeing what new and creative ideas have been presented.

Move Up Day occurred on Friday. December 4. This orientation day gave our students, both current and future, an opportunity to get familiar with their new surroundings. Year 8s visited the Sadadeen Campus for the day, while Traeger hosted many new Year 7 students from around town and the current Year 4s from Bath St. It is never easy to say goodbye, even if it is for a short time, but we must. Michael Hurley retired late in the year; Mick was a great servant of the school for 20 years in various leadership and teaching roles. Many years ago Mick coined the phrase 'The Traeger Way', inspiring students to 'be their best'. This is a phrase we will continue to use well into the future. Thank you, Mick. I also wish to thank Colleen Marzohl for her hard work, dedication and Marist 'family spirit' she has displayed over the past 10 years in the OLSH community; Colleen will be taking leave next year, enjoy your wellearned break. Karin Yeaman is leaving town and we are sad to see her go after 6 committed years at OLSH, Karin always went the extra-mile in order to improve student outcomes. We also say goodbye to Aimee Clift who made an immediate positive impact on Traeger's Aboriginal education and cultural programs. Good luck, Aimee. Sayōnara to Jamie, Yuan and Heather, our ISAs. Thank you for your contributions to the College throughout the year.

Finally, I thank all our staff: teachers, front office; maintenance; library; Inclusion Support Assistant (ISAs), IT, canteen, counsellors and crossing monitors. Clearly, Traeger could not function without them. Our REC, Leaders of Learning and Wellbeing and Pastoral Care Co-ordinators and Assistant Head of Campus continue to all do amazing work with our young people throughout 2020. It has been a blessing to serve OLSH Traeger families and students alongside a professional group of educators. We all look forward to a fantastic year in 2021.

The Serenity Prayer - In memory of Joe Egger

God, grant me the serenity to accept the things I cannot change;

Courage to change the things I can; And wisdom to know the difference.

God bless!

SADADEEN CAMPUS

2020 has been a year which presented a greater challenge and an opportunity to take on a bigger responsibility. As UNESCO mentioned, on one hand it brought home the realization that the traditional classroom organization can give way to a variety of ways of 'doing school'. At the same time, education is not just readymade content built outside of the pedagogical space and outside of human relationships between teachers and students. The COVID-19 pandemic has revealed vulnerabilities; it has also surfaced extraordinary human resourcefulness and potential.

The year started with our main focus that as educators we are shaping the mind of the future generations that will be in careers and solving problems we don't even know exist right now. The relationship between the changes in education and the globalisation is more evident in the curriculum, driving technology and authentic learning that can reform education to better prepare students for the future.

Towards the end of Term one due to the impact of COVID-19, the school utilised online learning strategies for three weeks. It was a challenging time and a huge learning curve for all staff and students. Our exceptional staff at Sadadeen rose well to the challenge and worked hard to provide alternative lessons to our students recognising the diverse strengths, needs and circumstances of the individual students. Our teachers worked collaboratively and persevered to ensure that all students were provided with the same opportunities online comparable

to classroom experience. In an online environment, recognising the need for a strong teacherpresence and meaningful communication, face to face lessons were held using different learning platforms. Our students responded really well to the changed learning environment. The support of the parents during this time was pivotal. Our Faith guided us all through these unprecedented times. To ensure that we keep the spirit alive during those low times, we created an online Easter Liturgy with a special Easter message from all teachers. Our Pastoral Care Coordinators made regular contact with students at home checking-in and offering guidance and support. Our Counsellors continued to extend their support and conducted the counselling sessions online for the well-being of our students.

At OLSH, our vision is to work in partnership with families to provide an exceptional program of learning, inclusive of every student. We aspire to develop confidence, resilience and a strong sense of self-worth in our students by prioritising wellbeing. Under COVID restrictions, the students resumed regular classes in term two. While we ensured that the academic success of our students was not compromised, the mental health and wellbeing of the students was at the forefront. Our students worked on an online Psychology program designed by Black Dog institute - 'Bite back Mental fitness' in pastoral care lessons. As part of our Pastoral Care program, Year 10 students attended a program called Love Bites that promotes respectful relationships between males and females and Year 12

JASMEET DHINGRA

students attended Safetalk – the suicide awareness training. Our dedicated staff is invested in each and every student, building positive relationships and creating a nurturing environment each day at OLSH.

The College's culture, aspirations and principles are founded and fostered on the basis of our Marist-Catholic values and traditions and we welcome students from all backgrounds and faiths. It is our aim to educate young leaders of the future who are distinguished by compassion, to give more than is received, to serve, and to love with God's guidance and care. Our Year 11 and 12 students studied World Religions to develop a knowledge and understanding of the global environment in which we live. Our Faith development activities and vibrant retreats included Year 12 Ross River retreat at Ross River, Year 11 Colloquium and Year 9 and 10 Reflection Days. The Commencement Mass, Founder's day Mass and the Year 12 Graduation Mass are wonderful celebrations, coupled with our liturgies which build our Campus and College community spirit.

At Sadadeen Campus, students experience a curriculum that is broad, flexible, challenging and diverse. We inspire our students to develop knowledge, skills, capabilities and attitudes relevant to their aspirations. We take pride in offering pathways to success for all students by providing opportunities for VET programs and school- based apprenticeships. This is an area of continuous growth in the present environment with the new courses like Aviation and Cadets that were offered to the students this year.



Our focus on academic success is underpinned by our teachers who challenge students to push the limits of what they believe to be possible. Our students continue to benefit from Snapshot, our program that informs students of their progress every five weeks, encouraging them to reflect on their achievements and create strategies to improve, in collaboration with the teachers.

Our academic program is complemented by a broad and diverse range of co-curricular opportunities. This allowed every student to explore their passions creatively, in an environment where they were encouraged to unlock and grow their unique gifts and talents. The events that were held under the strict guidelines of COVID-19 restrictions included Harmony Day, College Concert, Open night, Sace Art exhibition, Year 12 Picnic Day, Swimming Carnival and Athletics Carnival.

It has been a true privilege to work alongside inspiring educators who embraced the changes in this difficult year and worked tirelessly with a shared moral purpose to provide the best opportunities to our students.





COLLEGE LEADERSHIP



PAUL MELLOY PRINCIPAL



JASMEET DHINGRA HEAD OF CAMPUS SADADEEN



WAYNE EGLINTON HEAD OF CAMPUS TRAEGER



LINDA WARNER
HEAD OF CAMPUS
BATH STREET

STUDENT LEADERSHIP



JACK VAN DER GEEST-HESTER COLLEGE CAPTAIN



CHIARA ANTONELLI COLLEGE CAPTAIN



TINOTENDA MASAWI COLLEGE VICE-CAPTAIN



AMELIA SCOLLEN
COLLEGE VICE-CAPTAIN

COLLEGE EXECUTIVE

Our Lady of the Sacred Heart Catholic College has three campuses. The Principal oversees the running of the College and is the chairperson of the College Executive. The College Executive is responsible for forward planning, policy development and organisation for the whole College. This group consists of the Principal, the Assistant Principal Religious Education (APRE) and the three Heads of Campus.

The Business Finance Manager, the Business Operations Manager, the Coordinator of Aboriginal and Islander Education, the Counsellor and the ICT Manager meet with the College Executive regularly to report on their area of responsibility.

Each campus has its own executive, which is responsible for the day to day leadership, organisation, coordination, development and culture of each campus, including teaching and learning, pastoral care, discipline and care of campus property. This group consists of the Head of Campus (as chair), the REC, the Curriculum Coordinator, Leaders of Learning and up to two other people. The Principal is an ex-officio

member of these executives.

- Paul Melloy
- Br Tony Caddy
- Jasmeet Dhingra
- Wayne Eglinton
- Linda Warner

STUDENT LEADERSHIP

OLSH Catholic College also has a strong student leadership group, with Year 12 students as College Captains and Vice Captains. The Traeger Campus also has campus Captains and Vice-Captains. Each of the three campuses has house captains and student representative councils. This arrangement allows students to have contact with each of

the three Heads of Campus.

College Captains:

- Jack van der Geest-Hester
- Chiara Antonelli

College Vice Captains:

- Tinotenda Masawi
- Amelia Scollen

Traeger Campus Captains:

- Paddy van der Geest-Hester
- Holly Parsons

Traeger Campus Vice Captains:

- Lachlan Byrnes
- Hannah Markham

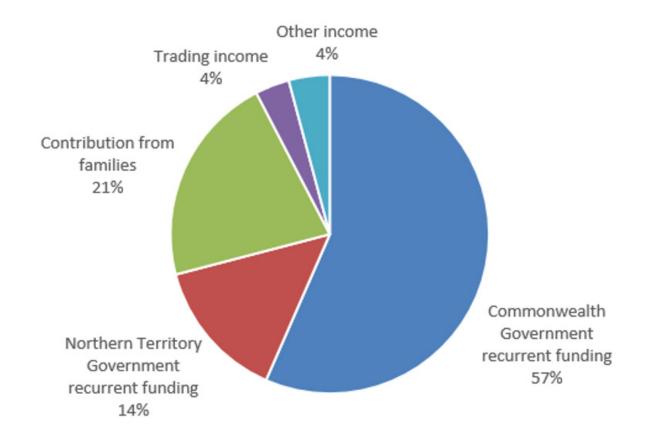
FINANCE

ANATOLA TAYLOR AND DANIELLA SILVA

Source of Income	Amount
Commonwealth Government recurrent funding	\$8,025,783
Northern Territory Government recurrent funding	\$2,038,511
Contribution from families	\$3,040,473
Trading income	\$493,486
Other income	\$590,170
Total	\$14,188,423



Source of Income 2020









2020 WRAP-UP;

BGA; During 2020 the Federal Block Grant Authority (BGA) funded a major portion of the External Dust Extraction & Refrigerated Air Conditioning for the Sadadeen Woodwork Rooms. Costs; Total Cost; \$94,216.00; Grant Received; \$56,550.00; OLSH Contribution; \$37,666.00

Small Community Grants; The Federal Government provided OLSH with a \$15,000 Grant towards the Yarning Circle installed at Bath St. OLSH contributed \$6,185.00 to the Total Cost of \$21,185.00. This was opened by the Honourable

OPERATIONS

IAN CLARKE

Warren Snowden MP.

Solar Production; Total Production was \$92,288 in savings. This equates to about 215 Tonnes of Carbon saved.

OLSH ELC; The ELC was prepared for registration & licencing, Kitchen & then ELC received their Registrations in January prior to opening. The building was transformed with painting, autex, polishing floors, kitchen & toilet renovations, fencing, locks & sand.

Grounds; A focus for the Maintenance Crew has been the renovations of the Sadadeen Internal gardens.

Bath St Classrooms; During the mid-year break the Transition & Year 1 Classrooms on Level 1 at Bath St were renovated. This included painting, carpets, blinds & Autex pinboard soundproofing attached to common walls. The cost was approximately \$66,000.

COVID-19; Compared to

interstate jurisdictions, our extra direct costs associated with COVID 19 were minimal, with about \$10,000 compensation received. Maintenance Time was taken up during the height of the concern disinfecting areas & removing Bubblers, installing extra hand washing facilities & posters. Cleaning Specifications were upgraded to include disinfecting of high touch areas.

SCHEDULED MAINTENANCE 2021

Major refurbishments scheduled from the 2021 Budgets were completed during the December & January Holidays. Some works are still ongoing.

Bath St; Room 2 was refurbished in line with the other Level 1 Classrooms including a new Promethean Screen.

Traeger Campus; The East Wing Corridor behind Reception servicing Year 6 has been renovated along with the Reception. New lighting, painting & carpets. A door was placed in the corridor & new doors installed at the entrances & to the Courts. The Office requires new carpet & this has been scheduled for April, and it has been decided to install Autex in sections on the north wall.

Sadadeen Campus; The Gillen Block was renovated, carpet, painting, dimmable LED lighting, & autex was installed. The plant room has been converted into a Store room for Administration.

BGA 2021;

During 2020 we were successful in obtaining a BGA grant to renovate the Bath St Classrooms on Level 2. The work in 2021 will include carpet, paint, blinds, autex, Prometheans, Dimmable LED lighting as well as painting the verandas & surfacing the floors. The estimated costs are \$180,000, of which the Grant provides \$115,000 & OLSH will provide \$65,000. The Tender process will be convoluted with many trades involved, with the majority of the works scheduled for July 2021.









STAFF PROFILE

	Number of
Highest Level Attained	Teachers
Diploma	3
Bachelor Degree	24
Graduate Certificate	3
Graduate Diploma	17
Masters Degree	13
Doctoral Degree	1

		Full-Time Equivalent
Position Type	Head Count	(FTE)
Principal	1	1
Teacher	61	57.7
Administration and clerical	35	26.4
Building and operations	18	13.5
Specialist support	4	2.6
Total	119	101.2

	Attendance	Retention
Position Type	Rate	Rate
Teaching	94%	76%
Non-Teaching	92%	77%





2020 will be a year we will have etched in our memories. The Bath Street staff and students had a smooth start to the year, but knew that it would be short lived. COVID definitely tested our skills and knowledge in the way we delivered the curriculum to all our students. All teaching staff had to adapt to a new platform for students to have continual learning, even though this had to be from home for most students for the latter part of term one. It was heart-warming to see how staff across the college pooled their technical skills to support each other. Professional **Development sessions** were set up very quickly to respond to online learning. All students received a book pack to take home, in which they completed most of their schoolwork. Our teachers did an

TEACHING AND LEARNING BATH STREET CAMPUS

SAMANTHA MAHARAJ

exceptional job putting together the learning packs for students in a very short period. Teachers emailed all parents details of the lessons and zoom sessions were set up to support students at home. A huge thank you to all parents, carers and teaching staff who had a hand in supporting the children during the home schooling days. We are grateful that this way of learning was short lived and have resumed to the normal, 'face to face' way of learning.

At Bath Street, we try to bring in some fun times for the students to engage in and enjoy too! This year the National Simultaneous Story time book was, "Whitney and Britney Chicken Divas" by Lucinda Gifford. Our librarian, Miss Steph decided it would be wonderful to bring the book to life and staged a pantomime! Our senior dance and drama students (Years 10, 11 and 12), under the guidance of Miriam Nicholls performed to the students from Year 1 to 5 at the Marion Centre.

The performance was full of dance, music and fun. The story was narrated and the illustrations from the book were used as backdrops for each scene. The performance finished with everybody dancing to the chicken dance. It was a wonderful production and a great opportunity for our children to see a book brought to life through another medium. The collaboration between campuses allowed our young students at Bath Street to see the possibilities of what they could be doing, like Performing Arts, as they moved across the college.

The common writing task the students undertook this year was linked to the performance. Since NAPLAN was cancelled this year, teachers were given a refresher training session on how to level writing and they worked together to grade students writing outcomes and focussed on targets for them to work on. All students also engaged in Progressive Achievement Tests (PAT) in Term 3 for Mathematics,

Reading, Spelling and Vocabulary.

In Term 4, Science, Technology, Engineering and Mathematics (STEM) was introduced to the Year 3 and 4 students. We had our STEM Consultant from Darwin, Roy Anderson and our Year 4 Teacher, Ms Kelly Camarata, who modelled lessons to our students. Students used "Scratch," which is a coding software that uses block to code in order to create outcomes linked to units of work completed in Term 4. It was great to see all students fully engaged and enthused by their newfound skills set.

This year was another very productive year. I would like to take this opportunity to thank all our dedicated and hard-working staff.

To all our wonderful students, thank you for your creativity, imagination, and thirst for learning! We most certainly enjoyed 2020 and we look forward to welcoming 2021!





TEACHING AND LEARNING TRAEGER CAMPUS

As the year draws to a close, we thank all members of the Traeger Learning Community for their commitment throughout the year. In addition, we have some great experiences to reflect on during the holiday period and things to look forward to in 2021.

"Education is the most powerful weapon which you can use to change the world" – Nelson Mandela

Learning is hard and we all found that out near the end of Term 1 when the school was' shut-down'. The biggest learning experiences for staff and students in 2020 had to be adapting to Online Learning due to COVID-19. For three weeks we experienced the 'joys' and challenges of this mode of learning. Much preparation went into upskilling staff in the use of Google Classroom and Zoom (to name a few tools). Thank you teachers and students for your efforts, perseverance and use of the technology to keep the learning happening!

Maths Online was one tool that assisted students to develop their numeracy skills. This not only allowed students to self-regulate their learning, but also fed valuable data to teachers which they used to inform their teaching.

Year 5s experienced what it was like living in the early 1900s through the Alice on the Line Camp. Students excelled at washing in the copper and using the mangle, cooking with a wood fired oven, sewing and writing with ink wells and nibpens. Old fashioned games and Morse code were also popular activities. This camp continues to be one of the highlights on the Traeger Calendar and an experience the students remember for a long time.

The highlight in 2020 for the Year 6s was their Business Expo. 12 stalls of all kinds came together to try to persuade consumers to purchase their products or services. The advertising was colourful, creative and catchy. It has developed into an event the other students look forward to, as they remember their 'Business Expo' exploits for previous years; a shared experience the students love talking about. The Haunted House was certainly a novel idea.

WAYNE EGLINTON

The Year 5s also get a sneak peek at the excitement of the year to come.

Year 7s apogee was through HASS while studying Ancient Greece. Students presented their famous Ancient Greek icons in a wax museum; answering questions about their alter-ego from the passing audience. These presentations showed their understanding, skills and knowledge of the Ancient Greeks and their contributions to modern society.

Our Year 8 highlight was the medieval fair. Students across the campus were placed in groups to participate in two activities that the Year 8 students researched and prepared for the younger students. Board games, artefacts, videos, presentation and even jousting were a creative way to share what they had learnt. At the end of the year, our Year 8 students will be moving to the Sadadeen campus. Part of this process was to attend Sadadeen Open House in Term 3. This gave our students an insight into what subjects are offered at Sadadeen. The night was well attended. Our Year 8s



now get to choose their elective subjects, a big step as they start choosing an educational pathway. They also have an opportunity to experience VET Skillsets in 2020. Again, another great opportunity to be seriously considered. Good luck in Year 9, 2021.

The students at Traeger continued to have opportunities to experience a broad education from the core subjects of RE, English, HASS, Maths and Science to the specialist programs of Japanese; Health/PE; Music and Performing Arts; Visual Art and Digital Technologies. The students have many opportunities to succeed at school in a varied and exciting curriculum.

Thank you to all of our professional and fantastic teachers for your work throughout 2020, I must also congratulate all of our students on a great year of learning!







We began the year celebrating the achievements of our 2019 NTCET cohort. Jees Philips was awarded Dux of OLSH, having achieved excellence in Mathematics and Science. 100% of our students passed and obtained their NTCET. Kristine Davrit had her work selected from her Visual Art Portfolio 2019 to be showcased in Adelaide at the SACE Art Show, 2020. Kristine's work is called Hummingbird and is of a coloured drawing she created. Unlike previous years here in the Northern Territory and the rest of Australia we were impacted by the COVID-19 pandemic with school closures and online learning. Albeit only for a short time the evolution of the pandemic was unknown to all and the ongoing impact to each individual has been immeasurable. Reframing the impact that the pandemic has had on daily life has provided an opportunity to turn this experience into a learning experience.

In a creation of symmetry staff and students were learning together. Staff had to rapidly develop their digital teaching

TEACHING AND LEARNING SADADEEN CAMPUS

PENNY REID

skills by learning how to maintain a sense of normality, while offering the same level of support and direction that the student would receive in the classroom – a steep learning curve. Students learnt about viruses, geography, vaccines and statistics. These challenges were not planned to be part of the academic curriculum for 2020 but with a growth mindset they were fantastic learning opportunities for both the teachers and students alike.

In such unparalleled times, our school was forced to re-evaluate processes and make changes to the academic calendar and policies in support of continuing high-level education. In implementing these changes, students continued their educational journey. The staff worked as a collective to ensure that the delivery of curriculum and assessment in a remote environment was complementary to the work students would have completed in the usual face-to-face environment.

The success of online learning has been dependent upon the partnership between school and home; teachers and parents working cohesively to support our students. Thank you to all staff for their work on the huge task of getting our students ready and engaged in online learning.

In years to come you may wish

to reflect on what happened to learning at Sadadeen during this pandemic and in fact how lucky you were to be in the Northern Territory during this time:

- Term 1/Week 9; (week starting 23 March 2020)
 Isolation an option: by
 Friday we had 150 students present and 48 (21%)
 online learning out of 230 students
- Term 1/Week 10; Isolation an option: by Friday we had 33 students present and 184 (80%) online learning out of 229 students
- Term 1/Week 11; Isolation was mandatory: Teachers engaged in professional development to update their capacity to deliver classes online: by Thursday (Fri public holiday) we had 5 students present & 222 (97%) students online learning out of 229 students
- Term 2/Week 1;
 Attendance was
 encouraged: by Friday
 we had 61 students
 present, 161 students
 online learning out of 231
 students
- Term 2/Week 2; Face to Face learning back to "normal" on Monday 27 April

Returning to relative normality in Term 2 the curriculum structure pre-COVID 19 started to reappear. 84 students completed the Australian Mathematics Competition in July, Science week was held in August with a variety of scientific activities for students to engage in. As part of the Stage 2 Food and Hospitality course the students served up an amazing 3 course brunch for the staff at Sadadeen. There was a Whole College Art exhibition at the entrance to the College Concert and we experienced another successful Open Night. It was so pleasing to see students eager to understand pathways which they can undertake and the subjects that will assist them in completing their senior years.

In Term 4 the OLSH SACE
Creative Exhibition showcasing
work from the Art, Design
and Technology, Food and
Hospitality, Music and Drama
subjects was held. An excellent
exhibition of their process and
creations developed throughout
the year, where students'
resourcefulness and imagination
was challenged and applied.

There were 5 electronic Stage 2 SACE exams conducted in 2020, the electronic format is building each year. All went smoothly until Psychology where the system crashed SA and NT wide. The COVID-19 experience no doubt has assisted in developing resilient students who calmly and maturely handled this unexpected situation. This is a year we will not forget!





VET AND CAREERS

JON RAVENEY

As in many sectors, the impacts of Coronavirus plans challenged learning experiences in many areas of Vocational Education. As many courses are "hands on" subjects, it was important to pay attention to directions to use hand sanitiser and socially distance, particularly at the end of Term 1 and beginning of Term 2. Numbers were limited in classrooms and the first Year 9 Skillset block was postponed to Term 3. The main areas that were affected were in Hospitality, Aircraft Maintenance and NTPFES Cadets. For Hospitality, having the restaurants closed and restricted in numbers of patrons posed logistical problems and saw students commit to a heavy schedule of restaurants in Term 3, once restrictions were eased. In Aircraft Maintenance, Lang Hayes and Sam Cooper were very diligent in working

online, as the lecturer was initially unable and later restricted in flying in to Alice Springs to deliver the weekly course. Bonnie Lesiak, Siniva Sa'anga and Gabrielle Guest have received some very positive comments in relation to their progress as NTPFES Cadets and will hopefully get to experience their camps next year.

Students undertook a wide range of courses this year. Hospitality, remained popular and congratulations go to Oriwa-Ruth Kaiwahia-Hermansen, Darwin Palma and Chloe Sutton for completing their Certificate IV. I had the pleasure of attending the Desert Lantern for dinner and it was fantastic to see these students in charge and running the restaurant. Other students have used their experience to gain full or part-time employment in

hospitality businesses across town. This year students were evenly spread across a range of faculties and participated in the following courses at CDU: Hospitality, Automotive, Business, Retail Media, Music, Engineering Pathways, Construction, Sport and Recreation, Salon Assistant, Plumbing and Retail Cosmetics (Beauty). Students also completed Aircraft Line Maintenance with Aviation Australia, Khaila Middleton worked very independently to complete her Certificate III in Fitness. At OLSH, Mary McPhee has taken another 12 students through the highly successful Cert II Health Support Services and Cert II Community Services courses, as one of the Year 10 elective courses.

This year has also seen a government campaign to emphasise the importance of VET in education and developing Australia's workforce and I have been contacted directly by a number of local businesses looking for apprentices and speaking passionately about the benefits of following



this approach. These are all encouraging signs that there are great opportunities for students to follow a career path into a wide variety of trades. As the workforce changes following Coronavirus, whilst some areas have moved online, as the economy recovers, there will still be a need for workers in skilled, practical areas. The enthusiasm for VET is still there, with Year 9 Students starting off in Plumbing, Metalwork, Barista/ Cooking and Retail/Business skillset courses and over 75% students in Year 10 taking at VET course in one VET course or another. The future is certainly bright for VET!









Dux of the OLSH college - Jack van der Geest-Hester 97.85

 A+ Physics, A- Biology; B+ English Literary Studies; A Integrated Learning (RE); A Mathematical Methods;

RETENTION AND COMPLETION

CLASS OF 2020

JACK VAN DER GEEST-HESTER

- A Japanese Continuers
- OLSH and Community AWARDS
- Academic Excellence:
 Japanese, Mathematics
- Minister of Education
 STEM Award Year 12
- ADF Long Tan Award for Leadership and Teamwork
- NTBOS Top Achiever Year
- Caltex Best All Rounder Award

Shawn Bett 97.40

A Chemistry; A- Biology;
 A English; A Integrated
 Learning (RE); A-

- Mathematical Methods; A Physics
- OLSH and Community AWARDS
- Academic Excellence: English, Science

Chiara Antonelli 90.55

- A+ History (Merit, this means top of the territory), B English Literary Studies; A Integrated Learning (RE); A- General Maths; A-Psychology; A- Business Innovation
- OLSH and Community AWARDS

- CEO The Lyn Powierza Award
- Academic Excellence: Religion, Humanities

Chloe Sutton 85.65

- B- English Literary Studies; A Integrated Studies; A Visual Art; A Creative Art; Cert IV in Hospitality
- OLSH and Community AWARDS
- Centrecorp Academic Award (Aboriginal Student)
- NT Board of Studies
 Award recipient VET in
 Schools award

NTCET Completion

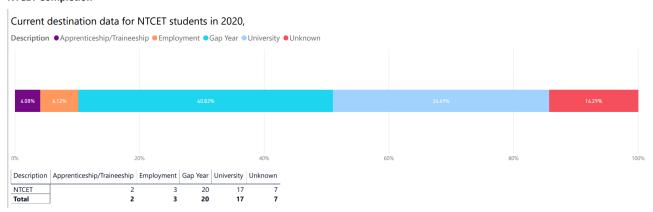


Figure 1: Number of NTCET completers and NTCET completion rate

• Completion rate in Figure 1 reflects the number of students who remain enrolled in NTCET until results cut-off in December and then successfully complete. This data demonstrates that OLSH is able to retain and prepare students well for completion.

Figure 1: Identified student destinations from the Student Tracking System as at December 2020

• Most OLSH Year 12s identify a gap year and university as their destination post school

	Number	%	Statewide %
No. of potential	53		
completers	33		
No. of completers	53	100%	97.70%
No. of Non Completers	0	0	2.30%

VOCATIONAL EDUCATION AND TRAINING (VET)

32 of the NTCET completers studied VET at some point in the NTCET. This represents approximately the same proportion of the cohort as the rest of the NT.

9 of those students relied on VET to complete their NTCET.

There were no students engaged in a school based apprenticeship as a part of their pathway to completion in 2020.

ux Trophy 20



NASA

As we look forward to 2021, we reflect on 2020 as a year of change and growth. The College Advisory Board meets eight times a year and continues to have a varied representation of parents, Parish, College Management and a staff representative. This year we also welcomed a student representative to the board. I would like to thank my fellow board

COLLEGE ADVISORY BOARD

ROBERT COOKE

members for supporting not only the College, but each other this year. Namely, I would like to thank Father Prakash Menezes, Paul Melloy, Megan Nertney, Sarah Muller, Alison Huhs, Chuol Yat, Selesa Sa'anga, Tanya Webb and Mrs Lorraine Boehm.

2020 has been a very challenging year for our College. Like the rest of the world, we have had to adapt to a new normal with regards to COVID-19. I invite you to join me in congratulating the staff and teachers for the outstanding work they have done this year in seeing our children educated with alternative strategies. This has been

through some of the most demanding situations they would have faced in their entire careers as educators.

In addition to providing support and advice to Paul Melloy and the College Executive, the Advisory Board is responsible for processing the Annual Bursaries and Scholarships. In 2020, we received huge numbers of applications, which was great to see. It would be great to see this continue into the future.

The Finance and Building Committees, which are subcommittees of the Advisory Board, are due special mention as they ensure the College finances are being managed efficiently and we are maintaining financial stability. The committees also ensure that we apply for all relevant funding which plays an important role in asset development across all three campuses.

2020 saw the reestablishment of the P&F Committee which has been valuable. I'm sure they will have a great influence on the life of the college as they continue to grow and develop.

I look forward to 2021 and life returning to a semblance of normality after a particularly challenging year in 2020.









COLLEGE ADVISORY BOARD MEMBERS 2020



Mr Robert Cooke Chairperson Elected Member 2019



Fr Prakash Menezes **Board President** Parish Priest



Mr Paul Melloy Principal



Mr Chuol Yat Vice Chairperson Elected Member 2020



Mrs Tanya Webb Finance Officer Elected Member 2020



Mrs Selesa Sa'anga Elected Member 2018 and 2020



Ms Alison Huhs Elected Member 2018 and 2020



Miss Megan Nertney Staff Representative 2020



Mrs Lorraine Boehm Principal's PA and College Secretary



Miss Sarah Muller Student Representative 2020

Director of Catholic Education: Greg O'Mullane

Advisory Board Chairperson: Robert Cooke

09/04/2021

Date

22/ 04/ 2021

Date

09/04/2021

Date

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