

2016
**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY



**SACRED HEART COLLEGE
GEELONG**

REGISTERED SCHOOL NUMBER: 0219

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Minimum Standards Attestation

I, Anna Negro, attest that Sacred Heart College Geelong is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our College Vision

SHC ... MOVING FORWARD

A Ministry of Mercy Education

Sacred Heart College
GEELONG

OUR VISION

Sacred Heart College is a Catholic, learning faith community in the Mercy tradition that has at its centre the dignity and safety of each person.

Our vision is to grow our Catholic, Mercy community.

The cornerstones of our vision are:

SPIRITUALITY

To develop in our community, a meaningful, contemporary connection with faith in Jesus and strengthen an understanding of God's presence and love in daily life and the wider world.

LEARNING AND TEACHING

To enable students to be creative, self directed, critical thinkers, who cherish curiosity, are inspired to learn, whose natural inquisitiveness is protected and who strive for excellence.

COMMUNITY

To nurture the relationship between school, family and faith, and to foster in each student, the values and ethics essential for the challenges and responsibilities of adult citizenship in a global neighbourhood.

SOCIAL JUSTICE

To deepen the values of compassion, empathy and the intrinsic worth of every individual, so that all are empowered in partnership, to care for creation and to make a difference in Australian society and global contexts.

OUR AMBITION

Our ambition is to be the Catholic education provider of choice for girls' secondary education across the Geelong region.

OUR BEHAVIOURS:

<ol style="list-style-type: none"> 1. We are a community in action 2. Restorative 3. Collaborative 	<ol style="list-style-type: none"> 4. Learner centered 5. Change agile 6. Independent 7. Proactive 	<ol style="list-style-type: none"> 8. Focused on professional learning that is grounded in performance development 	<ol style="list-style-type: none"> 9. Developing a growth mindset
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Sacred Heart College is a Catholic faith community in the Mercy tradition. We provide a dynamic educational environment that puts the student at the centre of their learning. Our students are educated to be resilient, self-assured and optimistic women confident of their place in the world. They recognise challenges as opportunities to learn and that taking risks is an opportunity to grow.

We are an outward facing community committed to furthering our Catholic identity. Our strength is collaborative teaching and positive education as we know this improves student outcomes.

Our future directions are informed by the use of qualitative and quantitative data and a commitment to preserving the gospel values which inspire everything we do.

College Overview

Sacred Heart College was established by the Sisters of Mercy in 1860 and it is owned and administered by the Institute of the Sisters of Mercy of Australia and Papua New Guinea. It has grown to become a modern, dynamic leader in education, recognised by its peers for excellence. Today, it offers an innovative educational curriculum for girls from Years 7 to 12. We strive to nurture faith and emphasize independence, interdependence and self direction through stimulating, participatory learning and by stressing the importance of guided student leadership and healthy personal relationships. The College offers a broad, versatile curriculum to equip students for a rapidly changing world. In Years 7-10 students undertake the International Baccalaureate Middle Years Program, which emphasizes the international nature of education in the 21st Century and encourages us to see ourselves as a much wider community operating in a global context. Underpinning the program is recognition that students learn in a variety of ways – so we seek to inspire, delight and challenge our students – day in, day out. At Years 11 and 12 students may choose from VCE, VET and VCAL. Students are offered a broad choice of opportunity to learn, tailored to their individual needs. Co-curricula activities include public speaking, a wide range of sports, performing arts including an extensive instrumental program. The College has an innovative approach to learning enhancement as well as programs for gifted and talented students. An emphasis on faith, community and social justice flows into liturgy and pastoral care.

Our aim is to farewell our graduates as confident young adults, determined, energized critical thinkers and self-starters. We encourage our students to be enthusiastic participants in all aspects of the College and to contribute as team players with a strong sense of social justice and place in the community, and broader environment.

Principal's Report

For Sacred Heart 2016 began with a greater emphasis on Mercy in line with Pope Francis declaration that 2016 would be the Extraordinary Jubilee Year of Mercy and his call to all Catholics to join with him in celebrating by opening the doors of Mercy.

For us the Year of Mercy was an opportunity for the College community to be more aware of the compassion, love and Mercy of God. The 2016 theme chosen by the College Captains was 'Opening the Doors Together' and the year began with a promise that was inscribed on a plaque placed at the main entrance of our heritage building that each time we exited and entered Sacred Heart we would be mindful of going out in Mercy and of welcoming in in Mercy.

As a school community we engaged in the Sisters of Mercy world-wide Mercy Reflection Process focusing on how we care for our planet. We affirmed that in our role as stewards of creation, caring for our common home, we would model sustainability to our community and we committed to:

Working towards 100% of our power coming from our solar panels and installed solar panels to the roof of the O'Dwyer Gym and to our new building, Stage 1 of the Court Precinct.

Educating our parent community on how to reduce their carbon footprint.

Reducing our carbon footprint by replacing current lights with LED lights;

encouraging sustainable transport by enabling our girls and staff to ride to school and by auditing heating and educating our girls to dress for the weather.

Promoting refillable water containers by getting rid of bottled water and providing refrigerated drink taps.

2016 saw the initial roll out of the Master plan which began with the demolition of the Maguire Wing. This site lay dormant until June when it made way for a new building - Stage 1 of The Court Precinct. For Sacred Heart this building signals the beginning of our transformation from an industrial educational institution to a learning village. In this new space learning will be visible, collaborative and transdisciplinary bringing together Maths, Science, Art and Technology with learning transferred from one discipline to the other. Learning will be open ended, require problem-solving and will engage students in 'learning by doing' via design and experimentation, interaction and collaboration, and mixing technology with art and design. It is through this style of playful experimentation that our girls will be encouraged to explore new paths, imagine new possibilities and reassess goals. Innovation and resilience will be heightened and this will help prepare our girls for our rapidly changing world. This style of learning will equip them well for the world environment that they will enter where it is predicted that they will have 17 employers across 5 separate careers, working in jobs that don't currently exist.

With our eye continuously on the future, in December we launched the SHC Strategy 2020 which will be our roadmap for the next 3 years. This document was prepared by the Leadership Team together with the College Advisory Council and has as its key strategic pillars:

The Sacred Heart Way: Uphold and advance Catherine McAuley's vision of the lived Gospel which is at the heart of our Community.

Life Worthy Learning: Educate girls for the life they will live so that they leave SHC optimistic, global citizens, ready to challenge, engage and lead.

Healthy and Safe Environment: Grow and support a healthy and safe environment for all.

Working Together for Excellence: Foster and support a culture of excellence, collaboration and high expectations.

Stewardship: As custodians, manage our resources effectively, make informed decisions and deliver high value for money.

Our 2016 Year 12 Students continue to give SHC reason to celebrate. Our Dux achieved an ATAR score of 98.25 and 17.9% of our girls achieved an ATAR score of 90 and above; 39.8% of students achieved an ATAR score of 80 and above and 13.5% achieved a study score of 40 and above with 2 students receiving perfect study scores of 50 for Health and Human Development. 95.45% of our Year 12 students received tertiary offers with 92.5% receiving their first or second preference.

Our students continue to experience success in sport with Year 12 2016 student Lily Mithen being selected for the first Female AFL Football Team. Our debating teams performed well making it into the DAV Debating quarter finals resulting in an invitation for two of our debaters to try out for the Victorian State Debating team.

I take great pride in saying that our girls graduate from Sacred Heart dynamic, optimistic, innovative thinkers ready to take their place in an ever changing world.

Anna Negro
Principal

Church Authority Report

Mercy Education Limited

Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

ISMAPNG is involved with twelve fully sponsored schools - eight in Victoria, three in Western Australia and one in South Australia. The governance role of the Board of Mercy Education is confined to the twelve ISMAPNG sponsored schools and sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

College Advisory Council Report

The 2016 year has been very productive year for Sacred Heart College and the College Advisory Council. In my first year as Chair of the College Advisory Council, we focussed on with four main areas:

The commencement of Stage 1 building Masterplan, The Court Precinct

Building on the skills based membership of the Advisory Council

The latest Compliance Register and review of Council Governance

Development of the five year Strategic Plan

Whilst the Masterplan was many years in the making, the commencement of construction of Stage 1 of the STEAM building was well received by everyone. Whilst there have been contributions by many to reach this stage, the Advisory Council would like to thank the Planning and Facilities Subcommittee, led by Anthony Baldasso, for their time and effort in assisting with the planning for Stage 1. This initial stage is expected to be completed in May 2017 and plans are well under way for Stage 2, which is scheduled to commence in June 2017.

We welcomed new members to the Council – Monica Evans in the role of health and well-being representative (Coordinator, Healthy Communities), Jason Doherty as the Communications representative (Playgroup Victoria), Jordon Beale as the finance representative (Barwon Health) and Catherine Middlemiss as Director of Development, Marketing and Communications. The new members complimented the existing members – Jenny Griffiths, Sr Joan Wilson, Gael Perry and Anthony Baldasso.

In April the Advisory Council were very proud to receive the 2014 Compliance Register results, presented by our Principal Anna Negro. The register covers areas from OH & S obligations to security and safety. Our school was recognised as the highest performing Mercy school in terms of compliance and the school's employees at all levels should be congratulated on recognising the importance of these features of the school environment.

Four members of the Council attended a Governance workshop in May and all attendees concluded the Council is in good shape with the structures we have in place.

The Council was also privileged to attend the presentation by Sr Mary Reynolds with the staff of the College. This was a great opportunity to emphasise the history of the Sisters of Mercy and the values the school and other Mercy associated organisations operate under.

The importance of school policies as part of the governance process is acknowledged at Council each meeting, when we are briefed by Jenny Griffiths Chair of the Policy Subcommittee. I would like to thank Jenny, as she departs the Council, for her years of work on the Policy Subcommittee and Advisory Council and always presenting well thought out and up to date policies. With an increased emphasis on health and well-being at the College, we are privileged to have Jenny and Monica review school policies on student and staff welfare.

With the assistance of the school's leadership team, the Advisory Council spent the latter part of Term 3 and Term 4 working on the five year Strategic Plan. We held a fact finding session with the leadership team, Advisory Council and subcommittee members earlier in Term 3. This session provided us with extensive analysis for the strategic plan development.

The School engaged Lisa Kingman (consultant) to facilitate two workshops with the Advisory Council, Jemma Wayth (Alumni President), Cherie Ford (Scholarship Committee Chairperson) and members of the all sub committees. A separate session was held with the leadership team. The workshops were very effective and resulted in the launch of Strategy 2020 at the start of 2017. The outcomes have been limited to five key strategies and they will be monitored to ensure they are implemented.

I would like to finish by thanking the subcommittees for their work in providing their time and expertise to the College and keeping the Advisory Council up to date with key issues. I would also like to acknowledge the College's leadership team for their assistance and in particular Business Manager Tony Grant, as he leaves the College, for his contribution to the management of the school for two decades.

On behalf of the Advisory Council members, we look forward to continuing to assist Anna provide market leading education, continue the strong academic performance and enable students to enjoy a positive experience at Sacred Heart College.

Philip Anglin
Council Chair

Education in Faith

A Catholic school strives to be an intentional ecclesial community in which educators and students, in co-operation with parents/guardians and associates, are called to encounter the person of Jesus Christ and to commit themselves through collaborative and holistic learning to live his prophetic mission of charity, justice, mercy, and compassion among themselves and the wider society. (Arbuckle, 2016, p.148)

As an intentional Catholic school we are challenged to invite our community to experience authentic, meaningful and contemporary opportunities for religious and spiritual development thus enabling Sacred Heart College to be “an educational community where learning, culture, faith and life find a meeting place” (Sharkey, 2015, p.1). Staff members’ personal knowledge of, and commitment to, the mission of Jesus Christ determines our effectiveness. For this reason, ongoing staff formation is paramount (Arbuckle, 2016, p.148)

Our Mercy heritage encourages us to uphold and advance the vision of Catherine Mc Auley of a lived Gospel through the provision of an education that equips our students, staff and parents to be a voice for social justice and agents of change exemplified through the Mercy Education Values of Compassion, Justice, Respect, Hospitality, Service and Courage. Religious Education is a fundamental part of the curriculum and crucial to the life of the school community.

Goals

- To foster an active and contemporary experience of faith for all members of our community whilst honouring our Mercy traditions.

Intended Outcomes

- That students deepen understanding of, and engagement in, social justice activities as an expression of the Catholic faith.
- That membership of this Catholic community is expressed actively through engagement in liturgy, prayer and all faith opportunities offered within the school.

Achievements

- Our Mercy Education Values have been incorporated into all policies reviewed throughout 2016. This practice will continue as each College policy undergoes revision and ratification through the College Advisory Council.
- Whilst ensuring that all Mercy Education Values are lived, each year level has focussed on one value in particular to frame all aspects of action and relationship within that year level.

- Theological reflection was incorporated into daily prayer and in formal gatherings for staff and students to intentionally engage with the tradition of faith and encourage dialogue with Catholic beliefs and practices. This was facilitated through the intentional use of scripture and story from the Catholic tradition.
- All significant milestones and events throughout the school year were acknowledged through celebration of the Eucharist. Numerous and frequent opportunities for participation in sacramental life and prayer were provided for students, staff and the wider College community. Attention was given to the Catholic Liturgical Calendar.
- Staff formation was prioritised in planning for Professional Learning through the Annual Review process. Frequent opportunities were provided for staff to gain accreditation hours towards teaching in a Catholic school. 80% of staff have now achieved this accreditation.
- Two teaching staff completed post graduate study providing them with accreditation to teach Religious Education. Two other teaching staff members were successful in gaining sponsorship to begin Post Graduate study in Religious Education.
- Religious Education classes are taught only by those holding accreditation to teach Religious Education or completing post graduate study towards this qualification. 43% of current teaching staff meet this requirement.
- The Religious Education teaching team undertook professional learning opportunities focusing on *Designing for Learning*- the renewed CEM RE Curriculum which is designed around a Pedagogy of Encounter.
- Staff and students were provided with opportunities to gain and build on their insight into the Mercy heritage of the College and their role in continuing this mission.
- Students and staff participated in numerous local Outreach experiences inclusive of a summary reflection process.
- Students and staff extended their immersion into our Mercy culture by participating in the biennial Australasian Mercy Secondary Schools Association Student Conference in Sydney.
- Students pursued their Catholic Identity through participation in World Youth Day 2016 sponsored by the College.
- Student leadership continues to involve Faith and Spirituality, Social Justice, Environments and Sustainability and FIRE (Friends Igniting Reconciliation through Education) Carriers.
- Staff participated in professional learning lead by theological facilitators inclusive of Fr Richard Leonard SJ, Sr Mary Reynolds rsm, Fr James McEvoy, Sr Carole McDonald rsm and Sr Pat Fox rsm.

VALUE ADDED

- In recognition of 2016 Year of Mercy as announced by Pope Francis, our College theme was “Opening the Doors of Mercy Together”. Many exceptional liturgical and other activities were incorporated into the school year for students, staff and parents specific to this theme and special year.
- Middle Leaders from College staff participated in the Mercy International Reflection Process which focused on the specific area of Environments and Sustainability as fostered through Pope Francis’ encyclical *Laudato Si*. The process produced a Vision and Action Charter focussing on the reduction of consumerism, increased College and personal usage of renewable energy and the eradication of the unnecessary use of plastics, specifically plastic water bottles.
- Our *Generation Waking Up* group strives to Awaken, Empower and Mobilise a generation of young people to bring forth a thriving, just and sustainable world.
- Staff were provided with the opportunity to broaden our Outreach support of our Global Partnership in Timor Leste by volunteering to spend six weeks teaching in our sister school.
- Year Level awareness and fund raising continued to support those whom the Sisters of Mercy consider to be the most vulnerable locally, nationally and globally as well as supporting initiatives developed by College Alumni- Geelong Mums, Offspring Project, McAuley Community Services for Women, Nepalese Women’s Foundation, Mercy Works PNG and Timor Leste, Geelong Viqueque Friendship Schools, Hearts for Harmony, Bali Smiles, Bahay Tuyulan, Exodus Community, Jurrugk Health Services Ngallagunda Community, ACRATH.
- Students and staff continued our support of global justice activities through participation in our Timor Leste and Northern Territory immersion programs.
- The wider College community participated in our Mercy Audit.
- Circle of Mercy community evenings invite staff, students, parents and the wider community to participate in formation whilst reflect on areas of spiritual development social justice and action.
- Staff are provided the formation opportunity of a 3 day Spiritual Retreat.
- Students undertake additional formation through Year level Faith Days 7-10 , Year 11 Renewal and Year 12 Seminar Day, Outreach and Retreat program.

- Parents are welcomed and encouraged to participate in College Eucharistic celebrations. Our College beginning of Year Mass and Family Mass are held after work hours to facilitate parental involvement.
- Interested students were provided with the opportunity to participate in our first Winter Sleep Out facilitated by the MAD (Make a Difference) committee and VCAL (Victorian Certificate of Applied Learning) Intermediate students.
- Staff workplace giving provides financial support for local, national and international initiatives- Give Where You Live, McAuley Community Services for Women, Timor Leste Train a Teacher program.

Learning & Teaching

Goals

- To enable students to be creative, self-directed, critical thinkers, inspired to learn and strive for excellence.
- To educate our girls for the life they will live so that they leave SHC optimistic, global citizens, ready to challenge, engage and lead.

Intended Outcomes

- That student learning outcomes continue to improve.
- That students become confident, engaged and resilient learners who take personal responsibility for their learning.
- That parents are actively engaged in their daughter's education.

Achievements

In 2016 Sacred Heart College began the first stage of our ambitious Master Plan by the demolition of one of our aging buildings and the building of Stage 1 of our Court Precinct, which will see new flexible learning spaces in which collaboration is fostered including four new science laboratories, general learning areas and break out spaces. This is the beginning of our new STEAM centre which will culminate after Stage 2 is completed in 2018. This centre will allow our students to learn in a transdisciplinary environment.

In 2016 the College began our exploration of Transdisciplinary learning through the forming of the Bradbury Club which provides girls from all year levels an opportunity to be involved in real world problem based projects using external experts and technology not readily available in schools. The Club is undertaking a time and motion study of a high traffic zone near the school with assistance from the Bureau of Statistics and local authorities. In addition, the Club has another project in which water samples from around Australia are sampled and recorded for Lithium levels and correlations between social and medical problems in some areas.

Coding was introduced into Year 7 level in 2016 and all girls were provided with a range of block and script coding programs to develop their skills in computational thinking.

Data use became a focus in 2016 as we began to gather and use rich data sources personalize the profile of each student at the college. Staff were involved in the analysis of national benchmarks and the relationship to achievement in local assessment. This will continue to be a focus for our staff in coming years.

STUDENT LEARNING OUTCOMES

NAPLAN data provides an important snapshot of achievement at the school but is less precise about an individual student’s learning. It can provide information around trends in student growth and attainment.

In the Numeracy Domain the Year 7 2014 Cohort demonstrated a statistically significant level of growth from an average score of 541 in Year 7 to an average score of 591 in Year 9 in 2016 which was above the state average and matched (similar) schools growth rate for the same cohort. This suggests that our students in this cohort are growing in their numeracy skills faster than the state average, however our Year 9 numeracy scores remain slightly below the overall State mean.

The College’s Mean (average) scores in Reading, Writing and Spelling were all above the State and National Average and matched schools. The Grammar and Punctuation score was below the state mean by two points. An intervention has been introduced in 2017 into English classes through adopting a new online grammar program.

	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2014	2016	Diff	2014	2016	Diff	2014	2016	Diff	2014	2016	Diff	2014	2016	Diff
National Mean	546	581	35	512	549	37	545	580	35	544	569	25	546	589	43
State Mean	551	586	35	519	564	45	548	583	35	544	575	31	551	596	45
School Mean	569	607	38	552	602	50	554	595	41	568	597	29	541	591	50
No. of Students (School)	225	229	4	228	227	-1	228	227	-1	228	227	-1	227	226	-1
Matched School Mean #	569	606	37	554	601	47	556	596	40	568	598	30	541	589	48
No. of students Matched	211			211			211			211			210		
% Matched	92%			93%			93%			93%			93%		

N/A = no results available

The Matched School Group is the group of students who have sat both tests at your school.

When compared to the 2015 Year cohort the 2016 cohort scored higher in all five domains of the NAPLAN test. The 2014 Year 9 Cohort were slightly higher in writing and spelling while on par in the other three domains.

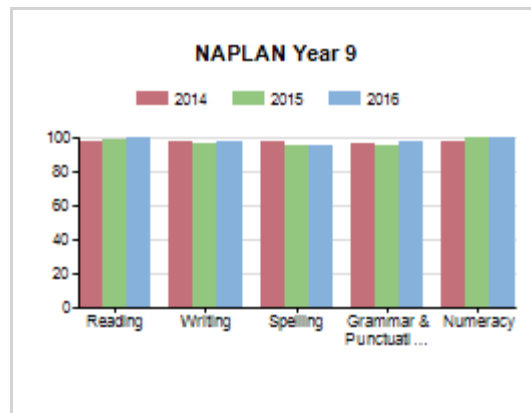
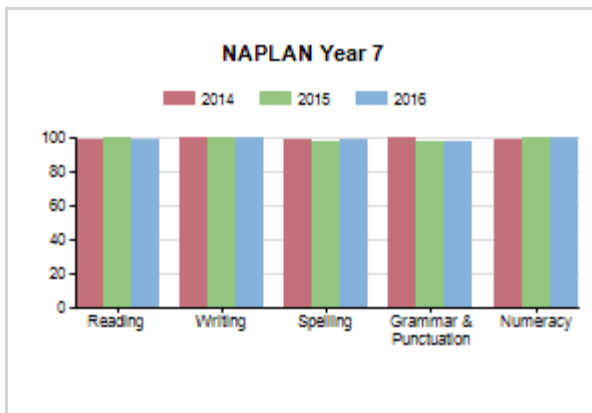
SENIOR SECONDARY OUTCOMES	
VCE Median Score	33%
VCE Completion Rate	100%
VCAL Completion Rate	97%

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	67.0%
TAFE / VET	7.0%
APPRENTICESHIP / TRAINEESHIP	3.0%
DEFERRED	13.0%
EMPLOYMENT	10.0%

VRQA COMPLIANCE DATA

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	99.1	100.0	0.9	99.2	-0.8
YR 07 Writing	99.6	99.6	0.0	100.0	0.4
YR 07 Spelling	99.1	97.4	-1.7	99.2	1.8
YR 07 Grammar & Punctuation	99.6	97.4	-2.2	98.0	0.6
YR 07 Numeracy	98.7	99.6	0.9	99.6	0.0
YR 09 Reading	98.2	98.7	0.5	99.6	0.9
YR 09 Writing	97.8	96.4	-1.4	98.2	1.8
YR 09 Spelling	98.3	95.5	-2.8	96.0	0.5
YR 09 Grammar & Punctuation	97.0	96.0	-1.0	98.2	2.2
YR 09 Numeracy	97.8	100.0	2.2	99.6	-0.4

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	605.20
Year 9 Writing	597.50
Year 9 Spelling	593.30
Year 9 Grammar & Punctuation	589.90
Year 9 Numeracy	589.20



Student Wellbeing

Goals

- To strengthen the positive school culture so that students will flourish.

Intended Outcomes

- That students will develop into optimistic, confident and resilient learners.
- That there will be a shared community understanding, ownership and implementation of the Sacred Heart wellbeing goal.
- Through the principles of positive psychology develop dispositions that will help all community members to flourish.
- Develop and implement an Action Plan prioritising mental health, physical activity and healthy eating and living that reflects student and parent voice.
- Implement and monitor the VRQA Child Safe Standards in accordance with the CECV and DET.

Achievements

- The College has created a Wellbeing Subcommittee of the College Advisory Council.
- Pedagogy and assessment better reflects a commitment to the principles of positive psychology, in particular a growth mindset with the introduction of Learner Attributes in the College reporting system.
- Restorative practices have been further embedded into our practices via an updated Student Behaviour Development Policy and the introduction of an Accountability with Dignity Protocol and Accountability Agreements.
- There has been an ongoing review and monitoring of the provision of food in our College Canteen and on special event days to ensure the highest level of nutrition is provided.
- College audits show increased opportunities for student participation in both formal and informal physical activities.
- Students continue to complete the annual Student Wellbeing Profiler survey.
- The College continues to hold a Parent Mind, Body & Soul Expo focusing on all aspects of adolescent health and wellbeing.

- There has been greater participation by Student Support Services i.e. Mind, Body & Soul staff in the delivery of the LivingMERCY pastoral program.
- The election processes for the Student Representative Council have been made more rigorous and transparent.
- The College has completed all VRQA, CECV, DET and MEL compliance requirements in regard to Child Safety.

ATTENDANCE

Attendance is electronically recorded each morning in a Homeroom session and in every scheduled class throughout the day. The number of missed classes is reported to parents on student reports. All absences are to be explained and extended absences require prior approval by the Principal. Any cases of chronic unexplained absenteeism is followed up with parents/ carers initially by the Homeroom teacher and if not resolved, by the Year Level Coordinator in conjunction with the Directors of Students, or Senior and Middle school.

VALUE ADDED

Students have a vast array of co-curricular, age appropriate opportunities at the College, all of which add to their overall education and well-being. Examples are: overseas educational exchange and immersions, student leadership opportunities, extensive sporting and music programs, social justice and outreach programs and peer support.

STUDENT SATISFACTION

Recent SIF data shows a high level of satisfaction from parents, students and staff in terms of student well-being and learning support. Students rated their level of feeling safe, connection to school and their peers and being engaged in the learning process particularly high. Data obtained from the annual Student Wellbeing Profiler also shows a high level of wellbeing in all 6 areas ie. physical, economic, emotional, social, cognitive and psychological wellbeing.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	94.24
Y08	93.19
Y09	93.95
Y10	90.59
Overall average attendance	92.99

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	99.14%

Child Safe Standards

Goals and Intended Outcomes

- To implement and monitor the VRQA Child Safe Standards in accordance with the CECV and DET.
- To incorporate all new protocols and resources. Specifically,
 - Identifying and responding to all forms of abuse in Victorian Schools.
 - Ensuring the Four Critical actions for Schools ie Responding to incidents, disclosures and suspicions of child abuse and child sexual offending, are used in all cases of suspected child abuse.
- To ensure the College securely stores all documents related to Child Abuse.
- To nominate a College staff member to be the designated Child Safety Officer (CSO).
- To induct all new staff on Child Safe Protocols & Procedures.
- To ensure a template for responding to suspected Student Sexual Offending is correctly used.

Achievements

- All new resources were disseminated to the College Combined Wellbeing Team, the Leadership Team and all Year Level Coordinators.
- The College Staff Handbook was updated with new Protocols and resources, including new PROTECT reporting templates.
- All reporting documents are now scanned when completed and placed in the students' on-line file. The hard copy is then destroyed.
- The Deputy Principal – Wellbeing has been nominated as the CSO.
- All new staff attended a Child safe Induction session.
- All staff have been made aware of their new PROTECT reporting obligation.
- All staff, volunteers and people working with, or at, the College signed a Code of Conduct.
- New PROTECT resources have been effectively used by reporting staff members.

Leadership & Management

Goals

- To sustain a dynamic and accountable professional learning community, guided by shared vision, informed by best practice and committed to continuous improvement and innovation.

Intended Outcomes

- That the performance and development culture of the College is further strengthened

Achievements

During the past 12 months the College has continued to focus on organisational climate and building capacity for strong staff leadership, emphasising our shared responsibility for school improvement. To achieve this the College has:

- Refinement of the Performance Development and Coaching processes for all College staff.
- Middle Leaders via professional learning provided by EDUCAA.
- Developed staff experts in the College ICT systems (Synergetic and Canvas) to assist with the development of other and provide opportunities to lead.
- Continued to provide resources and personnel that support the directions of the College.

During this time the College has begun the construction of Stage 1 of the College Master Plan which has included financial forecasting, development of financial capacity and exploration of the College operations to support these new developments.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Teachers have participated in a wide range of Professional Learning, with the total expenditure being \$111,341.42 and the expenditure per teacher being \$905. All mandatory requirements relating to First Aid and Child Safety have been met and maintained.

At SHC we continue to create a culture of learning where Professional Development is work embedded, strategic, whole school and informed by current research. Professional learning is aimed at maximising staff impact on learning, nurturing catholic identity and building capacity for all staff. All teacher staff continue to participate in Performance Development and Coaching (Communities of Practice) which involves self-reflection and peer and student feedback as well as collaboration within teams. Staff prepare an individual learning plan where goals are set and anticipated action is recorded. Education support staff set goals based on a team goal determined by their work units.

See Appendix A

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	123
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$905

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	119
FTE Teaching Staff	94.087
Non-Teaching Staff (Head Count)	52
FTE Non-Teaching Staff	41.714
Indigenous Teaching Staff	0

TEACHER QUALIFICATIONS	
Doctorate	1.92%
Masters	18.27%
Graduate	56.73%
Certificate Graduate	12.50%
Degree Bachelor	93.27%
Diploma Advanced	17.31%
No Qualifications Listed	0.96%

TEACHER SATISFACTION

Results from our annual School Improvement Framework (SIF) Survey place half the indicators amongst the top 25% of Australian schools. Teachers report that work demands have improved from 2015, as have partnerships with parents, and feedback indicates that Social Justice continues to be a valued addition to College life, with staff participating in a variety of workplace giving programs and, at times, continuing their outreach work with the College well into retirement.

All teachers participated in professional learning during 2016 and have been active participants in SHC Strategy 2020 and the move towards a network model of learning. The College will continue to engage it's teaching workforce in the implementation of the strategy, with a number of opportunities available for professional learning in the design and implementation stages. The College continues to record high levels of attendance and retention amongst teachers, with both figures sitting above the 90th percentile.

Teacher satisfaction at Sacred Heart College is evidenced by:

- Strong mercy values embedded in our teaching practices
- The collegiate nature of staff interaction
- A genuine interest to support their colleagues during times of hardship or poor health
- Engagement in after school holiday and holiday outreach work
- Low levels of absenteeism
- Staff participate in a variety of workplace giving partnerships, supporting McAuley Community Services, Timor Leste Education fund, to name a few
- Low rate of staff turnover
- Strong support of co-curricular programs
- Appraisals of teachers in Positions of Leadership and through Annual Review Meetings
- The quality of relationships between staff members, students, parents, Alumni and the wider community
- New staff feedback, following a quality mentoring and induction program

Staff Attendance

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.15%

The staff attendance figures include staff on extended leave such as: Long Service Leave, Long Term Sickness, Leave Without Pay and Maternity Leave.

STAFF RETENTION RATE	
Staff Retention Rate	91.89%

This data represents retention of individual staff members. It includes teachers employed on short term contracts however does not includes staff who were on extended leave (e.g. maternity leave, long-service leave, extended sick leave).

College Community

Goals

- To be a community that works together so that every student achieves her full potential.
- To nurture the relationship between school, family and faith and to foster in each student the values and ethics essential for the challenges and responsibilities of adult citizenship in a global neighbourhood.

Intended Outcomes

- Foster and maintain strong relationships with our parents and Alumni
- Acknowledge and celebrate achievements in our school community
- Share our facilities and resources with the wider community
- Build and maintain a philanthropic culture supporting capital developments and equity scholarships
- Broaden our student population to reflect the diversity of the Geelong region giving preference to the marginalised
- That parents are actively engaged in their daughter's education
- That we communicate effectively with our parents to foster positive parent engagement and the SHC Alumni
- That our community partnerships program enhances Catholic identity, Learning and Teaching and student wellbeing.

Achievements

During the past 12 months, the College made significant steps towards strengthening its relationship with many groups of the College community. Our achievements included:

- Enhanced communication opportunities with families including various parent seminars and learning expos, eg Mind, Body and Soul Expo. Each event was well attended, with an increase in attendance numbers from 2015.
- As part of our phased implementation of on-line reporting, parents and students now have further access to ongoing assessment information through our parent portal, CANVAS. Significant enhancements were added in 2016, enabling parents to:
 - ✓ View assessment tasks and progress feedback in their daughter's subjects as it occurred during the year
 - ✓ Book online for Parent Teacher Interviews and Parent Communication Evenings
 - ✓ View the school calendar
 - ✓ View their daughter's timetable
 - ✓ Contact their daughter's teachers
- Ongoing community access to the College and use of our facilities, eg Chapel weddings, local sporting groups, Geelong Chamber Music Society, local dance groups using our Performing Arts Centre
- Invitations to significant school events extended to all members of our parish communities, eg Beginning of Year Mass, Maguire Celebration Circle of Mercy events held each Term, Mercy Cup of Tea Day
- Maintained strong, supportive relationships with our parent groups to encourage parental/guardian involvement in the life of the College, and participation in their daughter's education, eg Parent Power, SHC Rowing Club

VALUE ADDED

- The College completed its 'Strategy 2020' highlighting five strategic priorities (as seen below) that complement our ten-year Master Plan; a plan that will see Sacred Heart transformed into a vibrant learning village.
 1. The Sacred Heart Way
 2. Life Worthy learning
 3. Healthy and Safe environment
 4. Working Together for Excellence
 5. Stewardship

- We commenced building works on Stage 1 of The Court Precinct, the development of a 21st Century STEAM facility. The Court Precinct will not only change the physical environment of the College, but it will also change the way our students learn. It will create a facility where learning will be visible, collaborative and interdisciplinary.
- The College formed a strategic partnership with Deakin University so that together we can deliver inspiring and ambitious educational projects that will benefit both learning communities.
- Given the importance of the College's brand and its association with our tradition and history, our visual identity was reviewed early in 2016. It was determined that we would return to the original colours of dark blue, light blue and grey, whilst acknowledging our dynamic educational offerings. The new branding was launched in the latter part of the year and encompassed stationery, promotional material and capital campaign items. A new responsive website and enrolment prospectus will be finalised early in 2017.
- Sacred Heart continue to support our local community through our numerous social justice programs, including Habitats for Humanity, Christ Church Meals Program, East Geelong Cemetery Visits, Tutoring Program with Diversitat volunteers provide literacy and numeracy support to newly arrived refugee students at the Wexford Campus of Northern Bay College.
- We strengthened our relationship with local primary schools by providing opportunities for students and families to be involved in activities at our school, eg Felicity Project, Refugee Holiday Program and the St Vincent de Paul Primary Schools Breakfast Program.
- The College also reinforced our ties with our Alumni Association and past students through support of their events, and promotion of Alumni achievements on our College website, at Open Day, Facebook page etc.

PARENT SATISFACTION

Feedback from our community through the 2015 Annual School Improvement Framework (SIF) report indicates an ongoing level of satisfaction with the College and its Mercy values. Further, high attendance at College events indicates that parents and community members enjoy an active engagement with Sacred Heart, for example the Maguire Celebration (4,500+ guests) and Beginning of Year Mass (3,500+ guests).

Our connection to the Sisters of Mercy, and our continued commitment to Mercy values through our social justice programs is highly regarded by our College community. The influence of the Mercy education received by our students is evident in the number of Alumni who are actively involved in programs to improve the lives of others, both local and international.

Future Directions

In 2017 the College will continue to redesign learning knowing that our goal is to make challenging knowledge and practices accessible to our girls whilst designing learning that reflects the life **they will live** and not the life **we've lived**. Our strategic priorities for 2017 are:

Education in Faith / The Sacred Heart Way

The School priority is to uphold and advance Catherine McAuley's vision of the lived Gospel which is at the heart of our community. To achieve this we will:

- Provide a whole school environment whereby the gospel imperative is lived, spirituality is nurtured and Catholic faith shared and strengthened.
- Broaden our student population to reflect the diversity of the Geelong region giving preference to the marginalised.
- Lead, participate in and act for social justice, community outreach and sustainability.

Learning and Teaching / Life Worthy Learning

The School Priority is to educate our girls for the life they will live so that they leave SHC optimistic, global citizens, ready to challenge, engage and lead. To achieve this we will:

- Further develop our interdisciplinary units with a focus on STEAM
- Provide a curriculum that responds to the dynamic work environment

Student Well-being / Healthy and Safe Environment - Students

The School priority is to grow and support a healthy and safe environment for all. To achieve this we will:

- Through the principles of positive psychology develop dispositions that will help us flourish
- Develop and implement an Action Plan prioritising mental health, physical activity and healthy eating and living that reflects student and parent voice.
- Implement and monitor the VRQA Child Safe Standards in accordance with the CECV and DET

Leadership and Management / Stewardship

As Custodians, manage our resources effectively, make informed decisions, and deliver high value for money. To achieve this we will:

- Deliver our Master Plan targets.
- Adopt cutting edge technology where it enables school improvement.
- Ensure all legal and regulatory requirements are met and review our strategy annually
- Establish networks that build capacity and leadership opportunities.
- Implement and maintain a regular process of appraisal and performance coaching.
- Develop and implement an Action Plan prioritising mental health, physical activity, and healthy eating and living that reflects staff voice.

School Community / Working Together for Excellence

Foster and support a culture of excellence, collaboration and high expectations. To achieve this we will:

- Foster and maintain a strong relationship with parents and Alumni
- Acknowledge and celebrate achievements in our school community
- Share our facilities and resources with the wider community

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)

Appendix A

Professional Learning Plan – 2016

Semester 1 Term 1

Dates	Event	Time (Duration)
Thurs 3 March	CLT Morning Session - MTV	9.15 – 12.30
Thurs 3 March	Making Thinking Visible	1.30 – 4.30pm
Tues 8 March	Leading for Learning	9.15 – 3.30pm
Wed 16 March	MERCY Professional Learning	3:45 – 5pm
Mon 21 March	Releasing the Potential Sr Mary Reynolds RSM	3:45 – 5pm

Semester 1 – Term 2

Dates	Event	Time (Duration)
Thurs 5 May	Fr Richard Leonard SJ	3.45 – 5pm
Tues 10 May	MERCY Professional Learning	3:45 – 5pm
Fri 20 May	Leading for Learning	9.15 – 3.30pm
Tues 24 May	CLT Morning Session - MTV	9.15 – 12.30
Tues 24 May	Making Thinking Visible	1.30 – 4.30pm
Thurs 2 June	Leading for Learning	9.15 – 3.30pm

Semester 2 Term 3

Dates	Event	Time (Duration)
Mon 25 July	CLT Morning Session - MTV	9.15 – 12.15 Assembly Day T/T
Mon 25 July	Making Thinking Visible	1.30 – 4.30pm
Mon 1 August	Leading for Learning	9.15 – 3.30pm
Dates to be advised	Mercy Professional Learning	

Semester 2 Term 4

Dates	Event	Time (Duration)
Mon 24 October	Leading for Learning	9.15 – 3.30pm
Wed 26 October	CLT Morning Session - MTV	9.15 – 12.30
Wed 26 October	Making Thinking Visible	1.30 – 4.30pm
Mon 7 November	Leading for Learning	9.15 – 3.30pm
Dates to be advised	Mercy Professional Learning	