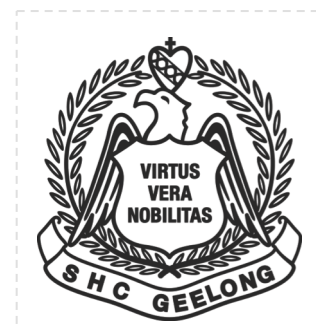


2014 ANNUAL REPORT

to the School Community

Sacred Heart College
Newtown



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Contact Details

ADDRESS	Retreat Road Newtown Vic 3220
PRINCIPAL	Anna Negro
PARISH PRIEST	Fr Kevin Dillon and Fr Herman Licyn
SCHOOL BOARD CHAIR	Mark Sheehan
TELEPHONE	(03) 5221 4211
EMAIL	principal@shcgeelong.catholic.edu.au
WEBSITE	www.shcgeelong.catholic.edu.au

Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision

Sacred Heart College

Attraverso

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

Our Vision

Spirituality

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

Learning & 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 academic 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.

educating girls to make a difference



Sacred Heart College
Geelong

College Overview

Sacred Heart College was established by the Sisters of Mercy in 1860. It has grown to become a modern, dynamic leader in education, recognised by its peers for excellence. Today, it is a college for 1375 day students offering an innovative educational curriculum for girls from Years 7 to 12.

The school is one of several Catholic secondary colleges in Australia owned and administered by the Institute of the Sisters of Mercy of Australia and Papua New Guinea. 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.

Learning and teaching at Sacred Heart College support and promote the principles and practices of Australian democracy, including a commitment to: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.

The College offers a broad, versatile curriculum to equip students for a rapidly changing world. At Sacred Heart College we measure success by the contributions our graduates make to their community wherever they may be in our 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

The Sacred Heart College vision statement is named ATTRAVERSO. Attraverso is an Italian word suggesting forward movement. Our vision identifies four key focus areas: Spirituality, Learning, Community and Social Justice. The image chosen to depict the vision is two hands gently holding a seedling. Deeply grounded in the message of The Parable of the Sower (Luke 8:4-8), the two hands represent the partnership between parents and staff. The seedling represents our students.

Attraverso outlines in strong, dynamic language that Sacred Heart will be a community that thrives on an 'autonomy' culture of trust, interdependency and mutual respect where our students' natural curiosity will be nurtured and encouraged and where students will actively engage in their learning with purpose.

To achieve our vision five game changers were identified in 2013 and they continue to guide our actions:

- Creating a Culture of Thinking
- Building Resilience through Positive Psychology
- Strengthening Community
- Improving learning through Performance Development and Coaching and
- Keeping on the cutting edge of Technology.

Education in Faith

In 2014 all members of the school community took part in the Catholic School Identity survey. The results of the survey indicate that Sacred Heart College is a 'dialogue' school which can be explained as a school that deliberately puts emphasis on its Catholic inspiration, while it simultaneously takes the multicultural world seriously. In 2014 as in previous years a strong emphasis was placed on outreach work at a local, national and global level. Staff and students worked together before and after school and during holidays to provide tutoring for refugee students, visiting nursing homes and taking part in primary school breakfast programs in neighbouring areas. At a global level staff supported the Teachers' College in Baucau in Timor Leste, through payroll deductions. Building on this relationship a group of 12 students accompanied by staff visited Timor Leste during the Term 1 holidays and worked with the Canossian Sisters. Throughout the year the Staff engaged in faith based professional learning with workshops conducted by: Fr Elio Capra, Fr Richard Leonard, Sr Veronica Lawson, Bernard Dobson and Professor of New Testament studies Amy-Jill Levine. As part of the Religious Education Program time was regularly provided for prayer and reflection. The College community came together for the annual Beginning of Year Mass where special attention was drawn to our Geelong based Sisters of Mercy celebrating significant anniversaries. As part of the mass the congregation gave witness to the Sisters renewing their vows. On 24 May the College celebrated the 140th Anniversary of its magnificent Chapel with a community mass celebrated by Bishop Long.

Learning and Teaching

In Semester 2 the College launched its Learning Philosophy. The process of developing the philosophy began with the Learning and Teaching team who explored contemporary learning. Using their findings they created a first draft. This draft became the focus of workshops conducted with the School Executive and teaching staff. Assisted by EDUCAA, Dr Bern Nicholls Ph. D and Ms Annelies Hoogland M. Ed we have continued to develop a culture of thinking amongst staff and students.

A second focus group with representatives from the 9 key learning areas was formed. Throughout the year the focus group attended full and half-day workshops, one of which was led by Mark Church from Harvard School of Education. To embed 'thinking' into our school culture all teaching staff were set the goal of mastering at least one thinking routine and this was documented in their individual learning plan.

Student Well-being

In 2014 Michael Carr Gregg presented workshops to staff, parents and students in order for them to better understand 'girls and resilience'. In Term 2 the College registered as a Positive Psychology School. In Term 3 the Student Well-being team took part in an 'Appreciative Inquiry' and during this time agreed to review the existing Pastoral Care Program. In 2015 the College launched LivingMERCY. LivingMERCY is an explicit well-being curriculum delivered weekly in a cohesive, sequential and age appropriate manner by homeroom teachers from Years 7-12. It was informed by the theory of Positive Psychology and it aims to support and complement the school's student wellbeing vision. Underpinning the LivingMERCY program are the Mercy Values of Courage, Respect, Compassion, Hospitality, Justice and Service.

Leadership and Management

Continuous Professional Learning is crucial to responding effectively to change and all our staff took part in Performance Development and Coaching. Members of the Leadership Team and the School Executive began this process with a peer review, followed by goal setting and planning for action. The focus was to build leadership capacity. For teaching staff their coaching experience began with feedback from a chosen class followed by classroom student observation. Using the data gathered from the survey and observations, each teacher, guided by their coach set a learning goal and negotiated action. This was recorded in an individual learning plan monitored throughout Terms 2 and 3. School Support staff underwent a similar process which focused on their own work.

In Term 2 McGlashan Everist and Oculus were appointed to create a ten year Master Plan.

School Community

Parent and local community involvement with Sacred Heart College has been a tradition and strengthening Community continues to be a priority. Now well established, the College Advisory Council subcommittees have parent and community representatives. The Alumni Committee hosted the Inspire Geelong, networking breakfast. The guest speaker at this event was 1988 graduate Colleen Callander, CEO of Sportsgirl. The 250 business women and men in attendance were treated to helpful hints on how to empower and engage their employees. Parent Power established in 2013 now has Parent Power representatives for Homerooms in Years 7, 8, 9 and most of the senior classes.

For Sacred Heart College 2014 was a Year of collective learning, consolidation and action.

Anna Negro

Principal

Church Authority Report

Mercy Education Limited

The Institute of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) is involved with twelve fully sponsored and one co-sponsored secondary schools in Victoria, Western Australia and South Australia.

Mercy Education Limited is the delegated authority responsible for operating the twelve sponsored schools but also assists the Institute Leader in offering advice, expertise and services in fulfilling her role as one of the Governors of the co-sponsored schools. In addition Mercy Education Limited supports the works and promotes the Mercy ethos in the twelve Mercy affiliated schools across Victoria and Tasmania.

The governance role of the Board of Mercy Education Limited is confined to the twelve 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 Board Report

Council Focus in 2014

The key areas of focus for the College Council for 2014 were identified as:

- Building on the relationships with affiliated bodies and ensuring SHC events are well supported by Council members.
- Reviewing the College policies as required
- Reviewing financial performance for 2013 and ratify 2014 budget.
- Appointing a College Advisory Council representative on each of the School Improvement Sphere groups.
- Continuation of faculty and student presentations at Council meeting to provide opportunities for staff and student leaders to interact with Council.
- Continuing support of the Principal and Leadership team with the introduction of new initiatives aimed at strengthening both academic and social outcomes especially those identified through the SIF Annual Action Plan.
- Ongoing development of the sub-committee structure which includes Finance, Policy, Planning and Facilities, Development, Scholarship, Alumni, Parent Power all of whom report to College Council.

The College Advisory Council members include: Sr Joan Wilson rsm, Stephen Fernandes (Deputy Chair), Jenny Griffiths, Elise Perry, Margaret Canaway (Parent Power), Gael Perry (Community) and Stephanie Reynolds (President of the Alumni Committee). At the conclusion of 2014 Elise Perry, Veronica Fitzgerald and Chair of the College Council Jack Sheehan retired from the Council.

Jack Sheehan

College Advisory Council Chairperson

Education in Faith

Goals & Intended Outcomes

- Strengthen the Catholic and Mercy identity in witnessing Catholic Values.
- Ensure the College's mission, shared beliefs and core values align with the person of Jesus.
- Ensure the College's strong Catholic identity enables integration of faith values into the policies, procedures and practices of the school and beyond.

The Sacred Heart College Learning Philosophy articulates that in Catholic Education today we are called to be global citizens to commit and act in the interests of those who do not share our prosperity or security. Our source and inspiration is the Gospel of Jesus Christ.

As a College we celebrate our Catholic identity and traditions when we provide the opportunity for all members of our community to develop as religious and spiritual people. Our Mercy heritage encourages us to provide an education that equips our students to be a voice for social justice and agents of change through enacting the Mercy Education Values of Compassion, Justice, Respect, Hospitality, Service and Courage. Religious Education is a fundamental part of the curriculum at Sacred Heart College and crucial to the life of the school community. We operate within a community context that includes Family, Parish and Diocese as well as the wider community.

Achievements

- Our College community began our journey of self-discovery and reflection on our Catholic Identity through participation in the Enhancing Catholic School Identity Project. Catholic Identity is considered central to all aspects of life in a Catholic school and is exemplified in school leadership, policies, relationships between community members, classroom programs, social justice and outreach action, celebration of prayer and many other areas. SHC community members completed extensive surveys to gather data that will inform our work towards enhancing our Catholic Identity. This data will be presented as a fully annotated report to the College community early in 2015.
- Professional Learning (PL) in the area of Faith and Spirituality for all College employees remained central to enhancing our Catholic Identity. Many new opportunities for participation in PL were provided by the College inclusive of a three day Staff Retreat in Torquay, a whole day lecture program facilitated by Dr Amy-Jill Levine and a lecture and community workshop facilitated by Fr Richard Leonard SJ. Other topics addressed through PL included:
 - The Expectations of Working in a Catholic School.
 - Reading the Gospels from an Ecological Perspective.
 - Reinterpreting the Eucharist.
 - Mercy Leadership.

- Knowing, appreciating and accepting responsibility for the legacy of the vision and practice of the Sisters of Mercy is important for all College community members. Employees participated in many newly developed programs facilitated by the Institute of the Sisters of Mercy of Australia and Papua New Guinea Mercy Ethos Office including induction and either one or three-day spiritual retreats with other employees of Mercy Ministries. Our students explored the contemporary meaning of Mercy in their Year Level Faith Days, Renewals and Retreats. Students attended the Australasian Mercy Secondary Schools Association Student Conference in Melbourne and the Seeds of Justice and Regional Seeds of Justice conferences. Our Year 12 SSRC leaders participated in a newly developed Mercy Young Leaders Formation program in Torquay.
- Our Social Justice and Outreach opportunities continued to provide students and staff with possibilities to live out their faith. Students travelled to Papua New Guinea and Timor-Leste to explore our global partnerships. A new development saw SHC students and staff hosting 13 students and three staff from Mercy Secondary School Yarapos PNG.
- Accreditation to Teach in Catholic School is seen as a means in assisting all teachers to understand the nature of the Catholic school and its role in the mission of the Church. Many staff completed their five-year accreditation process allowing our accreditation certification of teachers to increase to 74%. Four staff also completed their Post Graduate study in Religious Education to become accredited to teach Religious Education in a Catholic school.
- Prayer and worship continue to be practiced as part of everyday life at the College. Our Beginning of Year Mass this year invited the wider College community to come together in prayer by being held in the evening. This allowed families to participate with their daughters. Monthly Friday morning prayer was also introduced in our Chapel. Students in each Year Level participated in a "Marion Month" Mass in our Chapel as well as one other Year Level Mass throughout the year. We celebrated a new Year 7 to 10 End of Year Mass to bring the school year to a close as a student community.
- Within Religious Education classes students continue to explore the teachings of the Catholic Church and scripture whilst examining values and issues of Social justice in an environment infused with trust and respect. The Mercy foundation story and Mercy Education values are explored in a real - life context. The curriculum draws upon the Archdiocesan texts - To Know, Worship and Love - as well as Contemporary resources such as Project Compassion, Diocesan liturgical projects and current church documents.

Learning & Teaching

Goals & Intended Outcomes

- Ensure all teaching staff consistently implement soundly based pedagogy that reflects expectations for all students and uses data to rigorously drive student learning.
- Provide an optimum environment for stimulating and engaging learning in order to develop students' abilities to be independent, responsible, resilient, purposeful and confident learners.

Achievements

In 2014 the College launched our Learning Philosophy announcing the values we aspire to in Learning and Teaching at Sacred Heart College for all students and staff. The Learning Philosophy recognises our Mercy heritage and the call to be agents of change. Through our philosophy we aim to empower, build capacity, develop resilience and foster a growth mindset. Sacred Heart College promotes a culture of collaborative learning for students, staff and parents as a life long endeavour.

At Sacred Heart we aim to engage students, protect their natural curiosity and allow them to imagine possibilities and create responses that are rich, deep and meaningful. At Year 7 our focus was collaboration and building relationships. At Year 8 the focus is collaboration and fostering relationships. The SOAR program offered at Year 8 in Term 4 helps our students transition from Junior School to Middle School leading to a greater sense of identity. The program is intended to build resilience, while engaging the students in challenging physical problem solving activities.

We continue to offer the IBMYP to all students in Years 7-10 and results are consistently high. The Personal Project is a rigorous task, which students have embraced and which teachers coach students through. It offers excellent preparation for the demands of senior schooling.

In the Senior School students choose their most appropriate pathway which can include: VCE, VET, VCAL and School Based Apprenticeships or a combination there of. Sacred Heart College works in cooperation with St Joseph's College and Clonard College and this allows students to complete subjects across the three schools. In 2014, 190 Year 12 students received an ATAR score, 22 students obtained the VCAL, 29 students received VCE without an ATAR score. All Year 12 students completed 9 hours of community work, attended 4 Seminar days and they took part in a three day Retreat.

There are a myriad of other opportunities for students at Sacred Heart and these include: debating and public speaking, overseas excursions, involvement in the biannual musical production, chess club, homework help classes, instrumental music tuition and a wide range of sports in which students may choose to be involved.

There are also many other activities in which students participate which ensure a rich curriculum experience at Sacred Heart College. Guest speakers, visiting theatre troupes, experts in residence (artists, writers), and excursions all help to provide real experiences of learning. All students have their own laptop and students in Years 7, 8 and 9 also have an iPad. Lessons and units are stored and delivered electronically via the school intranet and in 2014 we decided on the Learning Management System, CANVAS which we will roll out over 2015.

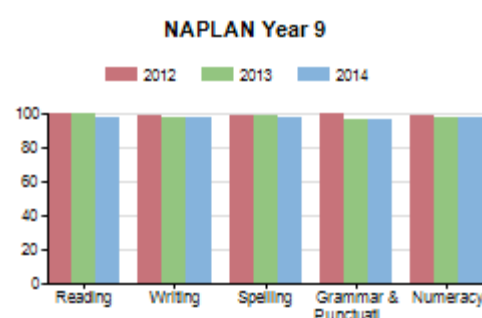
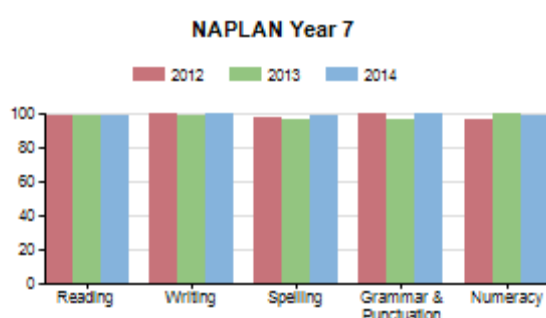
Key Performance Indicators

All Year 7 and Year 9 students throughout Victoria were involved in state wide testing based on NAPLAN (National Assessment Program – Literacy and Numeracy) in May 2014. The results gave us valuable information about the performance of students at Sacred Heart College, compared to other students in the state and other like schools. Each year, a detailed analysis of the NAPLAN results is completed and used as a guide by teachers in differentiating the curriculum. The following tables show the longitudinal performance of students across Years 7 – 9.

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2012 %	2013 %	2012–2013 Changes %	2014 %	2013–2014 Changes %
YR 07 Reading	99.1	99.1	0.0	99.1	0.0
YR 07 Writing	99.6	99.5	-0.1	99.6	0.1
YR 07 Spelling	98.2	97.2	-1.0	99.1	1.9
YR 07 Grammar & Punctuation	99.6	96.3	-3.3	99.6	3.3
YR 07 Numeracy	97.2	100.0	2.8	98.7	-1.3
YR 09 Reading	99.6	100.0	0.4	98.2	-1.8
YR 09 Writing	98.7	97.8	-0.9	97.8	0.0
YR 09 Spelling	99.1	98.7	-0.4	98.3	-0.4
YR 09 Grammar & Punctuation	99.6	96.9	-2.7	97.0	0.1
YR 09 Numeracy	99.5	97.8	-1.7	97.8	0.0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	604.10
Year 9 Writing	617.60
Year 9 Spelling	605.95
Year 9 Grammar & Punctuation	609.40
Year 9 Numeracy	593.00



NAPLAN data provides an indication of school literacy and numeracy performance and skill development over time. Over these past five years the performance of Years 7 and 9 students in each of the dimensions of literacy testing is superior to state level performance. The performance level in Writing has consistently been significantly superior to state level performance. In 2014, 57% of Year 7 students and 68% of Year 9 students performed at more than one year ahead of the state mean in Writing. Though Year 7 cohorts typically achieve at higher than state levels in NAPLAN literacy testing, the College still manages to achieve Year 9 literacy growth which is higher than state mean growth.

The College's level of performance in Numeracy testing has generally been a little below state level performance. However, the Numeracy growth level from Year 7, 2012 to Year 9, 2014 was much higher than state level growth indicating a successful Mathematics program.

Sacred Heart students have made higher growth from Year 7 to Year 9 than students starting from a similar point in Reading, Writing and Numeracy. The Relative Growth Report enables schools to make more informed judgements about a student's progress and the progress of different ability levels from two years prior.

The following quite broad judgement is made for Year 9 Relative Growth, 2014:

Reading: Better growth than the state norm (25% low, 50% medium; 25% high) because of the high or medium growth being achieved by students of all ability levels. 39.2% of students from the lower 3 bands of Year 7 Reading grew by more than 1.5 times state average growth while another 11.3% grew by more than 1.2 times state average growth.

Writing: Growth rates significantly better than the state norm because of the numbers of students from all ability levels making high growth.

Numeracy: Better growth than state norm, but many higher ability level students are making low or medium growth only. Again, the college has worked well with lower level students and 52% of students in the lower 3 bands when in Year 7 have grown at least 1.2 times state growth.

SENIOR SECONDARY OUTCOMES	
VCE Median Score	33
VCE Completion Rate	99%
VCAL Completion Rate	89%

POST-SCHOOL DESTINATIONS AT AS 2013	
Tertiary Study	88.6%
TAFE / VET	8.3%
Apprenticeship / Traineeship	3.9%
Deferred	14.8%
Employment	10.1%

Student Well-being

Goals & Intended Outcomes

- Ensure there is a shared understanding and ownership of the school's vision and goals in the area of Student Well-being.
- Continue to develop students' abilities to be independent, responsible, resilient, purposeful and confident learners.

At Sacred Heart College we are committed to creating inclusive, engaging and mutually respectful environments where each student is:

- healthy and safe
- engaged, supported and challenged
- has a sense of stewardship and service
- Is able to optimise learning potential

Our well-being practices

- create empowering partnerships with parents/carers.
- allow positive, respectful and empowering relationships to be formed within our College community
- are holistic
- are whole school
- are underpinned by the principles of positive psychology and current best practice
- are consultative
- are proactive, integrated, innovative and empirically based

Homeroom teachers provide the first level of support at Sacred Heart College while the formal Pastoral Care Program – LivingMERCY is an explicit well-being curriculum. It provides opportunities to build student connectedness and resilience and aligns our Mercy values with our Positive Education pillars of Positive Self, Positive Relationships and Positive Community. Year Level Coordinators manage each year level and work with Homeroom and subject teachers to provide an environment that supports learning.

Student Support Services are divided into 4 key areas i.e. Mind, Body, Soul and Capacity. These services include a psychologist, educational psychologist and social workers (Mind), College Nurses (Body), a College Chaplain (Soul) and Learning Enhancement and Pathways support (Capacity) The services provide prevention, intervention and postvention programs and support in student well-being and learning matters. These services are overseen by the Director of Students and the Deputy Principal – Well-being.

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, student leadership, extensive sporting and music programs, social justice and outreach programs and peer support.

Recent SIF data shows a high level of satisfaction from parents, students and staff in terms of student well-being and learning support.

Student 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. Any cases of chronic absenteeism is followed up with Parent/Carers by the Year Level Coordinator in conjunction with the Director of Students.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	95.69
Year 8	93.90
Year 9	93.49
Year 10	92.63
Overall average attendance	93.93

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	96.02%

Leadership & Management

Goals & Intended Outcomes

- Build middle leadership capacity empowering leaders to be proactive in the College's decision making processes.
- Improve staff understanding of decision making processes and the role of staff.
- Encourage staff members to value and provide feedback to foster openness, risk taking and trust.

Staff Attendance

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.28%

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

STAFF RETENTION RATE	
Staff Retention Rate	89.22%

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

Professional Learning

Teachers have participated in a wide range of Professional Development, with the total expenditure being \$128,014 and the expenditure per teacher being \$992.35. All mandatory requirements relating to First Aid and Health professional development have been met and maintained.

At SHC we aim 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 staff participate in Performance Development and Coaching which involves self reflection and peer and student feedback. Staff prepare an individual learning plan where goals are set and anticipated action is recorded. Staff meet with their coach to discuss progress on goals and action. For Teaching Staff goal setting is focussed on the use of Thinking Routines. For Education Support Staff the focus is on Technology.

The number of teachers who participated in professional learning: 129.

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	127
FTE Teaching Staff	172.768
Non-Teaching Staff (Head Count)	59
FTE Non-Teaching Staff	53.800
Indigenous Teaching Staff	0

TEACHER QUALIFICATIONS	
Doctorate	0.97%
Masters	18.45%
Graduate	60.19%
Certificate Graduate	11.65%
Degree Bachelor	93.20%
Diploma Advanced	17.48%
No Qualifications Listed	0.00%

College Community

Goals & Intended Outcomes

- To increase community input in the development of the school.
- To improve efficiency and effectiveness within the College in its development of resources and social capital.
- To explore how parental engagement can lead to improve outcomes for students

Achievements

The College made significant steps towards strengthening its relations with all sections of the College community in 2014. Our achievements in this area include:

- improved communication with families including a parent seminar program
- community involvement in the development of the College Master Plan
- increased parental involvement in the life of the school
- an exciting new direction for the College alumni
- increase in community access to the school and use of our school facilities.

Satisfaction

Feedback from our constituents indicates a high level of satisfaction with the school and its values. Parents and community members are active participants in school events such as the Maguire Celebration, our Beginning of Year Mass and Family Mass. Our connection to the Sisters of Mercy and our continued commitment to Mercy values through the teaching and social justice programs is regarded by our community as a strength of the school. The influence of the Mercy education received by our students is evident in the numbers of alumni who are actively involved in programs to improve the lives of others.

Prospective parents

One of the strongest indicators of community satisfaction is reflected in the number of applications we receive for enrolment. In 2014 there was a strong demand for places which resulted in a total enrolment of 1370 with 234 students starting school in Year 7. There was a high attendance at Open Day with extremely positive feedback from prospective parents and students. The Year 7 transition program is regarded by parents, who are new to the school, as an excellent way to introduce their daughters to their secondary education.

Parent satisfaction

Results from our 2014 SIF Parent Opinion scores show the majority of parent opinion indicators sit in the top 25 percent for Victorian schools. Parents believe that the school provides a stimulating learning environment where students are challenged to step outside their comfort zones. Girls are allowed to be girls, to explore, challenge and take risks within an environment that is safe and caring. Achievements and milestones are acknowledged and celebrated in a genuine spirit of joy. Staff are lifelong learners who use the latest technology to improve what they do. They are acknowledged by parents as well educated, highly committed, visionary people who are passionate about the education of girls. This atmosphere of support is complemented by our spacious grounds and excellent facilities.

Parent interest in the development of the College was reflected in the large numbers who were involved in the process to develop a Master Plan which will guide the physical development of the school over the next decade. The process of building the school community will continue and new initiatives will include further refinement of our communication processes, establishing the school as a Community Campus providing further opportunities for the school to share its facilities and resources with the wider community and to become an education hub for our wider community

Teacher Satisfaction

Teacher satisfaction is evidenced by:

- the way Mercy values are embedded in the day to day business of teaching
- the collegiate nature of staff interaction
- engagement in after school holiday and holiday outreach work
- low levels of absenteeism
- willingness of retired staff to continue their outreach work at SHC beyond their employment
- low staff turnover
- strong support of co-curricular program
- appraisals of teachers in positions of leadership
- the quality of relationships between staff members, students and parents
- informal and formal feedback
- SIF response data.

Student Satisfaction

Student satisfaction is further evidenced by:

- pride in being a member of the Sacred Heart College community particularly in evidence on Open Day amongst student guides and at the Maguire Celebration
- student support and participation in social justice opportunities
- the willingness of students to represent the school in the wider community
- high levels of participation in school events including swimming and athletics carnivals, Mercy Arts Day
- high student retention rates
- student participation in extra curricula opportunities and healthy competition for school leadership positions including SSRC, year and class leadership positions
- level of interest in new or renewed programs such as the Heart Girls
- student support for House Points system and the large number of students achieving House Colours each year
- positive recognition of peer achievement at school assemblies
- informal and formal feedback.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	2 162 366
Other fee income	2 531 506
Private income	502 108
State government recurrent grants	2 732 199
Australian government recurrent grants	10 665 060
Total recurrent income	18 593 239
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	12 514 928
Non salary expenses	7 165 506
Total recurrent expenditure	19 680 434
Capital income and expenditure	Tuition
Government capital grants	64 674
Capital fees and levies	1 744 177
Other capital income	11 677
Total capital income	1 820 528
Total capital expenditure	1 220 524
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	7 049 824
Total closing balance	5 965 285

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

In looking to the future at Sacred Heart College we honour the past and we celebrate and give thanks for all that is good.

The College has come to the end of its 4 Year School Improvement Plan and in 2015 will commence a cycle of reflection and review followed by goal setting for the next 4 year period. As part of the 2015 Action Plan the College will aim to:

Education in Faith

- Improve the extent to which the behaviour of members of the College community - staff and students- is identified as being consistent with faith-based, Mercy values.
- Improve the extent to which staff, parents and students view and understand the importance of maintaining the Catholic Culture of our school.
- Improve the extent to which participating in prayer, and celebrating liturgies and the sacraments at school, and exploring the faith is seen important to students.

Learning and Teaching:

- Continue to improve learning confidence amongst students.
- Engage parents in student learning.
- Improve student engagement.
- Increase the % of students in top quartile for VCE.

Student Well-being

- Improve student engagement and well-being specifically in the areas of learning confidence, decision making and distress.
- Further embed Positive Psychology in the school's approach to Well-being.
- Empower and educate parents.

Leadership and Management

- Deliver a Master Plan that has been developed through a consultative process.
- Create a data management system that empowers staff.
- Build Leadership capacity in the school's middle leaders so that they are leaders of learning.
- Improve staff understanding of the decision making process and invite participation in the process to select a model of change that will be used at SHC
- Build capacity in Teaching staff and ESS

School Community

- Increase community input in school development and leadership.
- Improve communication with parents.
- Improve student outcomes by actively engaging parents in the education of their daughters.