

# 2015 ANNUAL REPORT

to the School Community

Sacred Heart College  
Newtown



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## Contact Details

<b>ADDRESS</b>	Retreat Road Newtown Vic 3220
<b>PRINCIPAL</b>	Anna Negro
<b>PARISH PRIEST</b>	Fr Kevin Dillon and Fr Herman Licayan
<b>SCHOOL BOARD CHAIR</b>	Cate Slattery
<b>TELEPHONE</b>	(03) 5221 4211
<b>EMAIL</b>	principal@shcgeelong.catholic.edu.au
<b>WEBSITE</b>	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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

## 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 21<sup>st</sup> 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.

The College is a member of the Positive Education Schools Association and the student well-being curriculum has as its focus 3 pillars: Positive Self, Positive Relationships and Positive Community.

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

Sacred Heart College is a proud, high performing school community that is welcoming caring and inclusive to all comers. The school review process conducted in 2015 provided considerable evidence of progress on the continuum of school improvement and effectiveness and data from the School Improvement survey and the Enhancing Catholic Identity Project indicate a powerful Catholic Identity.

Our College Vision Statement is known, understood and is well reflected in College documentation and protocols. The “Game changer” strategies that have been identified, and acted upon, are the foundations for improved student outcomes and include: Cultures of Thinking, Positive Psychology/Mindfulness, Staff Development through Coaching, Being at the Cutting Edge of Technology and Strengthening Community.

The College celebrates and nurtures its Mercy Tradition and “LivingMERCY” sets the tone for relationships, student well-being and values at the College. The pastoral care program has been revised with LivingMERCY underpinning an explicit well-being curriculum, delivered by homeroom teachers, that aligns Mercy values with the College’s Positive Education pillars.

As a high performing school committed to ongoing improvement, the College has high expectations. Staff, students and parents all agree that Student Behaviour and Learning and Teaching are very strong. In the past five years the performance of Years 7 and 9 students in each of the dimensions of NAPLAN literacy testing has been superior to state level performance with the performance level in Writing being significantly superior to state level performance with two-thirds of students performing at more than 1 year ahead of the state mean. 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, 2015 was much higher than state level growth. VCE performance has been consistently high with a median VCE Study Score of 33-34 and 15% of study scores at 40+. A very broad curriculum with its varied pathways is supported by an impressive range of co-curricular opportunities for students.

Sacred Heart College is highly regarded within Geelong and surrounding areas, as too, are its graduates. The College has made renewed efforts to build quality relationships with all sections of the community. There has been a rejuvenation of the Alumni and this group makes a valuable contribution to both the general community and the students of the College. Parent Power was formed to support two-way communication between school and parents and to provide opportunities for parent involvement and engagement.

The community has a strong sense of connection and pride for Sacred Heart College.

**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.

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

The 2015 year was a very active one for Sacred Heart College and the School Advisory Council was kept busy with three main areas of focus throughout this period:

- The School Improvement Framework Review (SIF)
- The 155<sup>th</sup> Anniversary Celebrations
- The Launching of the “Towards 2024” Master Plan

The Advisory Council were very proud to receive the external SIF Report presented by the appointed reviewer, Mr Tony Frizza. SHC was recognised as a high performing school with a clearly enunciated Vision and actively living the Mercy charism.

The 155<sup>th</sup> Anniversary Dinner took place in McAuley Hall on Thursday 16 April. This dinner was a collaborative effort of the Council, the Alumni and Parent Power and the highlight of the evening was the launch of the 2024 Master Plan. The Master Plan process began with a long and detailed consultation period with all members of the SHC Community after which the architectural firm McGlashan Everist, were appointed. The Plan was approved by Mercy Education. Work is now underway for Stage 1, the Court Precinct.

The School Advisory Council continued to undergo structural changes during the year. Three new members joined the Council: Philip Anglin Chair of the Finance Committee and Anthony Baldasso, the Principal of the architectural firm, Baldasso – Cortese. Both bring skill, knowledge and expertise to the Council. As the newly appointed Chair of Council I bring a strong background working in education.

This year we thanked and farewelled Stephen Fernandes, Margaret Canaway and Stephanie Reynolds.

Whilst reports from the Finance and Planning and Facilities Subcommittees have played a central role with the council, all of the subcommittees have been productive. The Policy Subcommittee, a most industrious group, has presented a constant stream of policies for ratification to the Council; nineteen policies have been reviewed. These can be found on the college website and parent portal. The Scholarship Subcommittee undertook the process of strategic planning where they examined the vision, ethos and goals of the committee and identified actions for the coming five years.

The Parent Power and Alumni Associations support our school and continue to provide welcome and hospitality and two-way communication. The Alumni Association have successfully run three events throughout the year: The Event, Inspire Geelong Breakfast and the Chapel Concert as well as keeping alumni informed of school events and developments through their Facebook page and annual publication, The Maguire.

Whilst a school caring for the educational needs and values of almost 1400 students has many challenges and continuous improvement in upholding our mercy values and achieving our key objectives and behaviours is always the focus, the past 12 months have further strengthened and highlighted the care and concern shown by our students in their overall general behaviour and the numerous social justice projects they have undertaken, together with high academic performance.

Cate Slattery

**College Advisory Council Chairperson**



## Education in Faith

### Goal

- Ensure the College's strong catholic identity enables integration of faith values into the policies, procedures and practices of the school and beyond

### Intended Outcomes

- To 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
- To improve the extent to which staff, parents and students view and understand the importance of maintaining the Catholic Culture of our school
- To 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.
- 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.

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. Pope Francis calls Catholic schools to support parents in their mission to help students 'grow into mature adults who can view the world with the love of Jesus and who can understand life as a call to serve God'.

As a school we celebrate our Catholic identity and traditions as we provide the opportunity for all members of our community to develop as religious and spiritual people. Our Catholic and Mercy heritage encourages us to provide an education that equips our students to be a voice for social justice and agents of change through the 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

We have focused this year on enhancing our Catholic Identity through prayer, scripture and liturgy. Opportunities were created for students, staff and community members to come together to celebrate faith and to develop spiritually in meaningful and contemporary ways.

We have continued to offer to our staff the opportunity to enhance their Catholic and spiritual identity through our on-site Education in Faith Professional Learning Program. Facilitators included Father Richard Leonard SJ, Sisters of Mercy Veronica Lawson and Elizabeth Dowling, Rev Dr Elio Capra SDB, Rev. Dr. Michael Trainor AM and Dr. Richard Gaillardetz. We also facilitated two 3 day Staff Retreats offering staff the opportunity for spiritual nourishment and well-being.

Our staff continued to undertake accreditation programs offered by both the College and external agencies to work towards attaining Accreditation to Teach in a Catholic School. A number of staff completed this qualification. We also saw four staff complete Post Graduate studies enabling them to teach Religious Education in a Catholic School.

A Faith Enrichment Day was again celebrated by each year level of students from 7-10. This day provides our students with the opportunity to explore their own spirituality in a contemporary context. Our Year 11 students participated in a three day Renewal Program focusing on Personal Spirituality whilst our Year 12 students participated in four Seminar Days, a three day Retreat Program and completed a minimum of six hours of voluntary Outreach.

Our Middle Leaders participate in a three tier Professional Learning Program based around Mercy Leadership. The three year program requires staff holding Middle Leadership positions to be involved in four afternoons of professional reading and learning lead often by Sisters of Mercy which explore the leadership of Catherine McAuley, our Mercy mission and leadership. Our sessions this year were facilitated by Veronica Lawson rsm and focused on the Gospel of Mark.

Our Circle of Mercy Community evenings continued to grow in popularity. These evenings invite staff, students, parents and members of the wider community to come together to discuss, explore and develop faith in a contemporary context.

Our Outreach Program continued throughout the year supported by students, staff, parents and Alumni. Local Outreach involves spending time to help others most in need and supported 9 different local agencies and involved many different activities inclusive of breakfast programs, dinner programs and assisting refugee students through tutoring. Our Faith in Action program has enabled the SHC community to work in collaboration with:

- St Francis Xavier Primary School Corio
- St Thomas Aquinas Primary School Norlane
- Christ Church Outreach Breakfast and Dinner Service
- Refugee tutoring programs
- Maryville and Rice Village nursing homes
- Diversitat Refugee Children's Services
- Sisters of Mercy- East Geelong and Newtown Cemetery care
- Red Cross
- Salvation Army

We continued our National and Global partnerships with schools in Timor Leste, PNG and Arnhamland as well as continuing awareness and fundraising for:

- The Nepalese Women's Foundation – Year 7
- Geelong Viqueque Friendship Schools – Year 8
- McAuley Community Services for Women – Year 9
- Bahay Tuyulan Philippines Australia – Year 9
- Exodus Community – Year 10
- Bali Smiles – Year 10
- Mercy Works –PNG – Year 11
- Jurrugk Health Services Ngallagunda Community – Year 12
- ACRATH – Whole School including Alumni
- Offspring Project India – Whole School including Alumni
- Give Where You Live – Whole School including Alumni
- Geelong Mums – Whole School including Alumni

Within Religious Education classes students explored the teachings of the Catholic Church and scripture while examining values and issues of Social justice in an environment infused with trust and respect. The Mercy foundation story and Mercy Education values and 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.

Our school community were provided the opportunity to participate in both Mass and Liturgical celebrations at our Beginning of Year Mass, Ash Wednesday Liturgy, Easter Liturgy, Family Mass, Mercy Mass, Year Level Mass, Graduation Mass and Staff End of Year Mass. Our Chaplain facilitated our College Community Remembrance Service.

#### **Value added:**

Global Partnership Program - Baucau, Timor Leste. Sacred Heart College works In partnership with Destination Dreaming and the Canossian Skills Training College - Centro Treino Integrale Desenvolvimento (CTID) Baucau, Timor-Leste. 15 students and two staff journeyed to Baucau Timor Leste to assist students in learning English through cultural experience. Sacred Heart College also remain in partnership with ACU, Baucau through staff workplace giving that enables 3 Timorese students each year to have their University studies sponsored from the beginning through to the end.

AMSSA Carmel College New Zealand - The Australasian Mercy Secondary Schools Association biannual conference was held at Carmel College, Auckland, New Zealand. Two Year 10 students and 4 staff participated in the 3 day conference with colleagues from Mercy schools across Australia, New Zealand and Papua New Guinea.

Mercy Leaders and Student Pilgrimages Dublin Ireland - Across the year two staff and two Year 11 students had the opportunity to participate in a Mercy Pilgrimage held at Mercy International Centre, Baggot Street, Dublin. The experience allowed participants to experience the formation process of the Sisters of Mercy described through accounts of the life of Catherine McAuley. The experience provides participants with knowledge and motivation to ensure the mission of Catherine and the Sisters of Mercy continues through our schools and other Mercy organisations.

Seeds of Justice - Sacred Heart College has been involved in the Mercy Seeds of Justice program for a number of years, offering students the opportunity to enrich their passion for social justice and meet like-minded students from other schools. Seeds of Justice is a Mercy Schools Project, which involves staff and students in deepening their awareness of justice in our times.

## Learning and Teaching

### Goals

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

### Intended Outcomes

- Continue to improve learning confidence amongst students
- To engage parents in student learning
- Improve student engagement
- 17% of students achieving a study score of 40%

### Achievements

The College's Learning Philosophy articulates 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 worthy 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. In 2015 at Year 7 our focus was collaboration and building relationships while continuing to explore improved transition strategies. 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 encouraging the girls to take responsibility for their own learning. The program is intended to build organisational skills, personal accountability and resilience and engage students in challenging physical problem solving activities. 2015 also witnessed the introduction of a collaborative classroom environment where classes were timetabled on together. This space allows for students and staff to work collaboratively on interdisciplinary tasks in subjects such as Science, Humanities and RE.

We continue to offer the IBMYP to all students in Years 7-10 and results are consistently high. In 2015 we provided the necessary resources and time for a team of three staff to undertake an action research project that allowed them to meet regularly with the Key Learning Areas Leaders to align the new Victorian Curriculum with the Next Chapter of the IB. This will ensure we have contemporary 'written, taught and assessed' curriculum from Year 7-10 which complies with both IB and State government requirements.

Partnerships with tertiary and industry bodies were developed in 2015 to expose the girls to a range of non traditional careers in STEM or STEAM external projects which they could elect to do on an adhoc basis. The aim for 2016 will be to imbed these programs in a more structured way into our curriculum.

In the Senior School students choose the most appropriate pathway that suits their learning and desired post school outcome. In 2015 students could chose to complete their VCE, VCAL and School Based Apprenticeships or a combination of these. 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 2015, 197 Year 12 students received an ATAR score and 17 students obtained the VCAL. All Year 12 students completed 6 hours of outreach work, attended 4 Seminar days and they took part in a three day Retreat.

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

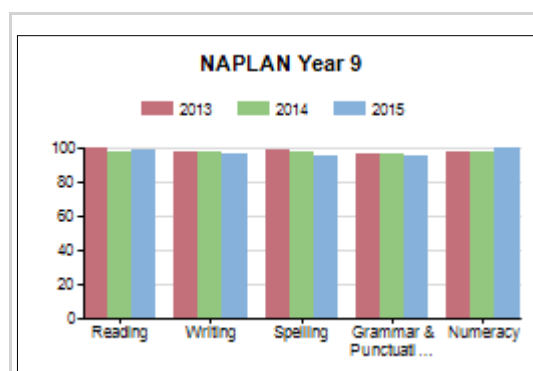
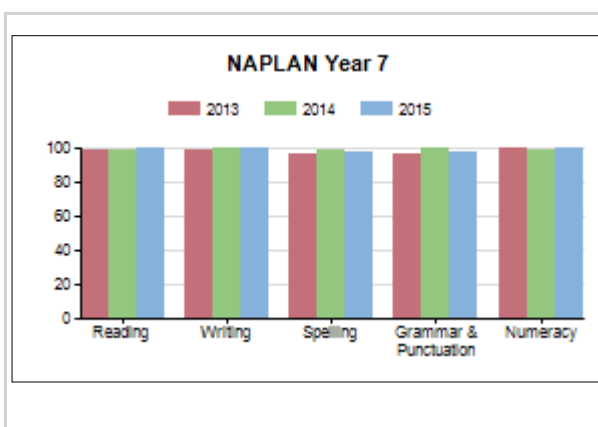
### **Key Performance Indicators**

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 2015. 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.

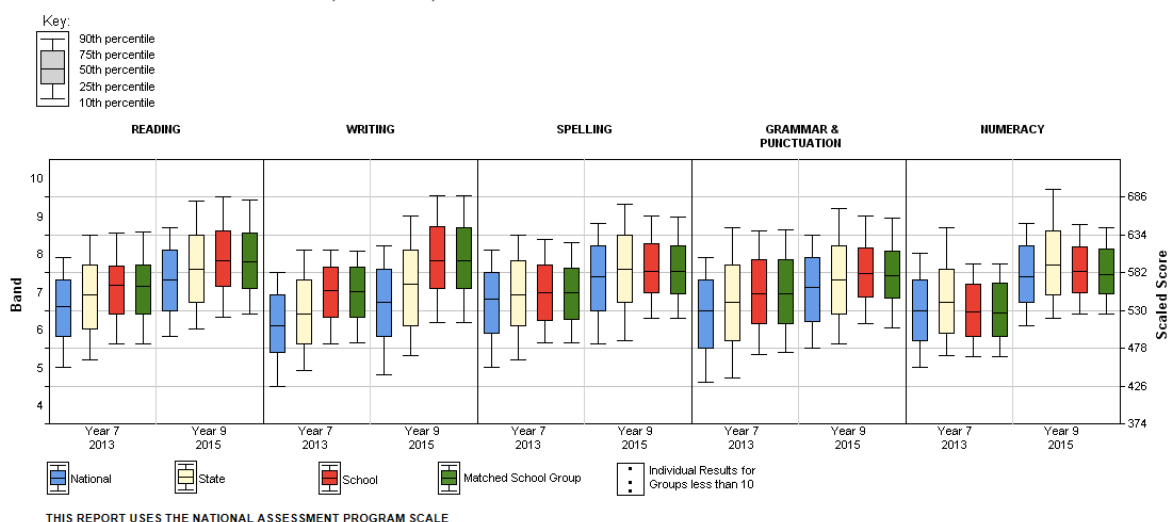
## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 07 Reading	99.1	99.1	0.0	100.0	0.9
YR 07 Writing	99.5	99.6	0.1	99.6	0.0
YR 07 Spelling	97.2	99.1	1.9	97.4	-1.7
YR 07 Grammar and Punctuation	96.3	99.6	3.3	97.4	-2.2
YR 07 Numeracy	100.0	98.7	-1.3	99.6	0.9
YR 09 Reading	100.0	98.2	-1.8	98.7	0.5
YR 09 Writing	97.8	97.8	0.0	96.4	-1.4
YR 09 Spelling	98.7	98.3	-0.4	95.5	-2.8
YR 09 Grammar and Punctuation	96.9	97.0	0.1	96.0	-1.0
YR 09 Numeracy	97.8	97.8	0.0	100.0	2.2

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	596.10
Year 9 Writing	594.50
Year 9 Spelling	583.70
Year 9 Grammar and Punctuation	582.30
Year 9 Numeracy	582.20



### School Comparison Report Year 7 2013 to Year 9 2015 Gender: All, LBOTE: All, ATSI: All



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. 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, 2013 to Year 9, 2015 was higher than Matched School Group (all girls) growth indicating a successful Mathematics program.

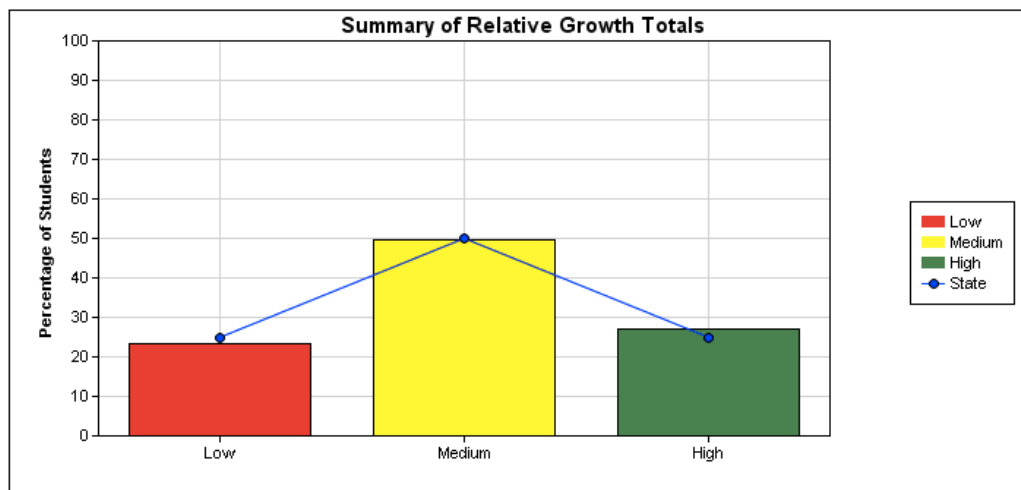
Sacred Heart students have attained higher growth from Year 7 to Year 9 than students starting from a similar point in Reading, Writing and Numeracy. The Relative Growth Report enables schools to make more informed judgments about a student's progress and the progress of different ability levels from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

The following quite broad judgment is made for Year 9 Relative Growth, 2015:



## Relative Growth Report - Graphical Summary for READING Year 9 - Class: All

[View - Information about this report](#)

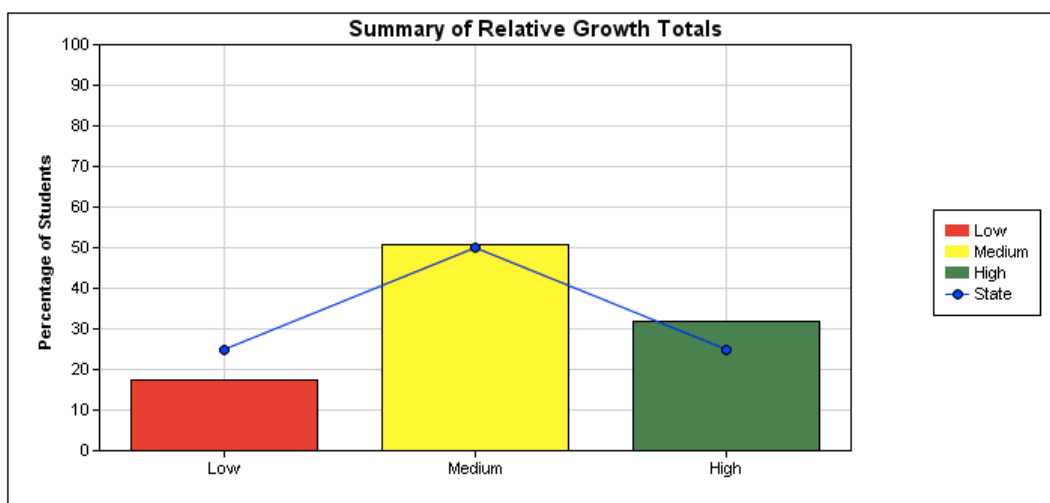


	Low	Medium	High	Totals
Percentage of students - State	25	50	25	100
Percentage of students - School	23.22	49.76	27.01	100
No of Students - School	49	105	57	211

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. The percentage of our girls with “Low Growth” in Reading was below the State average by more than 1.5% while the percentage our students with High Growth was above the State average by more than 2%.

## Relative Growth Report - Graphical Summary for WRITING Year 9 - Class: All

[View - Information about this report](#)

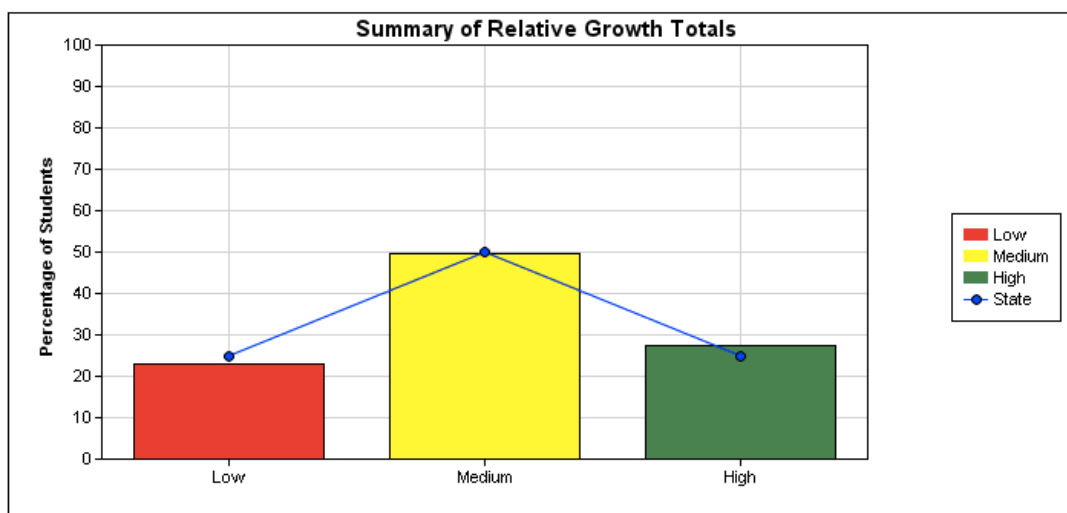


	Low	Medium	High	Totals
Percentage of students - State	25	50	25	100
Percentage of students - School	17.37	50.70	31.92	100
No of Students - School	37	108	68	213

Writing: Continues to be one of our strongest skill sets with growth rates significantly better than the state norm because of the numbers of students from all ability levels making high growth, almost 7% above the state average.

### Relative Growth Report - Graphical Summary for NUMERACY Year 9 - Class: All

[View - Information about this report](#)



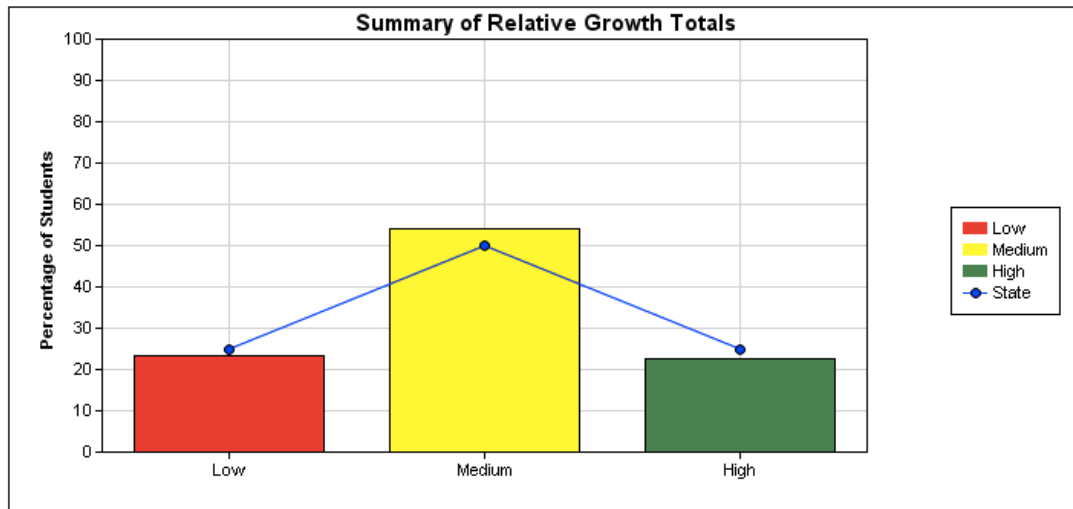
	Low	Medium	High	Totals
Percentage of students - State	25	50	25	100
Percentage of students - School	22.97	49.76	27.27	100
No of Students - School	48	104	57	209

Numeracy: Better growth than state norm, but many higher ability level students are making low or medium growth only. The 'value adding' our College provides to the students is reflected by a larger percentage of our students attaining higher growth in numeracy than the State average.

## Relative Growth Report - Graphical Summary for GRAMMAR & PUNCTUATION

Year 9 - Class: All

[View - Information about this report](#)



	Low	Medium	High	Totals
Percentage of students - State	25	50	25	100
Percentage of students - School	23.47	53.99	22.54	100
No of Students - School	50	115	48	213

Grammar and Punctuation: While performance in this area was well above state average it appears that more students only attained medium growth from Year 7, and we need to extend our higher performing students. A new software program will be introduced in 2016 in an attempt to directly address this concern.

SENIOR SECONDARY OUTCOMES	
VCE Median Score	33
VCE Completion Rate	98.5%
VCAL Completion Rate	82%

POST-SCHOOL DESTINATIONS AT AS 2014	
Tertiary Study	88.6%
TAFE / VET	8.3%
Apprenticeship / Traineeship	3.9%
Deferred	14.8%
Employment	10.1%

## Student Well-being

### Goals

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

### Intended Outcomes

- To improve student engagement and well-being specifically in the areas of learning confidence and decision making
- To further embed the principles of Positive Psychology in the school's approach to Well-being
- To empower and educate parents in matters related to student learning and well-being

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 restorative practices 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 lead each year level and work with Homeroom and subject teachers to provide an environment that supports learning and optimizes well-being.

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.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	<b>%</b>
Year 7	94.61
Year 8	94.62
Year 9	91.53
Year 10	91.34
Overall average attendance	93.03

<b>YEARS 9–12 STUDENT RETENTION RATE</b>	
Years 9–12 Student Retention Rate	96.49%

## Leadership and Management

### Goals

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

### Intended Outcomes

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

### 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

STAFF RETENTION RATE	
Staff Retention Rate	86.24%

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).

## Professional Learning

Teachers have participated in a wide range of Professional Learning, with the total expenditure being \$180,224 and the expenditure per teacher being \$1386.34. All mandatory requirements relating to First Aid and Child Safety 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: 130.

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	125
FTE Teaching Staff	100.660
Non-Teaching Staff (Head Count)	58
FTE Non-Teaching Staff	50.914
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%

## College Community

### Goal

- Build quality relationships with all sectors of the College community which promote respect, collaboration, openness, mutual support and trust

### Intended Outcomes

- To increase community input in school development and leadership
- To improve communication with parents
- To improve student outcomes by actively engaging parents in the education of their daughters

### Achievements

During the past twelve months, the College made significant steps towards strengthening its relationship with many sections of the College community. Our achievements in this area include:

- Enhanced communication with families including multiple parent seminars; each with increased attendance rates from 2015
- New online parental access that provides individual feedback for their daughter's learning progress (CANVAS, online reporting)
- Improved parental involvement in the life of the school through various associations, eg Parent Power, Rowing Club
- Increased community access to the school and use of our facilities, eg chapel weddings, local sporting groups, Geelong Chamber Music Society
- Invitations extended to all members of our parish communities to significant school events, eg Circle of Mercy events, Mercy Cup of Tea Day
- Strengthening our relationship with local primary schools by providing opportunities for students and families to be involved in activities at our school, eg Avan Yu concerts, the Felicity Project, Refugee Holiday Program

### Satisfaction

Feedback from our community through the annual School Improvement Framework (SIF) report indicates a high level of satisfaction with the school 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 (4,000+ guests) and Beginning of Year Mass (3,000+ 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 community. 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, both local and international.



### Prospective parents

Again, one of the strongest indicators of community satisfaction is reflected in the number of applications we receive for enrolment. In 2015 there was a strong demand for places which resulted in a total enrolment of 1397 with 234 students starting school in Year 7. The Year 7 transition program continues to be regarded by new parents as a reassuring way to introduce their daughters to their secondary education

Over 800 guests attended the 2015 Open Day with extremely positive feedback from prospective parents and students. Tours were conducted by our current students and staff, and provided families with an opportunity to ask questions relevant to their daughter's interests. Information sessions were also held, allowing the Principal, Registrar and Business Manager to address prospective parents on all matters relating to their daughter's enrolment.

### Parent satisfaction

The results from our 2015 SIF 'Parent Opinion' ratings again indicate the majority of *parent opinion indicators* sit in the top 25 percent for Victorian schools. Parent feedback indicates that the school provides a stimulating learning environment where students are challenged to stretch themselves, embrace risk and make changes that lead to personal growth. Our students are encouraged to explore, ask questions and challenge the norm all within a safe and nurturing environment.

Student achievements and efforts are acknowledged and celebrated with a genuine spirit of encouragement. Likewise, our staff are acknowledged by parents as being well educated, life-long learners who are highly committed and passionate about the education of their girls.

The process of building the school community will continue and new initiatives will include further refinement of our communication processes, especially in the areas of real-time communications, including electronic news and online reporting that provides timely feedback to parents.

The College will continue to establish the school as a community campus allowing further opportunities for the school to share its facilities and resources with other schools and the wider community, becoming an education hub for our wider community.

### Teacher Satisfaction

Teacher satisfaction 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

- Willingness of retired staff to continue their outreach work at SHC beyond their employment
- Low rate of staff turnover
- Strong support of co-curricular programs
- Appraisals of teachers in positions of leadership
- The quality of relationships between staff members, students, parents, Alumni and the wider community
- New staff feedback, following a quality mentoring and induction program
- SIF response data

### **Student Satisfaction**

Student satisfaction is evidenced by:

- Pride in being a member of the Sacred Heart College community, particularly evident on Open Day with over 300 students hosting school tours for prospective families
- Student support and participation in social justice opportunities, eg assisting with breakfast at local primary schools, raising funds for Timor Leste, supporting Mercy Works in PNG
- 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, with only 23 (1.64%) Leavers during the 2015 school year
- Student participation in extra curricula opportunities, together with a healthy competition for school leadership positions including SSRC, year and class leadership positions
- 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 \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	2 336 128
Other fee income	2 447 442
Private income	675 951
State government recurrent grants	2 747 800
Australian government recurrent grants	11 129 323
<b>Total recurrent income</b>	<b>19 336 644</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	12 979 987
Non salary expenses	6 733 861
<b>Total recurrent expenditure</b>	<b>19 713 848</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	64 674
Capital fees and levies	1 823 213
Other capital income	11 677
<b>Total capital income</b>	<b>1 823 213</b>
<b>Total capital expenditure</b>	<b>1 223 209</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>5 965 285</b>
<b>Total closing balance</b>	<b>5 253 012</b>

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.

In 2016 the College enters its second School Improvement Framework cycle and has set the following broad goals:

### Education in Faith

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

### Learning and Teaching:

- To enable students to be creative, self-directed, critical thinkers, inspired to learn and strive for excellence.

### Student Well-being

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

### Leadership and Management

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

### School Community

- To be a community that works together so that every student achieves her full potential.

Work is well underway in realising the Toward 2024 Master Plan with initial design of Stages 2 and 3 of The Court Precinct nearing completion. The Court Precinct will provide a state of the art STEAM hub which will enable and inspire girls to engage in interdisciplinary life worthy projects.