

2017  
**ANNUAL  
REPORT**  
TO THE SCHOOL  
COMMUNITY



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**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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018

## Our College Vision

**SHC ... MOVING FORWARD**  
A Ministry of Mercy Education

**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.

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

**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 prepared to learn, pursue natural curiosities with passion and also strive for excellence.
- COMMUNITY**  
To nurture the relationships between student, family and staff, and to foster in each student the values and ethics essential for the challenges and responsibilities of adult life both 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 BEHAVIOURS:**

1. We are a community in action
2. Restorative
3. Collaborative
4. Learner centered
5. Change agile
6. Independent
7. Proactive
8. Focused on professional learning that is grounded in performance development
9. Developing a growth mindset

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, Newtown, is a Catholic secondary girls school in the Mercy tradition that has at its centre the dignity of each person. The College was established in 1860 and it is owned and administered by the Sisters of Mercy. Attracting students from the greater Geelong area, the Surf Coast Shires and Bellarine Peninsula, we have an enrolment of approximately 1460 students. The College offers a broad curriculum and it has a strong co-curricula program. At the College, we acknowledge that our young people inhabit the world differently and therefore we educate our students for the life they will live not the life that we have lived. The College provides students with the means to engage critically and creatively with reality and discover how to participate in the transformation of their world. Taking a strengths based approach we work together with our students to develop in them mental, social, emotional and spiritual resources so that they enjoy challenge and cope well with uncertainty and complexity. We are a member of the Positive Education Schools Association.

Whilst at Sacred Heart our girls will build life-long relationships within and beyond the school Community. For our students learning is visible, collaborative and transdisciplinary. Students become amateur experts in their chosen disciplines and they transfer learning from one discipline to the other through open-ended projects that allow them to problem-solve and engage in 'learning by doing' via design and experimentation, interaction and collaboration. Students are exposed to learning through a playful, experimental style of engagement that encourages them to explore new paths, imagine new possibilities, and reassess goals. It is through this approach that they develop a love and thirst for learning and become highly capable life-long learners.

Our goal is to prepare our girls for life beyond Sacred Heart so that they can become global citizens ready to challenge, engage, lead and make a positive contribution to society which reflects our Catholic Identity and the Mercy Ethos.

## Principal's Report

In 2017 ISMAPNG elected a new leadership team. In preparing for this chapter they asked, “*not who founded them but, who have they become by the Grace of God*”. In this time of educational transformation, it is appropriate to echo the words of the Sisters of Mercy and to ask, ‘who by the Grace of God, has Sacred Heart become and how has this community continued to evolve.’”

With demand for places continuing to grow the College's 2017 enrolment was 1431. In line with the opening of the new co-educational secondary Catholic School at Armstrong Creek in 2020 it is anticipated that future enrolment will drop back in Year 7 by one stream.

Our graduands experienced success with 13.6% of students completing a VCE 3/4 sequence achieving a study score of 40 and above; 15.1% of students achieved an ATAR ranking of 90+; 44.5% of students achieved an ATAR ranking of 80 or above. The median study score was 34.

2017 saw the implementation of the Sacred Heart College 2020 Strategic Plan. Taking a wave approach, our focus was on six strategies:

1. To lead, participate in and act for social justice, community outreach and sustainability.
2. To provide a curriculum that responds to the dynamic work environment.
3. To develop and implement two action plans: one for students and one for staff prioritizing mental health, physical activity, and healthy eating that reflect student, staff and parent voice.
4. To Implement and monitor the VRQA Child Safe Standards.
5. To foster and maintain a strong relationship with Parents and Alumni.
6. To adopt cutting edge technology where it enables school improvement.

Work on the above priorities was captured on a dynamic strategic dashboard linked to an activity planner and progress on each of these strategies was monitored by our newly established Strategy Subcommittee. Using a traffic light system this committee provided monthly reports to the College Advisory Council.

Action arising from our strategic priorities quickly translated into learning opportunities and experiences designed to equip our girls for the life they will live. The traditional hierarchical model of learning is slowly giving way to a network model of learning which more accurately reflects the world of work and tertiary education. Adopting an agile approach to change this transition has included the development of the Bradbury Club, a STEAM focused transdisciplinary unit which is a collaborative group of students, staff, academics and industry professionals that perform long-term, problem-solving projects that benefit the community. It includes 80 students and six staff, plus nine partner organisations, including the Universities of Sydney, Melbourne and Deakin, the Garvan Institute, EnviroLab, Healthy Communities and the Australian Bureau of Statistics. These partners provide professional mentorship and guidance towards outcomes that benefit our students and the greater community.

This project attracted funding from the TAC of \$23,000, \$150,000, spread over a three-year period, from Catholic Education Melbourne and a \$50,000 Digital Literacy grant from the Department of Education and Training. During 2017 the Bradbury Club presented at the new Geelong Tech School expo and at a STEAM conference in Melbourne.

A second pilot program was launched in Semester 2 in 2017 named the Mixed Mentor Group (MMG). This is a trial model of pastoral care comprising of cross-age student volunteers from Years 7 to 12. The model reimagine the ways in which students can develop community without the limitations of age and link with significant adults who can support their learning, social and spiritual development. The trial draws on data collected through the Colleges participation in the University of Melbourne Graduate School of Education Well Being Profiler Survey and the work of Steve Biddulph and his research into what girls need most. The model focusses on four areas identified in his work:

- Spark: Identifying and igniting it, keeping it alive
- Aunties: The role of significant adult women
- Dad's and Daughters: The role of significant adult men
- Spirit: Fostering spirituality

Steve Biddulph's work reflects the key pillars of positive psychology - positive emotions - what makes your heart sing, engagement, relationships, meaning and achievement (PERMA) as well as the Mercy Education values (courage, service, justice, hospitality, compassion, respect). Every attempt is made to nurture these values in each of the students.

The MMG is linked to our strategic cornerstone of Community where we seek 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'*.

Students in Year 8 selecting courses for Year 9 were given access to all subjects including VCE studies as well as opportunities to opt for 'self-directed learning' and the Personal Project (a requirement of the IBMYP usually undertaken in Year 10).

For our Staff, wellbeing continued to be a priority with HR surveying all staff and using their responses to create an action plan which prioritizes mental health, physical activity and healthy eating. School initiatives included: boot camp, pilates, yoga and mindfulness scheduled during and after school, run club, soup club and wind down Friday activities.

Developing in conjunction with the learning program have been our new learning spaces. In July 2017 the students and staff moved into Stage 1 of the Court Precinct which is a light-filled contemporary learning space. Shortly after the Philomene Carroll wing was demolished and Stage 2 of the Court Precinct is now under way with an estimated completion date of September 2018. Stage 3 will commence after this with a completion date of 2019. The Court Precinct will transform the Aphrasia Street façade and landscaping work will be undertaken to commence ‘the way’ a paved walkway that will, in time, lead past the Chapel to the senior oval.

Financial support for the new building will come from a \$1.8 million capital appeal. To date \$1,620,000 has been secured and in the process, partnerships have been established with Deakin University, CompNow and AusNet. Discussions continue with two other leading organisations and the College is grateful for the financial support of the Alumni Association.

When reflecting on Catherine McAuley, a New Zealand writer asked, *‘Do we honour Catherine best by recalling the past, or by setting our gaze on what lies ahead? Is mission best served by our remembering her story, or by looking to the future?’*

At Sacred Heart the traditions and values of the past form a solid foundation yet our gaze is very much on what lies ahead and what will best prepare our girls for the dynamic work environment that awaits them.

**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

As we commence the 2018 School year, it is important to reflect on the successful 2017 year for the College community. As Chairperson of the College Advisory Council, I wanted to thank the staff (teaching and non teaching) and members of the Advisory Council for contributing to achievements of the school.

In terms of the Advisory Council and corresponding subcommittees, in 2017 we again called upon their expertise to guide the College in the fast moving world of education and guide us in the fast growing Geelong region.

With assistance from Anna, the subcommittees continued their excellent work from previous years, headed by Anthony Baldasso (Planning and Facilities), Monica Evans (Health and Wellbeing), Jordon Beale (Finance), Sr Joan Wilson (Mercy Values), Pauline Braniff (Communications and Marketing), Joe Fleming (Policy), Catherine Middlemiss (Business Development) and Gael Perry.

The strategic review, undertaken in 2016 with support from the leadership team and subcommittee members, led to the formation of a Strategy Subcommittee to guide the implementation of the new strategic plan. Jennifer Falco was appointed Chair of this subcommittee and has done a great job in this role.

Without doubt the highlight for me as Chair of the Advisory Council has been the collaborative approach taken by the subcommittees. The completion of Stage 1 of the Court Precinct in May enabled the Finance and the Planning and Facilities teams to work together to deliver the project on time and within budget. The importance of delivering relevant and practical policies was made possible with the collaboration of the Policy, Health and Wellbeing and Strategy Subcommittees. The interaction between the College Leadership Team and subcommittees has resulted in great outcomes for the College. We will continue to promote the sharing of knowledge across subcommittees in 2018, with a meeting of all leadership team and subcommittees at the start of 2018.

The Advisory Council is committed to supporting Anna and the leadership team with the implementation of their progressive approach to education. The new buildings at the College will physically reinforce this development. Just as important is the open mindset required to prepare the girls for the jobs of the future and more than one career in their working life. Successful and innovative programs such as the Bradbury Club and our partnership with Deakin University will continue to shape the way education is delivered at the College.

While the pace of change in education is increasing, we are mindful of the extra demands this can place on the girls. Through the Health and Wellbeing Subcommittee, led by Monica, the school will continue to research and implement the latest health programs for students and staff. I also encourage parents to take time to engage with your daughter's teachers and keep informed of events at the College. A dynamic and involved parent community is a big part of the success of our school. The Communications and Marketing Subcommittee, led by Pauline, is ensuring communications delivery supports this relationship. We also value the positive response from parents to any surveys and ask that parents continue to take these opportunities to offer feedback.

Toward the end of the 2017 there were changes announced to funding of education by the Federal Government. The Finance team as well as the Finance Subcommittee worked together to quantify the adverse impact to the College. Whilst this is a disappointing result, as a Council we will work with the leadership team on strategies to minimise the impact on the students' experiences at the school.

On behalf of the Advisory Council members, I look forward to continuing to support Anna and her leadership team as they deliver market-leading education and ensure all our girls enjoy a positive and enriching experience at Sacred Heart College.

**Philip Anglin**  
**Council Chair**

## The Sacred Heart Way

### Goals & Intended Outcomes

- Uphold and advance Catherine McAuley's vision of the lived Gospel which is at the heart of our community.

### Achievements

- Lead, participate in and act for social justice, community outreach and sustainability

### VALUE ADDED

- 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. These included 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 and ACRATH.
- The College worked toward its certification as a Resource Smart School via the progress and maintenance of identified modules.
- Students and staff committed to our Environmental Maintenance program (including clean ups on Friday afternoons). This student led initiative intends to improve our personal physical environment and promote environmentally friendly practices.
- New outreach options at two St Vincent de Paul shops and Rice Village Aged Care facility were developed to promote greater school involvement in justice, community and outreach.
- Our Mercy Education Values have been incorporated into the review of the College's fundraising policy.
- Students and staff continued our support of global justice activities through participation in our Timor Leste and Northern Territory immersion programs.
- Staff, students, parents and the wider College community were invited to attend Circle of Mercy community evenings. Invitations were also offered to other Catholic schools within the community.
- Circle of Mercy theme's addressed Church callings for interfaith understanding as well as personal faith development and Catholic teaching.
- Students undertook additional faith formation via Year level Faith Days 7-10, Year 11 Renewal and Year 12 Seminar Days, Outreach and Retreat program.

- Parents were welcomed and encouraged to participate in College Eucharistic celebrations, including our College beginning of Year Mass (which was held after work hours to facilitate parental involvement).
- Interested students were provided with opportunity to participate in Soup Days and Fair Trade Stalls facilitated by the MAD (Make a Difference) committee.
- Staff workplace giving was encouraged to provide financial support for local, national and international initiatives – including Give Where You Live, McAuley Community Services for Women, Timor Leste Education Fund, Sacred Heart College Family Fund, Scholarship Equity Fund and Red Cross.

## Life Worthy Learning

### Goals & Intended Outcomes

- Educate our girls for the life they will live so that they leave Sacred Heart College optimistic, global citizens, ready to challenge, engage and lead.

### Achievements

- **Provide a curriculum that responds to the dynamic work environment**

The College released the Strategy 2020 document outlining our strategic priorities. One of these priorities is guaranteeing 'Life Worthy Learning'. SHC seeks to educate our students for the future recognizing that many so called 'soft skills' are now highly demanded by employers and the modern economic system. The College continued the journey of Redesigning Learning through academic research, offsite fact-finding missions of leading educational environments and building partnerships with tertiary, industry and Not-for-Profit institutions. The Way Forward document provided the College with a blue print to initiate different phases and pilot programs to design a curriculum that will truly provide individual learning for each girl, based on their passions.

As reported last year, 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. In 2017 this club has continued to expand and has been moved to a Wednesday afternoon making it more accessible for a greater number of students. The Bradbury club broke a Guinness Book Record in 2017 through creating a model of the world's longest DNA sequence.

Data analytics continues to be a major focus at SHC with our online and ongoing reporting being directly sourced from the College's Learning Management system. Parents, students and staff now have access to real time academic data and feedback through the Parent Portal.

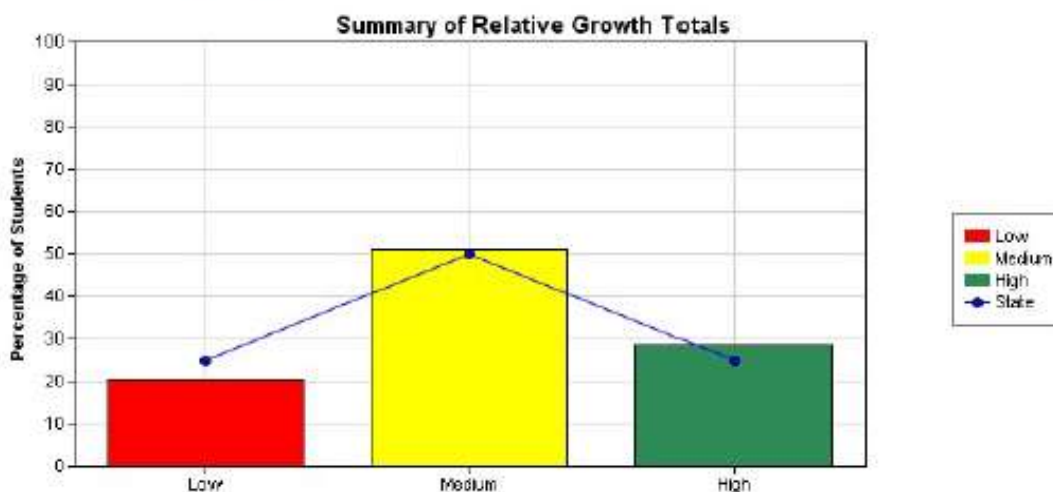
## STUDENT LEARNING OUTCOMES

The College's NAPLAN results continue to support that we are offering a quality learning program. The 2017 Relative Growth Reports (Yr.7 to Yr.9) demonstrated that SHC students were well above State average in the High Growth quadrant in Grammar & Punctuation (31.36% of our students were showing high levels of growth compared to State average of 25%), Spelling (32.27% of students compared to State Average of 25%), Writing (26.82%) and, pleasingly Numeracy (28.64% of our students demonstrated High Growth compared to State Average of 25%).

Date : 22/04/2018  
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### SACRED HEART COLLEGE GEELONG Relative Growth Report - Graphical Summary for NUMERACY National Assessment Program - Literacy and Numeracy Tests 2017 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	20.19	51.17	26.64	100
No of Students - School	43	109	61	213

Our Numeracy results over the past three years have continued to show overall growth so that in 2017 our Numeracy results were above the National Average and nearing our improvement Goal of matching the State Average.

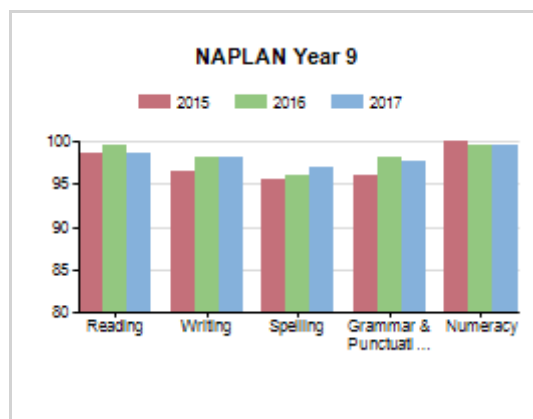
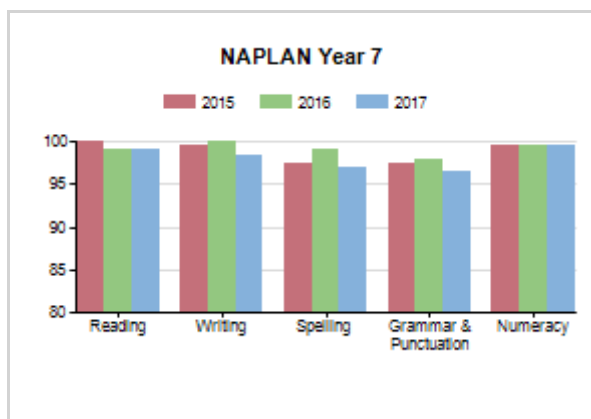
<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	34
VCE Completion Rate	100%
VCAL Completion Rate	98%

<b>POST-SCHOOL DESTINATIONS AT AS 2017</b>	
Tertiary Study	67.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	2.0%
Deferred	14.0%
Employment	8.0%



VRQA COMPLIANCE DATA

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 07 Grammar & Punctuation	97.4	98.0	0.6	96.5	-1.5
YR 07 Numeracy	99.6	99.6	0.0	99.6	0.0
YR 07 Reading	100.0	99.2	-0.8	99.2	0.0
YR 07 Spelling	97.4	99.2	1.8	96.9	-2.3
YR 07 Writing	99.6	100.0	0.4	98.4	-1.6
YR 09 Grammar & Punctuation	96.0	98.2	2.2	97.8	-0.4
YR 09 Numeracy	100.0	99.6	-0.4	99.5	-0.1
YR 09 Reading	98.7	99.6	0.9	98.6	-1.0
YR 09 Spelling	95.5	96.0	0.5	96.9	0.9
YR 09 Writing	96.4	98.2	1.8	98.2	0.0



2017 MEDIAN NAPLAN RESULTS FOR SHC YEAR 9 STUDENTS COMPARED TO STATE AND NATIONAL AVERAGE									
		Students	10th	25th	50th	75th	90th	Median	Mean
READING	National	251,295	491	533	577	615	641	584	581
	State	61,190	497	541	588	631	667	590	584
	Sacred Heart College	220	539	571	608	643	665	606	605
WRITING	National	252,034	444	495	547	593	626	556	552
	State	61,271	466	513	568	618	666	570	561
	Sacred Heart College	225	528	561	602	638	689	606	603
SPELLING	National	252,606	486	531	575	615	645	583	581
	State	61,412	492	538	583	627	670	579	581
	Sacred Heart College	225	526	555	596	635	664	601	595
GRAMMAR & PUNCTUATION	National	252,606	479	523	568	608	637	576	574
	State	61,412	478	526	575	624	670	572	574
	Sacred Heart College	225	523	560	598	634	677	590	598
NUMERACY	National	249,599	512	543	581	619	649	589	592
	State	60,772	520	551	591	636	683	590	597
	Sacred Heart College	221	536	561	594	625	652	595	594

## Healthy and Safe Environment

### Goals & Intended Outcomes

- Grow and support a healthy and safe environment for all
  - Develop and implement two Action Plans: one for students and one for staff, prioritising mental health, physical activity, and healthy eating that reflects student, staff and parent voice.

### 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.
  - Implement and monitor the VRQA Child Safe Standards
    - The College has completed all VRQA, CECV, DET and MEL compliance requirements in regard to Child Safety.

Attendance is electronically recorded each morning in a Homeroom session and in every scheduled class throughout the day. Parents are notified of non-attendance by 9.30am each morning by SMS. 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.

**VALUE ADDED**

Students have a vast array of co-curricular, age appropriate opportunities at the College, all of which add to their overall education, personal development and well-being. Examples are: overseas educational exchanges, immersion partnership programs and leadership experiences, extensive sporting opportunities, student leadership opportunities, music, dance and drama opportunities, debating and public speaking, social justice and outreach programs and peer support initiatives.

**STUDENT SATISFACTION**

Recent College voice 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, belonging and connection to school and their peers and being engaged in the learning process highly. Data obtained from the annual Student Wellbeing Profiler continues to show a high level of wellbeing in all 6 areas ie. physical, economic, emotional, social, cognitive and psychological wellbeing.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	95.36%

## Child Safe Standards

### Goals and Intended Outcomes

- Link and embed a culture and environment of health and wellbeing into all learning.
- To implement and monitor the VRQA Child Safe Standards in accordance with the CECV and DET.
- To implement Reportable Conduct requirements.

### Achievements

The Culture of Child Safety Policy was updated to include Reportable Conduct requirements.

- The SHC Complaints against Staff Policy was reviewed to reflect procedures that enable students to report complaints easily.
- The SHC Critical Incident Procedure was updated to include – Four Critical Actions for Schools – Responding to Incidents, Disclosures and Suspicions of Child Abuse PROTECT Flow chart
- The Deputy Principal – Student Development is the new nominated CSO.
- All new staff are made aware of their PROTECT reporting obligation and attend a Child Safe Induction session and sign a Code of Conduct inclusive of Reportable Conduct requirements.
- All interviews both internal and external and referee checks include questions specific to Child Safety.
- All staff are First Aid trained inclusive of CPR, anaphylaxis and asthma updates with key staff qualified as Level 2 First Aid.
- Sacred Heart College incorporated the principles of Resilience, Rights and Respectful Relationships(RRRR) into curriculum and pedagogy in line with Standard 7.
- Risk management planning and procedures are scrutinised by Mercy Education Limited for all level 2 overseas destinations- France, Timor Leste and Nepal.
- Risk management planning includes Child Safety references specifically around supervision ratios relating to gender.
- Staff participated in external professional learning inclusive of Law in Schools, Trauma Informed Practice and Youth Mental Health First Aid.
- Sacred Heart College joined the Western Region Wellbeing Network.
- Memorandum of Understanding created between Sacred Heart College and overseas exchange schools in partnership in both Italy and France inclusive of Child Safety requirements.

## Working Together for Excellence

### Goals and Intended Outcomes

- Foster and support a culture of excellence, collaboration and high expectations

### Achievements

- Implement and maintain a regular process of appraisal and performance coaching

During the past 12 months, the College has continued to embed a culture of capacity building for strong staff leadership and personal and professional development. The College has further refined its Performance Development and Coaching processes, aligning individual and team goals with Strategy 2020 and the ongoing redesign of learning.

- Attract and retain exceptional and specialised staff

The College continues to explore and expand its recruitment networks, maximising the use of various system platforms to further enhance the experience for candidates seeking employment opportunities at the College. Targeted initiatives are in development for 2019, with community partnerships currently in exploration to further supplement the College's talent acquisition strategies.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Teachers have accessed a wide range of Professional Learning activities, with total expenditure being \$128,654.84 and the expenditure per teacher being \$952. All mandatory requirements relating to First Aid and Child Safety were met and maintained.

Our focus continues to be on reinforcing a culture of learning aimed at maximising collaborative learning opportunities, nurturing our catholic identity and building capacity for all staff.

Professional Development occurs across a range of platforms, is targeted to individual, team and whole school needs and focused on supporting the redesign of learning and Strategy 2020. All teaching staff continue to participate in Communities of Practice, allowing the opportunity for goal setting, self-reflection and peer and student feedback prior to the completion of an Annual Review.

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	135
FTE Teaching Staff	104.627
Non-Teaching Staff (Head Count)	78
FTE Non-Teaching Staff	65.346
Indigenous Teaching Staff	0

TEACHER QUALIFICATIONS	
Doctorate	1.83%
Masters	17.43%
Graduate	53.21%
Certificate Graduate	11.01%
Degree Bachelor	89.91%
Diploma Advanced	14.68%
No Qualifications Listed	2.75%

### TEACHER SATISFACTION

In accordance with Strategy 2020, a key focus for the College for 2017 has been to develop and implement an action plan for staff, prioritising mental health, physical activity and healthy eating. In December 2017 the first annual Staff Wellbeing Survey was distributed to all staff, and the responses are being used to further develop the Wellbeing Action Plan and supporting initiatives.

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 community 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**

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	91.67%

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

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	90.60%



## Community Working Together for Excellence

### Goals & Intended Outcomes

- Foster and support a culture of excellence, collaboration and high expectations

### Achievements

- Foster and maintain a strong relationship with parents and Alumni

The College understands that parent engagement in schools improves student achievement and wellbeing, reduces absenteeism, and strengthens parents' confidence in their children's education.

To support the growth of effective and meaningful relationships with our families, a new skills-based committee was formed in April 2017. The first task undertaken by the Communications and Marketing Committee was to develop a survey that would determine the needs of our parents in the areas of: (1) communication (2) parent volunteer opportunities and (3) engagement opportunities via College events.

The well-prescribed survey offered feedback that enabled us to develop the following changes during 2017, with implementation to occur over a 12-month period:

### College Communication

- Develop positive parent-College relationships that are collaborative and mutually respectful
- Use multiple communication channels to keep our parents informed of what is happening at the College, eg parent portal, CANVAS, emails, Facebook posts, website updates
- Ensure our communications are regular and timely. The parent feedback indicated that specific areas of communication more likely to engage our parents include Information concerning their daughter's academic progress, highlights of our educational programs and extra-curricular opportunities, and events that relate to adolescent health and wellbeing
- Consider interactions that are more frequent and positive in tone, focusing on linking parent engagement with student learning objectives
- Develop our teachers' knowledge on how to communicate more consistently with parents and provide professional development to support them in this aspect of their role, eg database training, personalised email practices, clear and concise communications

- Provide easy-to-access opportunities for two-way exchanges of information between parents and the College, eg our new Parent Communication Afternoons which allows a more regular, and less formal approach to parent-teacher interviews
- Consult and involve parents in school decision-making and the development of programs and events

Further to the above, the following initiatives were implemented in 2017 to automate and improve processes that in turn, enhanced our communication with parents:

### CareMonkey

- This is an electronic communication platform for automating indemnity and consent forms, medical records and excursions
- In line with the College's sustainability practices, CareMonkey provides us with a smarter way to collect parental permission and student information in a paper-free capacity
- Of significant importance, CareMonkey extended our capacity to provide the relevant duty of care for our students in a more timely manner
- The communication tool provides automated reminders to parents that chase up missing forms
- In 2017 CareMonkey was used for the 2018 student re-enrolment process; within 48 hours, 80% of re-enrolments were complete and 98% were confirmed within five days. Previously, this process extended over a two-month period with hard copy forms sent to all families with significant follow-up required. Both labour and postage were saved using the new electronic, paper-free platform.

### SMS for Student Absences

- In 2017, parents were able to notify the school of student absences and scheduled appointments via an SMS message system
- Parents welcomed the opportunity to communicate with the College quickly and efficiently, rather than wait on hold during this traditionally busy time at Reception each morning
- The College was able to manage its legislative duty of care regarding student absenteeism in a more timely manner, quickly processing the student information via the database

## Parent Volunteer Opportunities

- We surveyed our parents regarding the current volunteer support model, ie Parent Power (PP)
- Initial discussions with the current Parent Power representatives determined that they believe their most important role is facilitating the flow of information from the College to parents, and back again. It was clear that whilst our teachers communicate well with students about academic assessment and expectations, our girls were not passing on the information to parents. Parent Power see their role as assisting us communicate better with parents
- The College considered a strategic redesign of Parent Power in line with the feedback received. In particular, we addressed the cultural expectation that parents are able to contribute during their daughter's primary school years, yet there's fewer opportunities once they commence senior school
- The new parent support model will sustain and enhance school initiatives to maintain connection with parents, eg broader volunteering opportunities to allow greater participation at the College's annual Discovery Day (formerly Open Day), career expos and mentoring via the new Mixed Mentoring Groups etc
- Together with the Parent Power representatives, we will consider volunteering opportunities that are sustainable, acknowledging that many of our parents are time poor
- The College will continue to provide opportunities for our parents to be involved in the canteen/café – this remains an area of great participation

## College Events

- Results from a survey sent to all parents indicated that they would prefer we offer programs, events, workshops etc related to parenting with specific relevance to the adolescent years, including how our parents can support their daughters in areas of learning, health and wellbeing
- Planning for events in 2018 will continue to acknowledge the feedback from the survey; in particular the time of events, the number of events held each term (combine events where possible), opportunities for Parent Power to be involved in the planning stages, and reasonably-priced events to allow greater participation
- Invitations to significant school events were again extended to all members of our parish community, eg Beginning of Year Mass, Maguire Celebration, Circle of Mercy events held each term and Mercy Cup of Tea Day

- 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
- Sacred Heart continued to support our local community through numerous social justice programs, including Habitat for Humanity Australia, Christ Church meals program, East Geelong cemetery visits, tutoring program with Diversitat where volunteers provide literacy and numeracy support to newly arrived refugee students at Northern Bay College, to name just a few of many
- We strengthened our relationship with local primary schools by providing opportunities for students and families to be involved in activities such as the Felicity Project, Refugee Holiday Program, St Vincent de Paul Primary Schools Breakfast Program

### College Alumni

Sacred Heart College, together with the Alumni Association, offered regular opportunities in 2017 for our past students to stay involved and active in the life of the school.

- During the year, the College reinforced ties with our Alumni Association and past students through support of their events and reunions, and the promotion of alumni achievements on our College website, Facebook page, 2017 Open Day etc
- College alumni were invited to share their knowledge and expertise with our students via the new Mixed Mentoring Program, an initiative that focusses on career and professional development for our girls
- The Alumni Association generously supported the College's capital campaign for The Court Precinct with a significant donation via a five-year pledge
- Members of the large 7,000+ Alumni Association were again approached in 2017 to apply for positions on the College's numerous skills-based subcommittees

### Strategic Community Partnerships

- Further to the strategic partnership formed with Deakin University in 2016, partnerships were also developed with AusNet Services (Victoria's leading energy supplier) and CompNow (a renowned Australian-owned IT provider) enabling the College to deliver inspiring and ambitious educational projects that will benefit both learning communities.

## Future Directions

In 2018 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 2018 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:

- Broaden our student population to reflect the diversity of the Geelong region giving preference to the marginalised.
- Share our facilities and resources with the wider community

### 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
- Partner with Industry and other educational providers

### 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

### 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.
- Manage our financial and physical resources for long term sustainability and affordability

### 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
- Attract and retain exceptional and specialised staff

## 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](#)

## Professional Learning Plan – 2017

### Semester 1 Term 1

Dates	Event	Time (Duration)
Thurs 9 February	Community of Practice Reflection	3:45 – 5pm
<b>Thurs 23 February</b>	MERCY Professional Learning	3:45 – 5pm
Wed 8 March	Circle of Mercy - Rabbi Fred Morgan	7.00 -9.00pm
Tues 14 March	Leading for Learning	9.15 – 3.30pm
Wed 15 March	Leading for Learning	9.15 – 3.30pm

### Semester 1 – Term 2

Dates	Event	Time (Duration)
Wed 19 April	VCE Analysing Data – speaker Michael Dalton	3:45 – 5pm
Fri 28 April	Leading for Learning	9.15 – 3.30pm
Tues 9 May	ATSI education	1.40-3.20pm
Wed 10 May	Circle of Mercy – Rev Dr Kevin Yelverton	7.00 -9.00pm
<b>Thurs 11 May</b>	MERCY Professional Learning	3:45 – 5pm
Wed 17 May	ResourceSmart Schools	3:45 – 5pm
Thurs 22 May	Community of Practice Reflection	3:45 – 5pm

### Semester 2 Term 3

Dates	Event	Time (Duration)
Mon 17 July	Geelong Catholic Secondary Schools combined PL Day	9.00 – 3.30pm
Thurs 20 July	Community of Practice Reflection	3:45 – 5pm
Tues 25 July	CANVAS Shazaam	3:45 – 5pm
Thurs 3-5 August	AMSSA Conference	All day
<b>Thurs 3 August</b>	MERCY Professional Learning	3:45 – 5pm
Thurs 10 August	Differentiated Learning	3:45 – 5pm
Mon 21 August	Prof Vicki Anderson	3:45 – 5pm
Tues 22 August	Leading for Learning	9.15 – 3.30pm
Thurs 24 August	Leading for Learning	9.15 – 3.30pm
Thurs 24 August	Circle of Mercy – Fr John Dupuche	7.00 -9.00pm
Fri 25 August	Compliance Day	9.15 – 3.30pm
Wed 30 August	Network Meeting	3:45 – 5pm
Mon 11 Sept	Indigenous/Cultural Diversity Workshop	3:45 – 5pm

**Semester 2 Term 4**

<b>Dates</b>	<b>Event</b>	<b>Time (Duration)</b>
Thurs 12 October	Circle of Mercy – Dr Zuleya Keskin	7.00 -9.00pm
Mon 16 October	Leading for Learning	9.15 – 3.30pm
Thurs 19 October	Community of Practice Reflection	3:45 – 5pm
<b>Thurs 16 Nov</b>	MERCY Professional Learning	3:45 – 5pm