

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2018



**SACRED HEART COLLEGE GEELONG**



SCHOOL REGISTRATION NUMBER: 0219

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## Contact Details

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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 2017 (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 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

24 May 2019


## Our College Vision

# SHC ... MOVING FORWARD

A Ministry of Mercy Education



**Sacred Heart College**  
GEELONG




### OUR VISION

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


**Our vision is to grow our Catholic, Mercy community.**

The cornerstones of our vision are:




**SPIRITUALITY**

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




**LEARNING AND TEACHING**

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



**COMMUNITY**

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



**SOCIAL JUSTICE**

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



### OUR 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 our students 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-Geelong 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 the Bellarine Peninsula, we have an enrolment of approximately 1490 students.

The College offers a broad curriculum and it has a strong co-curricular program. At Sacred Heart 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 challenges and cope well with uncertainty and complexity.

Sacred Heart College is a member of the Positive Education Schools Association, the Future Schools Association, the Centre for Educational Enterprise (CEE) and is a Visible Wellbeing Partner School.

Whilst at Sacred Heart College, students study the International Baccalaureate Middle Years Program (IBMYP) and can choose VCE, VCAL and VET. 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. It is through this approach that they develop a love and thirst for learning and become highly capable continuous 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 that reflects our Catholic Identity and the Mercy Ethos.

## Principal's Report

As teachers, when planning units of work we first look to spark student interest by starting with a 'big question or provocation' and then, thanks to education guru John Hattie, we plan this work to ensure that each student experiences one 'year's progress' in their learning.

In times of rapid change, it's wise to mirror this approach when leading a school. At Sacred Heart, our 2018 'big question/provocation' was:

*Do we honour Catherine McAuley 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?*

Securely anchored by our Strategy 2020 we set our 2018 path with this big question in mind, choosing to look to the future and making sure that what we did would equate to one year's progress and thus bring us closer to realising our vision.

In our quest to further advance strategic priority two: Life Worthy Learning, we provided our girls with more choice and agency by creating opportunities for self-directed learning and by restructuring our timetable to provide girls with choice of subjects across Years 8 to 12 as well as providing a vertical home base structure for over 90 students. This approach challenged the belief that when designing learning experiences students should be grouped according to their date of birth.

During 2018 more students from Years 7 to 11 experienced transdisciplinary learning through the Bradbury Club, Pitch Perfect and CSI Forensics. In 2019 we added:

- iTinker/iArt utilising the maker spaces in Stage 2 of the College's newest building, the Court Precinct STEAM hub
- Café Culture - an outreach program focussed on providing food for community members in need
- Antipodeans, a semester unit which replaced the extra curricula World Challenge experience.

Each of these transdisciplinary units require the integration of skills and knowledge from across a range of disciplines and challenge the more traditional siloed approach to learning.

Our renewed approach to learning acknowledges that learning happens anytime, anywhere and in many different ways and that it is amplified through the use of technology. In 2018 our girls accessed Studiosity – an online tutoring service and in 2019 we have students who have chosen online modules delivered by the John Monash School of Science.

As we sharpen our focus on what it means to be a highly capable learner, staff have identified and developed Learner Dispositions that support 21st century skills. This gives equal attention to skill and knowledge acquisition rather than the more traditional approach that favours the acquisition of knowledge. The Learner Dispositions along with the Mercy Values will become the hallmarks of a Sacred Heart College education.

These changes have led us to the restructuring of student groupings to provide our students with an even safer and more inclusive cross age environment, and new staff groupings that recognise that our teachers are experts in their discipline. Focussed on the art and science of teaching, our new teacher groupings support professional collaboration across disciplines and will result in a more efficient use of energy, time and resources.

Strategic priority 3 is 'Healthy and Safe Environment'. With our renewed understanding of how the wellbeing of staff and students impacts on learning, Sacred Heart has committed to the two year Visible Wellbeing program which brings together the science of wellbeing with the science of learning. This work reflects research conducted by Professor Lea Waters with the University of Melbourne, and the Centre for Positive Psychology.

In September 2018 students and staff occupied Stage 2 of the Court Precinct. With this project well on track work has begun in developing Stage 5 of the Master Plan, the Sports and Wellbeing precinct. This work has been fast tracked to take advantage of the recent growth in girls' sport and the community's need for girl friendly facilities.

Thanks to the work of the Development Office the College exceeded its capital appeal target of \$1.8million. In seeking support for the capital campaign in 2018 we added Southern Piling to our existing industry partners: Deakin University, AusNet Services and CompNow. Needless to say that strategic priority 4 'Working Together For Excellence' and strategic priority 5: 'Stewardship' are on track.

Strategic priority 1: 'The Sacred Heart Way' calls us to uphold and advance Catherine McAuley's vision. In 2018, prompted by the Sisters of Mercy's response to Pope Francis' 8th Work of Mercy – Care for our Common Home, we focused on an integrated approach to sustainability. In 2018 solar panels were installed on the O'Dwyer Gym and Stage 1 of the Court Precinct and provision for solar panels was made in Stage 2. Rain water from this new building is captured in underground tanks and will be redirected to the amenities block in Stage 3. Not neglecting the school's older buildings, we commenced an LED lighting upgrade. Plastic water bottles have been removed from the canteen and old drink fountains are being replaced with water bottle filling stations. All staff have been provided with refillable drink bottles to use at College events.

In line with Catherine McAuley's vision for education, we have begun discussions that will see the school work with the City of Greater Geelong, Diversitat and Barwon Child, Youth & Family to create a greater link between the College and the Geelong refugee communities.

I can say with confidence that in 2018 SHC experienced a year's growth and this work has qualified us to become a member School of the Centre of Educational Enterprise which is a global educational community hub, dedicated to innovation and leadership in education practices. In 2019 we will join the Future Schools Alliance.

In answer to our 'big question/provocation' . . . our gaze is firmly fixed on what lies ahead and we will continue to serve Catherine McAuley's mission by looking into the future.

**Anna Negro**  
**Principal**



## Church Authority Report

### Mercy Education Limited

**Mercy Education Limited (Mercy Education)** is an incorporated ministry of the Institute 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

It has been a busy but productive start to the school year. As Chair of the Advisory Council, I want to thank Anna and her staff, members of the Advisory Council and all the subcommittees for contributing to the many achievements of Sacred Heart College in 2018 and look forward to continuing that work in 2019.

I think you would all agree the new Court Precinct along Aphrasia Street looks amazing. The contemporary design, energy efficient features and innovative learning spaces are a built expression of the shift from traditional teaching models to a more dynamic, multi-disciplinary way of learning. Anthony Baldasso has led the Planning and Facilities Subcommittee as the Court Precinct projects are delivered on time and on budget. We look forward to seeing the completion of Stage 3 in 2019. The College will now embark on the next stage of building renewal with planning underway for the new health and wellbeing centre.

Our Wellbeing Subcommittee's new Chair is Javier Garcia. Javier will guide the subcommittee in a key area of focus for the College – the wellbeing of both students and staff. The College enjoys high levels of parent participation in our wellbeing initiatives and we look forward to this continuing as a joint initiative.

With so much going on at the College, I hope you are tapping into the improved level of communications. From the eNews, website and social media, there is a range of opportunities for parents to keep abreast of College news and events. The Chair of the Marketing and Communications Subcommittee, Pauline Braniff, has been working with her subcommittee and Director of Development, Marketing and Communications Catherine Middlemiss to improve all forms of communication. We encourage parents to login to the parent portal as a key tool to track your daughter's academic progress and other College activities.

Government funding was an ongoing issue in 2018 and created significant uncertainty throughout the school sector. I would like to thank outgoing Chair of the Finance Subcommittee Jordon Beale for his assistance working through these issues and welcome new Chair Chris Hayes to the role. School funding will continue to be a key agenda item for the Advisory Council. With this in mind, we will always endeavour to keep College fee increases to a minimum and continue to deliver the most accessible, high quality and innovative education for girls in our region.

The subcommittees deliver great value to the College through the sharing of their expertise. A recent example is the Finance and Building Subcommittees collaborating on the Court Precinct projects. I look forward to the subcommittees and leadership team working closely together to create Strategy 2030.

At the end of 2018 Joe Fleming retired as Chair of the Policy Subcommittee. The Advisory Council greatly appreciated Joe's experience in secondary and tertiary education as well as his work developing policy on the many facets of College operations.

Gael Perry is also a very supportive and valued member of the Advisory Council with her experience at Sacred Heart and the broader Geelong community.

I was fortunate enough to attend a Mercy Education Leadership Conference in Melbourne last year. A key take home message for me was the significance of Sacred Heart's Mercy values in the broader education market. I would like to thank Sr Joan Wilson for her work on the Advisory Council and in the community for strengthening our understanding of Mercy and leading by example through her actions.

### **Looking Forward**

The 2019 year began with a workshop to launch the development of Strategy 2030.

Members of the College Leadership Team, Advisory Council, subcommittees and Alumni were encouraged to think as broadly as possible about the changing educational landscape. Sacred Heart delivers an exceptional standard of education to our current students but we are now turning our attention to the next decade of teaching and learning to consider the transformation of Geelong and the global economy more generally so that our girls are well prepared for the future in front of them.

The Strategy Subcommittee, led by Jennifer Falco, will drive the development of Strategy 2030. I encourage all members of the College community to become involved over the next 12 months as we call for input and assistance in developing the strategy.

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 as students at Sacred Heart College.

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

## The Sacred Heart Way

### Goals & Intended Outcomes

- Provide a whole school environment whereby the gospel imperative is lived, spirituality is nurtured and Catholic faith shared and strengthened
- Lead, participate in and act for social justice, community outreach and sustainability
- Broaden our student population to reflect the diversity of Geelong region giving preference to the marginalised
- Harness our history and Mercy traditions to ensure we walk and talk our values
- Share our facilities and resources with the wider community

### Achievements

- An educational model, focusing on sustainable development replaced a traditional charity model for the support of benevolent causes. This included the development of 'Mercy Works' aligned to House/student groupings, which resulted in a 109.8% increase in financial giving from 2017 to 2018:
  - Padua – Bahay Tuluyan Philippines Australia (BTPA) and ACRATH
  - Siena – McAuley Community Services for Women and CTID Timor
  - Clairvaux – Exodus Community, Gen Wake Up and Coast Guardians
  - Loyola – Mercy Works – Indigenous Projects and Mercy Works – Refugee and Asylum seeker projects and CRAG
- Year 7 – We All Rotate and St Vinnies Christmas Appeal
- Year 12 – Offspring
- Mercy Justice Advocacy Approach adopted for the delivery of the lived Religious Education Program for Year 12s – 'Mercy In Action Program'.
- Students undertook additional faith formation via Faith Days, Renewals, Seminars, Outreach and Retreat programs.
- The College worked towards its certification as a 'Resource Smart School' via the progress and maintenance of identified modules.
- The College joined and participated in the 'Mercy Earth Educators Network' online meetings intended to build interschool networks and enhance our efforts for earth literacy.

- Students, staff and families were welcomed and encouraged to participate in College Eucharistic celebrations, including our College Beginning of Year Mass, Mercy Mass, Catherine McAuley Anniversary Mass, Remembrance Service and End of Year Mass.
- Integration of outreach and social justice projects into curriculum to support a recontextualised dialogue for and with students (examples include: Year 9 RE students partnering with Rice Village residents when researching Vatican II, and the cross curriculum coverage of indigenous issues by Year 9 Humanities, RE and English staff).
- Support of significant days that reflect the mission of our founding order. For example, celebrating the St Patrick's Day Mass and colloquium, International Women's Day, Catholic Care Family week, the SHC Catherine McAuley Anniversary Mass and Mercy Cup of Tea Day, the SHC Empowering Women's Dinner and Mercy Day Mass and activities.
- Outreach options were developed for staff and student participation – St Francis Tutoring and Rice Village visitation were added to promote greater school involvement in community and justice.
- Additional justice projects were also supported by staff and students throughout the College including the Café-lite Project, Textiles sanitary dignity packs, SOAR camp – Justice Challenge: street retreat placement, SEEDs student conference street retreat placements and justice focused VCAL placements/initiatives.
- Students and staff continued our support of global justice activities through participation in our Timor Leste and Northern Territory immersion programs. In addition to student immersions, the College supported two SHC graduates in a five week stay in Baucau to provide assistance with educational practices.
- Aside from elected student leaders, interested students were provided with an opportunity to join and participate in the College MAD (Make a Difference) committee. Initiatives included Athletics, Swimming and Arts Day stalls, Soup Tuesdays, the Winter appeal, Winter Sleep out and Toucan appeal.
- Opportunities for student leadership and formation were provided through attendance at student conferences including the St Patrick's Day Mass and Colloquium, the Caritas Just Leadership Day, the World Vision Leadership Convention, the three SEEDs of Justice Conferences, the AMSSA student conference in Perth and the Young Mercy Links – Sustainability Expo.
- Indigenous cultural awareness was supported through participation in the AIME program, provision of tutoring for Indigenous students, purchase of Indigenous themed crosses for class rooms, commemoration and celebration of Reconciliation Week and ATSI cultural days.

- The College's Christian Education in Sexuality Policy was updated to the Catholic Education – Identity and Sexuality Policy. This update is intended to embrace new Identity and Growth documentation from the CEM and support wider reaching concepts of inclusivity and child safety that were not specifically highlighted in the previous policy document.
- Enrolment Diversity – This year we have sought to build greater networks with a variety of parties (CEM, Give Where You Live and Diversitat) to support the broadening of our student population to reflect the diversity of Geelong region, whilst giving particular preference to the marginalised.
- Sisters of Mercy, staff, students, families and the wider College community were invited to attend Circle of Mercy professional learning evenings. Invitations were also offered to other Catholic schools within the community. All sessions were live streamed on the SHC Facebook page to enable a wider audience participation and all evenings were recognised by CEM for accreditation to teach in a Catholic school.
- A wide range of Professional Development sessions were provided to support Catholic Identity development throughout the College and support staff seeking accreditation. These included: 'Navigating the swamp' and 'Education as a relationship' by Br David Hall, 'Sexuality and gender' by Fr Kevin McGovern, 'Community project' and 'Making religious education relevant' presented by SHC staff, 'Charism and culture' by Sr Helen Delaney and Sr Berenice Kerr, 'Breaking open the ISMAPNG 2017 Chapter Statement' by Sr Elizabeth Dowling, the SHC staff retreat and the Mercy Ministries orientation program for new staff.
- The College community participated in the ESCI survey, with viable numbers of student and staff data gathered for interpretation and implementation of identified objectives for 2019.
- 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, East Timor Education Fund, Sacred Heart College Family Fund, Scholarship Equity Fund and Red Cross.

## Life Worthy Learning

### Goals & Intended Outcomes

- Provide a curriculum that responds to the dynamic work environment
- Offer an innovative learning space: physical, virtual and online
- Further develop our interdisciplinary units with a focus on STEAM
- Design and facilitate learning that fosters a growth mindset
- Deepen students' understanding of their place in a global society
- Partner with industry and other education providers

### Achievements

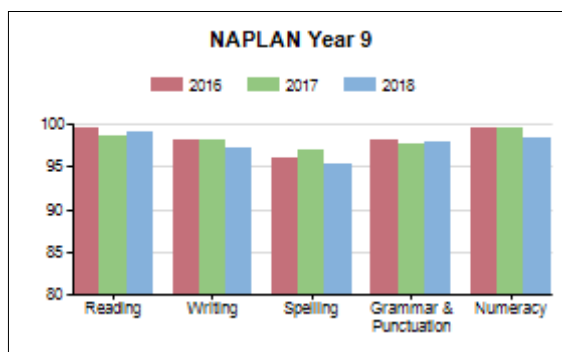
2018 witnessed the first real impact of our Redesigning Learning challenge. At Year 9 we piloted a deconstructed program that allowed for greater student choice. Students were no longer bound to follow a traditional Year 9 course as they could choose six units from a range of electives to follow their passion and explore their interests. Transdisciplinary and Interdisciplinary units were also available as timetabled subjects, such as Pitch Perfect and the Bradbury Club. Students were also encouraged to consider accelerating their studies by choosing a subject in a higher year level. Independent learning was also introduced where students could elect to complete their IB personal project during the school day. An evaluation of this pilot informed us if we could expand the pilot to other year levels in 2019.

The opening of Stage 2 of the Court Precinct also allowed students greater access to the resources and learning environments of the future. Students were encouraged to find spaces and furniture that suited their preferred learning styles and could work collaboratively or independently in comfort.

Student groups also accessed a range of external learning opportunities in 2018, creating networks with other schools and industry experts. Projects at the new Geelong Tech School, Project Runway, CSIRO and Skilling the Bay were offered to and accessed by our students, just to name a few.

## STUDENT LEARNING OUTCOMES

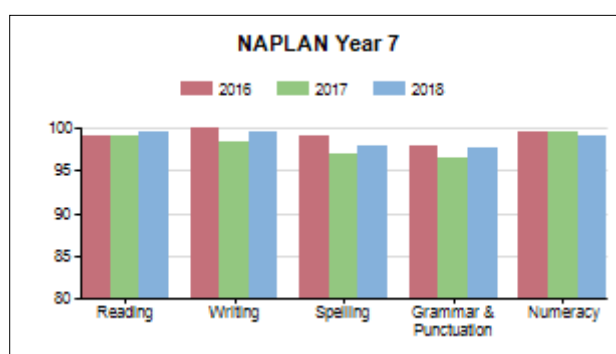
| MEDIAN NAPLAN RESULTS FOR YEAR 9 |       |
|----------------------------------|-------|
| Year 9 Grammar & Punctuation     | 601.9 |
| Year 9 Numeracy                  | 588.7 |
| Year 9 Reading                   | 591.7 |
| Year 9 Spelling                  | 600.4 |
| Year 9 Writing                   | 594.5 |



The average attainment of our 2018 Year 9 Cohort remains well above the state mean in the 'literacy' domains: reading was 12 points above state mean; writing 38; spelling 10; grammar and punctuation 9 points above the state mean.

The average numeracy attainment was 10 points below state mean for the 2018 Year 9 Cohort. A new program, Maths Pathways was trialed across a number of classes and aims to identify gaps in students' numeracy development from primary school with a view to expanding this program in 2019 to all Year 7 classes.





The 2018 Year 7 cohort performed well above the average state mean in reading (11 points higher), writing (26 points), spelling (8 points) and grammar and punctuation (10 points). Numeracy was 3 points below the state mean.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS |           |           |                             |           |                             |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS   | 2016<br>% | 2017<br>% | 2016 - 2017<br>Changes<br>% | 2018<br>% | 2017 - 2018<br>Changes<br>% |
| YR 07 Grammar & Punctuation                          | 98.0      | 96.5      | -1.5                        | 97.6      | 1.1                         |
| YR 07 Numeracy                                       | 99.6      | 99.6      | 0.0                         | 99.2      | -0.4                        |
| YR 07 Reading  | 99.2      | 99.2      | 0.0                         | 99.6      | 0.4                         |
| YR 07 Spelling                                       | 99.2      | 96.9      | -2.3                        | 98.0      | 1.1                         |
| YR 07 Writing  | 100.0     | 98.4      | -1.6                        | 99.6      | 1.2                         |
|  |           |           |                             |           |                             |
| YR 09 Grammar & Punctuation                          | 98.2      | 97.8      | -0.4                        | 98.0      | 0.2                         |
| YR 09 Numeracy                                       | 99.6      | 99.5      | -0.1                        | 98.4      | -1.1                        |
| YR 09 Reading  | 99.6      | 98.6      | -1.0                        | 99.2      | 0.6                         |
| YR 09 Spelling                                       | 96.0      | 96.9      | 0.9                         | 95.3      | -1.6                        |
| YR 09 Writing  | 98.2      | 98.2      | 0.0                         | 97.2      | -1.0                        |
|  |           |           |                             |           |                             |

While the importance of NAPLAN results remains significant for the purpose of comparison of cohorts, as a measurement of growth and for public discourse, the College is well positioned now to access additional data sets, such as On Demand testing, that provide a more personalised measure of growth and performance. The introduction of computer based assessment for 20% of Australian students has raised concerns about the legitimacy of comparisons to state and national averages in 2018.

#### PROPORTION OF STUDENTS MEETING MINIMUM STANDARDS

| SENIOR SECONDARY OUTCOMES |      |
|---------------------------|------|
| VCE Median Score          | 31   |
| VCE Completion Rate       | 100% |
| VCAL Completion Rate      | 98%  |

| POST-SCHOOL DESTINATIONS AT AS 2018  |       |
|--|-------|
| Tertiary Study   | 52.7% |
| TAFE / VET   | 10.8% |
| Apprenticeship / Traineeship   | 2.7%  |
| Deferred studies   | 21.6% |
| Employment   | 10.8% |
| Other – This category includes both students looking for work and those classed as Other | 1.4%  |

## Healthy and Safe Environment

### Goals & Intended Outcomes

- 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
- Link and embed a culture and environment of health and wellbeing into all learning
- Through the principles of positive psychology develop dispositions that will help us flourish
- Implement and monitor the VRQA Child Safe Standards

### Achievements

- Students continue to complete the annual Student Wellbeing Profiler survey providing valuable data into student levels of health and wellbeing across six domains of wellbeing, ie physical, emotional, cognitive, psychological, social and economic.
- The College continues to facilitate a Wellbeing Subcommittee of the College Advisory Council. New members with expertise across many fields were welcomed in 2018 further enhancing the capacity of this community advisory group.
- The College has investigated ways to further increase the participation of students and staff in physical activity and address concerns highlighted through our wellbeing data. PA40+ is a pilot program that will be launched in 2019 as a Year 10 subject choice. The initiative will also provide an opportunity for students and staff to participate in physical activity during the school day or immediately afterwards.
- The College has embedded Catholic Education Melbourne eXcel: Wellbeing for Learning in Catholic school communities into our revised Student Growth and Development Philosophy.
- The College became a Respectful Relationships Partner School and conducted a pilot 'Respectful Relationships' survey that provided data to inform the action required to develop a culture of respect across the College.
- The College has engaged with Professor Lea Waters to be a Visible Wellbeing Partner School to further enhance and embed wellbeing practices throughout the College community and further bring Positive Education to reality.

- The College held an open staff, student and parent forum titled 'A Year in a Day' which provided many opportunities for all community members to learn more about the link between wellbeing and learning. Specific sessions focused on:
  - Growth mindsets
  - Food and mood
  - Digital nutrition
  - Mixed mentoring
  - Sexuality and gender
  - The other side of happiness
- Many staff achieved Mental Health First Aid certification across either youth or adult courses to a level that will enable SHC to access Teen Mental Health First Aid training for all Year 8 and Year 10 students in 2019.
- Investigations began into redesigning our SHC student leadership programs to increase the opportunity available to all students to participate in activities that build leadership capacity and enhance student agency.
- The College researched multi-aged mentor groupings and creating 'schools within schools' and their impact on student wellbeing. This informed a decision to redevelop current horizontal homeroom groupings across Years 8 to 12 into vertical, multi-aged mentor groups bringing students in Years 8 and 9 and Years 10 to 12 together into House mentor groups with a staff House Mentor and House Student Development Coordinator (SDC) for 2019.
- 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.

## VALUE ADDED

Students have many and varied co-curricular, age appropriate opportunities at the College, all of which add to their overall education, personal development and wellbeing.

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 voice is canvassed in relation to improving the role and agency of all students in the College. Students were empowered through decision making opportunities such as the Uniform Working Party created to review the uniform offerings at SHC.

## STUDENT SATISFACTION

| YEARS 9 - 12 STUDENT RETENTION RATE  |       |
|--------------------------------------|-------|
| Years 9 to 12 Student Retention Rate | 94.8% |

College Voice and Wellbeing profiler data showed a high level of satisfaction from students in terms of student wellbeing and learning support. Students rated their level of feeling safe, belonging and connection to school and their peers highly. Data obtained from the annual Student Wellbeing Profiler continues to show a high level of wellbeing in all six areas, ie physical, economic, emotional, social, cognitive and psychological wellbeing with action being implemented to bring improvement in physical wellbeing, emotional wellbeing and social wellbeing.

## STUDENT ATTENDANCE

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | %    |
|---|------|
| Year 7  | 92.4 |
| Year 8  | 91.0 |
| Year 9  | 90.7 |
| Year 10                                       | 89.2 |
| Overall average attendance                    | 90.8 |

To support student attendance the College has an Attendance Policy that outlines the roles and responsibilities of students, families and staff.

- Absences are shown 'live' each day on the student's data summary on the parent portal.
- Parents receive a summary of each child's absence on the data portal at the end of each term.
- Our Synergetic attendance monitoring system is able to search for unexplained absences and also for attendance trends. This data is used to initiate contact with the student and their family should there be attendance concerns.

- Trends revealing absences from particular lessons or times of the day or particular subjects can also be discussed with the student and their family.
- Should absences be ongoing, a meeting is held with the student and their family to discuss how best to support the young person in attending and engaging with school. This may be a personalised learning program, an incremental return to school, support from Student Support Services, engaging with external community partners and restorative meetings or mediation if required.
- Ongoing attendance concerns are discussed with Catholic Education Melbourne and action taken as advised.

## Child Safe Standards

### Goals and Intended Outcomes

- As a result of Ministerial Order No. 870, all schools (Catholic, Government and Independent) were required to respond to a number of Child Safe Standards – seven in total. Sacred Heart College is supported by both Mercy Education Limited and Catholic Education Melbourne in this endeavour in the form of online compliance modules, templates, professional learning, consultative support and regular updates.

### Achievements

#### **Standard 1: Strategies to embed an organisational culture of child safety, including effective leadership arrangements.**

- Our College website includes access to policies written to support increased child safety and risk management.
- All policies relating to Child safety are reviewed annually.
- Our Culture of Child Safety Policy now includes a student-friendly version.
- The SHC Grievance Policy was reviewed to reflect procedures that enable students to report complaints easily.
- The SHC Critical Incident Procedure was revised to include updated – Four Critical Actions for Schools – Responding to Incidents, Disclosures and Suspicions of Child Abuse PROTECT Flow chart.
- The College has a Child Safety lead officer and Child Safety team.
- All new staff were made aware of their PROTECT reporting obligation, attended a child safe induction session and signed a Code of Conduct inclusive of Reportable Conduct requirements. New staff also completed the Mercy Education Limited online learning modules relating to child safety, reportable conduct and risk management.

#### **Standard 2: A child safety policy or a statement of commitment to child safety in the school.**

- Our Child Safety Policy and Statement of Commitment are included on the College website.

#### **Standard 3: A child safety Code of Conduct**

- Our Safeguarding Children and Young People Code of Conduct is reviewed annually and is available on the College website.

**Standard 4: School staff selection, supervision & management practices for a child safe environment.**

- SHC complies with the new CECV Guidelines on the Employment of Staff in Catholic Schools.
- Compliance includes processes for advertising, reference checking requirements, personal proof of identity requirements and induction requirements.
- Compliance also includes employment of contractors and volunteers.
- All interviews both internal and external and referee checks include questions specific to child safety.
- All guest presenters at the College and at College organised activities are required to have a current Working With Children and/or Police Check.

**Standard 5: Procedures for responding to and reporting allegations of expected abuse.**

- Processes follow guidelines set by Catholic Education Melbourne.

**Standard 6: Strategies to identify and reduce or remove risks of child abuse.**

- Risk management planning and procedures are implemented to identify possible risks to the safety of young people with action taken to eliminate or reduce risks. Risk management plans are closely scrutinised annually by Mercy Education Limited for all level 2 overseas destinations, ie France, Timor Leste and Nepal.
- All staff are first aid trained, including CPR, anaphylaxis and asthma updates with key staff qualified as Level 2 First Aid, diabetes and epilepsy trained.
- Sacred Heart College continues to incorporate and further develop the principles of Resilience, Rights and Respectful Relationships (RRRR) into curriculum and pedagogy in line with Standard 7.
- Risk management planning includes child safety references specifically around supervision ratios relating to gender and students with diverse learning needs.
- Staff participated in external professional learning, including Law in Schools, Trauma Informed Practice and Adult and Youth Mental Health First Aid.
- Sacred Heart College continued to participate in the CEM Western Region Wellbeing Network with briefings on risk management and child safety.
- Memorandums of understanding have been developed between Sacred Heart College and interstate and overseas exchange schools, including child safety and risk management requirements.



**Standard 7: Strategies to promote child empowerment and participation.**

- Students have been involved in the review and update of College policies and the development of our student-friendly Child Safety Policy.
- Students were integral members of working parties that focused on matters impacting their learning and wellbeing. In 2018 this included adjustments to the College uniform. All students were consulted through an online survey to guide decision-making; students from various year levels were invited to join a uniform working party.
- The CEM Identity and Growth documentation informed the revision of our SHC policy to publish our SHC Catholic Education - Identity and Sexuality Policy.

## Working Together for Excellence

### Goals & Intended Outcomes

- Attract and retain exceptional and specialised staff
- Ensure student voice is present and heard across all strategic priorities
- Establish networks that build capacity and leadership opportunities
- Foster and maintain a strong relationship with parents and Alumni
- Acknowledge and celebrate achievements in our School community
- Implement and maintain a regular process of appraisal and performance coaching
- Create opportunities for student teams to flourish across disciplines

### Achievements

#### Attract and retain exceptional and specialised staff

| STAFF COMPOSITION                     |       |
|---------------------------------------|-------|
| Principal Class (Headcount)           | 5     |
| Teaching Staff (Headcount)            | 140   |
| Teaching Staff (FTE)                  | 109.7 |
| Non-Teaching Staff (Headcount)        | 79    |
| Non-Teaching Staff (FTE)              | 71.8  |
| Indigenous Teaching Staff (Headcount) | 0     |

- Employment at the College is supported by a broad wellbeing program, including access to services such as an Employee Assistance Provider and initiatives encouraging physical activity, social gathering, and health and wellness. This year, the College established itself as a Visible Wellbeing Partner school and staff were given the opportunity to contribute qualitative and quantitative data regarding their wellbeing. Staff were asked to identify what wellbeing is for them and how they view wellbeing amongst their colleagues, with the strength of relationships within the College clearly identified as valued by staff. The College will continue its focus on visible wellbeing in 2019 across the six Visible Wellbeing Framework pathways of: strengths, emotional management, attention and awareness, relationships, coping, and habits and goals.
- Planning commenced for the integration of PA40+, ie timetabled physical activity classes providing opportunity for students and staff to undertake incidental and recreational physical activity within the school day.

| TEACHING STAFF ATTENDANCE RATE |       |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 92.4% |

- The College prides itself on supporting staff in blending work and personal commitments, with generous leave provisions and staff benefits. Our staff attendance rate for 2018 was 92.4%, with staff requesting personal leave for a range of circumstances to support personal commitments.

| TEACHER QUALIFICATIONS   |       |
|--------------------------|-------|
| Doctorate                | 0.9%  |
| Masters                  | 21.1% |
| Graduate                 | 52.6% |
| Graduate Certificate     | 11.4% |
| Bachelor Degree          | 88.6% |
| Advanced Diploma         | 14.0% |
| No Qualifications Listed | 4.4%  |

- We continued to actively promote and encourage our staff to be continuous learners, building on a work culture that is inventive, open-minded and encouraging. As a staff, we collectively participate in learning aimed at enhancing our Catholic identity, access learning that extends beyond the traditional forums and networks, and build personal and professional capacity.

The College encourages a continuous and supported approach to development by providing access to a range of professional learning activities. All 219 staff employed across the 2018 year participated in professional learning, with total 2018 expenditure of \$124,087.

The focus this year was teachers accessing training on Simon Breakspear's learning sprints, a key component of 2019's Communities of Practice and a formal recognition of the work they are already undertaking in responding rapidly and dynamically in their teaching practice.

A number of staff commenced, continued or finalised formal study, including Masters Degrees, Graduate Diplomas, Graduate Certificates, and specialised certifications.

- All mandatory requirements relating to first aid and child safety were met and maintained.
- The College continued to explore options to support pre-service teachers while on placement, with internships or full-year immersions continuing to be investigated in partnership with universities. We readily support work experience placements from other industries, including science and social work.

## STAFF SATISFACTION

Employment at the College is supported by a broad wellbeing program, including access to services such as an Employee Assistance Provider and initiatives encouraging physical activity, social gathering, and health and wellness generally. Throughout 2018, the College continued to build on its wellbeing program, with a number of new initiatives introduced to support our existing approaches to wellbeing and engagement. These included:

- further exploration and delivery of a comprehensive program of wellness activities
- investigation and planning for PA40+, a timetabled physical activity classes providing opportunity for students and staff to undertake incidental and recreational physical activity within the school day, and,
- establishment of the College as a Visible Wellbeing™ partner school in readiness for roll out in 2019. To support this initiative, staff were asked to identify what wellbeing is for them and how they view wellbeing amongst their colleagues, with the strength of relationships within the College clearly identified as valued by participants. The College will continue its focus on visible wellbeing in 2019 across the 6 Visible Wellbeing Framework pathways of Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, and Habits & Goals.

### Staff satisfaction at Sacred Heart College is evidenced by:

- A strong commitment to the educational experience of our students
- The quality and strength of relationships between staff members, students, families, Alumni and the wider community
- A connection to our Mercy values, visible in staff actions and interactions
- High staff retention
- Low absenteeism
- Active participation in the community through social outreach activities
- Positive feedback obtained through the Organisation Cultural Profile survey of new staff
- Active engagement with the College's goal setting and appraisal programs

| STAFF RETENTION RATE |       |
|----------------------|-------|
| Staff Retention Rate | 93.4% |

- A staff retention rate of 93.4% for 2018 is indicative of the long-term nature of employment at the College, with the majority of those who left their position in 2018 moving into retirement.

### **Ensure student voice is present and heard across all strategic priorities**

- The Student Representative Council is the forum for elected students to have direct input into SHC programs such as social justice issues supported by the College, Contemporary Learning matters (including the reimagining of Parent Communication Afternoons) and health and wellbeing initiatives. Students were surveyed in 2018 regarding the furniture selection for Stage 2 of the Court Precinct, the new subject selection process introduced in 2018, and the effectiveness of cyber safety programs offered at the school. The evaluation of the Maguire Celebration also included student input.

### **Establish networks that build capacity and leadership opportunities**

- Students accessed a range of external programs and worked closely with students from other schools and external experts. Students participated in social justice programs, highlighted by the success of the Triumph festival that raised over \$50,000 for charity. Students have also participated in off-site competitions and projects and have worked with industry experts in a range of fields.
- In 2018, work continued towards the establishment of a new network model for positions of leadership that would support the College through the next phase of its Redesigning Learning Program.
- Following an extensive analysis and design process across 2017 and 2018, 13 positions of leadership were advertised for commencement in 2019, with eight positions appointed internally. The College is currently supported by 24 positions of leadership with investigations around the next phase of our staff organisation informing the establishment of more positions.

### **Foster and maintain a strong relationship with parents and Alumni**

- Sacred Heart College recognises that parent engagement in education is about families and the school working together to ensure that every parent can play a positive role in their daughter's learning and school community. Genuine family engagement exists when there is a meaningful relationship between both parties with the shared goal of maximising learning outcomes for students.
- Families are a child's first teacher in their early years, and they continue to play an integral role as they support them through their secondary education. Research has identified the many benefits of continued parent engagement for student learning outcomes; for example, children do better, stay in school longer, are more engaged with their school work, attend school more regularly and have better social skills.
- Supported by the College's Communications and Marketing Subcommittee the second annual parent survey was conducted in Term 4 2018. The survey had three areas of focus: (1) College communications, (2) events and (3) parent/teacher communications. Parents were asked to rate their satisfaction levels out of 10 and explain their rating in a comments box; 297 responses were received.
- Again, the survey was well-prescribed and offered feedback that will enable us to develop further changes that provide family engagement opportunities via timely and effective communications, and both formal and informal social events.

## Communications

- We remain vigilant in using language that is clear and accessible to families, avoiding (or explaining) confusing educational terminology
- The College maintains consistent expectations for how teachers communicate with families to support student learning and wellbeing, for example improved navigation within CANVAS (parent portal) and providing engagement opportunities via Parent Communication Afternoons (PCAs)
- A significant amount of work has already been done over the past 12 months to improve the consistency and accessibility of information to parents through the eNews, social media and other communication channels such as the website.

## Events

- Feedback via the parent survey provided advice from our families about the types of school events and activities they value. Some preferred more informal gatherings and opportunities to engage with school staff rather than formal and costly events. In considering this feedback, the following events will be held in 2019:
  - ◆ Inaugural Mothers' and Daughters' Breakfast - Tuesday 7 May
  - ◆ Inaugural Parent Trivia Night - Friday 2 August
  - ◆ Dinner for Dads and Daughters – Thursday 29 August
  - ◆ Empowering Women's Dinner - Thursday 12 September
  - ◆ Family Night on the Green - Friday 1 November (free event)

## Alumni

Sacred Heart College, together with the Alumni Association, offered regular opportunities in 2018 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, 2018 Discovery Day.
- College Alumni were again 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 students.
- The Alumni Association continues to generously support 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 2018 to apply for positions on the College's numerous skills-based subcommittees.

- Wherever possible, the College considered how successful alumni could be involved in events such as performing at the 2018 Maguire Celebration, applying for position on the numerous skills-based subcommittees, presenting at the Year 10 Careers and Pathways Day.

### **Acknowledge and celebrate achievements in our School community**

- 2018 Maguire Celebration - the annual Maguire Celebration formally recognised and celebrated the many ways in which our students worked together to achieve excellence in 2017. Held at GMHBA Stadium, the celebration acknowledged that excellence was experienced in many forms, both individually and within groups.
- Alumni Art Show – the inaugural 2018 exhibition showcased the artistic works of past students, working in and across multiple skills and disciplines.
- Maguire magazine - celebrated our alumni and community achievements during 2018.
- SHC in the media – we celebrated current and past student achievements through regular promotion in the College's eNews and via social media platforms.
- Mercedes magazine – our annual student magazine highlighted and celebrated the many, many student and staff successes of 2018.
- Staff briefings – weekly acknowledgments of staff and student achievements at twice-weekly staff briefings.
- Mercy Moments – an initiative of the 2018 College Captains, 'Mercy Moments' regularly acknowledged students who had shown an act of kindness to her peers or a staff member.
- eNews – each edition highlighted a member of the College community and showcased the knowledge, skills and attributes of our community.
- Student led assemblies. A regular feature of each assembly is High Five, a spotlight on student and staff achievement.

### **Implement and maintain a regular process of appraisal and performance coaching**

- Staff development continues with the College's goal setting and coaching programs for teaching and non-teaching staff. Individual and team goals align with Strategy 2020 and achievement is supported through formal and informal mentoring, professional development, networking and resourcing.
- Teaching staff were trained in Simon Breakspear's learning sprints in readiness for formal implementation through the College's Communities of Practice from 2019. These learning sprints are aimed at promoting a bias towards action, continuous experimentation and seeking real and rapid feedback to guide iterations in teaching practice.

- Staff in positions of leadership have commenced a reinvigorated and considered approach to goal setting and performance coaching to best enable strong leadership development.

**Create opportunities for student teams to flourish across disciplines**

- In 2018 a number of transdisciplinary subjects were initiated, such as Pitch Perfect, allowing students to use their skills and knowledge from a range of disciplines. In addition to a number of external STEAM events, such as the Virtual Reality workshop in Melbourne, extra-curricular activities were offered at school which students could participate on a voluntary basis at lunch time or after school.



## Stewardship

### Goals & Intended Outcomes

- Manage our financial and physical resources for long term sustainability and affordability.
- Deliver our Master Plan targets.
- Use evidence based data to inform decision making and resourcing across all strategic priorities.
- Adopt cutting edge technology where it enables school improvement.
- Build and maintain a philanthropic culture supporting capital development and equity scholarships.
- Ensure all legal and regulatory requirements are met and review our strategy annually.

### Achievements

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

- The Business Office introduced a comprehensive budget consultation that examined each budget code and gave more ownership of budgets to budget holders.
- College fee statements were issued in November 2018 instead of February/March 2019. This process significantly increased YTD collection to April whilst providing parents with more time to plan their fee payments; also enabled earlier conversations with parents who required assistance with fee assistance.
- The Celestine Centre for Hospitality and the Costa Centre for Performing Arts Centre are now available for external hire with promotional packages focusing on conference hire. Over time, this will provide another source of revenue for the College.
- Seven alumni weddings were held in the College's Chapel in 2018, also providing an ongoing external stream of income for the College.

#### Deliver our Master Plan targets

- Our Master Plan targets are on track, with the completion of Stages 1 and 2 in 2017 and 2018 respectively; Stages 3 and 3A are due for completion by Term 4 2019.
- Early planning has commenced for the next stage of the College's Master Plan, being Stage 5 - the Sports and Wellbeing Centre

### **Use evidence-based data to inform decision making and resourcing across all strategic priorities**

- The annual parent survey was distributed in Term 4 to measure the effectiveness and efficiency of the College's communication processes. Almost 300 responses were received with a very positive reaction from our community. Significant improvements were noted on the previous year's feedback. Data received was used to implement updates to the fortnightly eNews and to assist with the development of an informative College communication plan.
- A survey was sent to prospective families following the 2018 Discovery Day, seeking feedback on their experience, eg knowledge gained, ease of movement around the College via updated, colour-coded map etc. The data was analysed and used to inform planning for the 2019 event.

### **Adopt cutting edge technology where it enables school improvement**

- The College implemented Zoom video conferencing to save time and facilitate communication with outside experts.
- Online courses were developed through Canvas.
- A Digital Literacy for Students course was developed to embed digital skills into the online experience for our students.
- The College increased usage of the Studiosity online help system to assist students with their learning.
- In line with feedback received via the 2018 Parent Survey, a new eNews format was developed via a streamlined technology platform that presents the information in an easy to read/easy to access content format.

### **Build and maintain a philanthropic culture supporting capital development and equity scholarships**

- The capital campaign target of \$1.8m was reached in Term 4 2018 through generous community support and four new industry partnerships with Deakin University, AusNet, CompNow and Southern Piling.
- An extra \$125,000 was raised through generous College support for the stained-glass window.
- The 2018 Annual Giving campaign surpassed the target goal of \$50,000.

**Ensure all legal and regulatory requirements are met and review our strategy annually**

- All legal and regulatory requirements relating to student enrolments were met.
- WWC checks and Police checks for volunteers were recorded, maintained and updated on the College's database.
- All policies were reviewed and updated in line with relevant renewal dates.
- The College achieved excellent results on the annual financial audit.
- The College received a good result on the annual Mercy Education Limited (MEL) compliance audit.

## Future Directions

2019 marks the 160th Anniversary of the arrival of the Sisters of Mercy in Geelong and this will be followed in April 2020 with the school's 160th Anniversary. A time of celebration, our focus will be on gratitude and respect.

As part of Redesigning Learning at Sacred Heart College the following priorities have been set for 2019:

- Embed the Visible Wellbeing program
- Enhancing Catholic identity by incorporating the Mercy Advocacy Approach to social outreach
- Further develop new staff structures and positions of leadership including: numeracy, literacy, learning diversity, student leadership, pedagogy coaches and non-teaching positions: Performing Arts Coordinator, Wellness and Sports Centre Manager and learning coaches
- Review organisation of time to include 30 minutes of connect time daily for students and their mentors.

Conscious that 2020 is fast approaching the College's Strategy Subcommittee has begun work planning the process for the development of our next strategy 2030.

## Professional Learning Plan – 2018

### Semester 1 - Term 1

| Dates                            | Event                              | Time (Duration)  |
|----------------------------------|------------------------------------|------------------|
| Tues 27 February                 | LE – Writing ILPS and Adjustment   | 3:45pm to 5.00pm |
| Wed 28 February                  | Toolbox Orientation - Budgets      | 3:45pm to 5.00pm |
| Wed 7 March                      | Community of Practice              | 3:45pm to 5.00pm |
| Thurs 8 March                    | Circle of Mercy – Maeve Heaney     | 7.00pm to 9.00pm |
| Wed 21 March –<br>Thurs 22 March | National Future Schools Conference | All day          |

### Semester 1 – Term 2

| Dates        | Event                                    | Time (Duration)   |
|--------------|--|-------------------|
| Wed 7 May    | Community of Practice Reflection         | 3:45pm to 5.00pm  |
| Wed 23 May   | Sexuality and Gender – Fr Kevin McGovern | 3:45pm to 5.00pm  |
| Tues 5 June  | A Year in a Day                          | 11.00am to 8.00pm |
| Tues 19 June | Shazaam                                  | 3:45pm to 5.00pm  |

### Semester 2 - Term 3

| Dates             | Event  | Time (Duration)  |
|-------------------|--|------------------|
| Mon 16 July       | Geelong Catholic Secondary Schools Combined PL Day | 9.00am to 3.30pm |
| Mon 20 August     | Community of Practice Reflection                   | 3:45pm to 5.00pm |
| Thurs 23 August   | Circle of Mercy – Fr Richard Leonard               | 7.00pm to 9.00pm |
| Tues 11 September | Network Meeting                                    | 3:45pm to 5.00pm |

### Semester 2 - Term 4

| Dates             | Event                             | Time (Duration)  |
|-------------------|-----------------------------------|------------------|
| Thurs 18 October  | Circle of Mercy – Naomi Wolfe     | 7.00pm to 9.00pm |
| Friday 2 November | Leadership Communication Briefing | 9.15am to 3.30pm |
| Wed 14 November   | Community of Practice Reflection  | 3:45pm to 5.00pm |
| Wed 21 November   | Sr Elizabeth Dowling              | 3:45pm to 5.00pm |
| Mon 26 November   | Looplearn Information Session     | 3:45pm to 5.00pm |
| Wed 26 November   | Shazaam                           | 3:45pm to 5.00pm |