

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2019



## SACRED HEART COLLEGE GEELONG



SCHOOL REGISTRATION NUMBER: 0219

## Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Our College Vision .....	3
College Overview .....	4
Principal's Report .....	5
Church Authority Report .....	7
College Advisory Council Report .....	8
The Sacred Heart Way .....	9
Life Worthy Learning .....	13
Healthy and Safe Environment .....	16
Child Safe Standards .....	19
Working Together for Excellence .....	22
Stewardship .....	31
Future Directions .....	34

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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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870-Child Safe Standards, Managing Risk of Child Abuse in School.

22 May 2020


## 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.**



#### 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 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 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 1506 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 Alliance, 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

On Tuesday 3 December 2019 Sacred Heart College together with the Sisters of Mercy celebrated the 160<sup>th</sup> anniversary of the arrival of the Sisters of Mercy in Geelong. In this milestone year our focus has been on tradition but not as tired and worn, old and duty, but as a gift of memory – a memory that is older and larger than our own life. At Sacred Heart we honour our Mercy tradition by choosing not to repeat actions merely because they have always been done, but instead our focus is on constant development.

In our quest to further advance strategic priority two: *Life worthy learning*, students from Years 7 to 11 have experienced transdisciplinary learning linked to external experts. Students have worked with a cyber security analyst from IBM who engaged a small group of senior maths students in completing a graduate level logic course titled 'Faulty Arguments' whilst another group of students worked with CSIRO professional, Dr Melanie Thompson on a project that explored how to reduce drag on a ship's hull in order to reduce emission levels produced by container ships bringing imports into Australia. Both projects signal what future learning looks like – a practical collaborative integration of skills and knowledge from across a range of disciplines used to solve real world problems.

Our belief that learning happens anytime, anywhere and in many different ways, and that learning is amplified through the use of technology has led to the introduction of an online digital citizenship course for Year 7 and Year 9 students. This educative process focuses on the responsible use of mobile devices and is part of the College's response to the Victorian Government ban on mobile phones in schools.

Through the learner dispositions and 'learning to learn' we continue to focus on what it means to be a highly capable learner. Our submissions to present at the Alliance of Girls School 2020 Asia Pacific Summit in Hobart, Harvard Zero Project (Education That Matters - Independent Schools Conference) in Melbourne and the IHESA Conference were all successful. Looking into the future, work has begun on reviewing the structure of the school day.

Informed by Positive Education research the College has implemented a new student leadership structure and election process. The structure challenges the belief that leadership should be determined by age and instead focuses on student readiness based on experiences both within and beyond school.

### **Strategic priority 3 is '*Healthy and Safe Environment*'.**

In 2019 staff completed the first of a two year Visible Wellbeing program. Modules completed included: character strengths, emotional management and habits, and goals. The knowledge gained and practices learnt have been embedded into teacher practices aimed at improving student wellbeing. Knowing that well-being is multi-faceted, our partnership with Deakin University has seen us join forces through a shared food charter which focuses on empowerment, sustainability and balance. Along with PA40+ (our alternative physical education program offered in Year 10) we aim to instil in our young people habits that support a healthy body and a healthy mind well beyond their time at Sacred Heart.

In Term 4 we delivered Stage 3 of the STEAM Hub – The Court Precinct which included a new student entry into the College, contemporary collaborative spaces and a café-style meeting point akin to the shared workspaces that have come to be dotted around metropolitan Melbourne.

Work is underway for Stage 5 of the Master plan which includes an expansion of the O'Dwyer Gym with the inclusion of wellness spaces in order to create the Sports and Wellness Centre.

In 2019 Academic Parent Teacher teams were introduced at Year 7 with a focus on lifting student performance in Maths. In 2020 we turned our attention to teacher training and we launched the *Embedded School Practice* model where final year students from Australian Catholic University's teaching degree work with the Catholic secondary and primary schools in Geelong for three days a week in a year-long program. Needless to say **that strategic priority 4: *Working together for excellence* and strategic priority 5: *Stewardship*** are both tracking well.

**Strategic priority 1: *The Sacred Heart Way*** calls us to uphold and advance Catherine McAuley's vision. In line with our strategic goal to broaden our student population to reflect the diversity of the Geelong region by giving preference to the marginalised, we have focused on refugees and new arrivals. Partnering with Barwon Child Youth and Family (BCYF) and Diversitat the school has identified refugee and asylum seeker families seeking a Catholic Secondary education for their daughters.

Almost at the end of *Strategy 2020*, work commenced to develop *Strategy 2021 and Beyond*. So far the College has reviewed the existing College vision, undertaken a fact finding and consultation process, hosted forums and workshops as well as listening to presentations from representatives of the Geelong community, Catholic Education Melbourne, business and education experts, and a futurist. Key themes have emerged and these have been synthesised to create four strategic priorities.

*Strategy 2021 and Beyond* will be launched in 2020.

**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 sole 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, approves each school's strategic plan, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

These schools are:

- Academy of Mary Immaculate, Fitzroy, VIC
- Catherine McAuley College, Bendigo, VIC
- Mercedes College, Perth, WA
- Mount Lilydale Mercy College, Lilydale, VIC
- Our Lady of Mercy College, Heidelberg, VIC
- Sacred Heart College, Geelong, VIC
- Santa Maria College, Attadale, WA
- Sacred Heart College, Kyneton, VIC
- St Aloysius College, Adelaide, SA
- St Aloysius College, North Melbourne, VIC
- St Brigid's College, Lesmurdie, WA
- St Joseph's College, Mildura, VIC



## College Advisory Council Report

The 2019 year was very productive for the College Advisory Council. With a strong leadership team and continuity of members at Council, the school is well positioned for the continued delivery of quality education for our girls.

The year began with a workshop to launch the development of *Strategy 2021 and Beyond*. Members of the College Leadership Team, Advisory Council, subcommittees and Alumni were encouraged to think as broadly as possible about the changing educational landscape. The focus was education in the next decade and the transformation of Geelong and the global economy. The Strategy Subcommittee, led by Jennifer Falco, will drive the development of *Strategy 2021 and Beyond*.

Anthony Baldasso has led the Planning and Facilities Subcommittee in collaboration with the Leader of Business Operations, Luke Haitas. Their key focus has been on the Court Precinct projects. Stage 3 was delivered on time and on budget for the benefit of the students and staff. The College will now embark on the next stage of building renewal with planning underway for the new health and wellness centre.

Communication by the College is now in many forms as we identified the importance of finding ways to interact with time-poor parents, information hungry students and the broader community. 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 has done a fantastic job to improve all forms of communication.

Our Wellbeing Subcommittee's Chair, Javier Garcia guided the subcommittee this year in a key area of focus for the College - the wellbeing of both students and staff. With increased awareness of adolescent wellbeing, the College will be further resourcing this area in 2020.

Chair of the Finance Sub-Committee, Chris Hayes worked through the school funding uncertainty and finances for our extensive building projects. With uncertain economic times ahead, the College will endeavour to provide cost efficient innovative education for girls.

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

### Looking Forward

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 and 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 the 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

#### Gospel imperatives and Catholic Social Teaching (CST) in curriculum:

- In 2019 an audit of social justice embedded in curriculum was undertaken
  - Results suggest that CST is well embedded across the RE, English, Humanities, Health, Science, Arts, Technology and VCAL curriculums.
  - The address of gospel values is also shared via Faith and Seminar Days, Retreat and Renewals programs, the College's Living Mercy Program (reviewed in 2019), and other opportunities for worship, eg daily prayer, liturgy and College Masses.
- Continued integration of outreach projects into curriculum was undertaken to support a recontextualised dialogue with students, eg kinder partnership sustainability project, kinder wellbeing project, St Thomas Young Leaders Program
- The Year 12 Outreach program was replaced by the Mercy in Action Project, which embraces the Mercy Justice Advocacy Approach, to support student self-initiated animation of gospel values.

#### A number of Memorandums of Understandings (MOU) were established to support ongoing and sustainable community partnerships:

- MOU established between Sacred Heart College (SHC) and We All Rotate (partner organisation of Year 7 Mercy Work)
  - SHC committed to sponsoring five Nepalese girls annually (providing educational resources and support of safe and secure housing)
- MOU established between SHC and Jabiru Area School (JAS), NT
  - The SHC student exchange was extended by also receiving two JAS students for a two week exchange here in Geelong
  - Senior VCAL students completing their community project created partnerships with local businesses and fundraised to donate sporting goods to JAS in an effort to improve student attrition
- MOU established between SHC and CTID, Baucau Timor
  - SHC received two CTID staff for a six week teacher placement
  - Additional funds were contributed to CTID projects including building and maintenance works
  - A donation of 10 laptops and chargers to CTID for use in classes

- Senior VCAL students completing their community project created sanitary packs with information booklets and reusable sanitary items for CTID students.

**Continued support of College Mercy Works as well as additional opportunities for student engagement were offered:**

- SHC Mercy Works:
  - Padua (ACRATH and Bahay Tuluyan Philippines Australia (BTPA))
  - Siena (Timor - including Geelong-Viqueque Friendship Schools (GVFS), CTID and ICFP, and McAuley Community Services for Women)
  - Loyola (Mercy Works – Indigenous Projects, and Mercy Works – Refugee Asylum Seeker Projects)
  - Clairvaux (Coast Guardians and Exodus Community)
  - Year 12 Mercy Work - Offspring Project
  - Year 7 Mercy Works (We All Rotate and St Vinnies Christmas Appeal)
- In 2019 the College maintained ten ongoing/continuous outreach programs, as well as developing additional one-off opportunities for staff and student engagement. These one-off opportunities included:
  - St Thomas Young Leader Program
  - Harmony Day activities with Northern Bay College
  - Enrolment Diversification Tours
  - Ride to School Day
  - Big Issues – partnerships (sustainability and well-being projects)
  - Habitats for Humanity program
  - Climate Strike
  - Outreach placements on Seeds of Justice student conferences
  - Fight for the Bite Paddle Out
  - Visitation at Elstoft House
  - VCAL Mercy Works Tutoring (Shepparton)
  - VCAL AHSEFest 2019
  - VCAL Bannockburn community garden project
- The College continued the development and expansion of immersion opportunities for students:
  - Timor Immersion
  - Nepal Immersion
  - Northern Territory Immersion
  - Opwall Expedition – Borneo

**Redesigning of the SSRC and plans for a new Student Leadership Team model to be launched in 2020 were undertaken.**

The new model increases the number of opportunities for student engagement and is designed to deepen students' understanding of their place in a global society.

**Re-development of the student social justice group was undertaken to support a recontextualised understanding of Gospel values**

- MAD-JAM Committee (Make a Different - Mercy and Justice) now addresses the call of the earth as well as the poor
- Student engagement (numbers) were expanded

- School terms were thematically focused (Caritas - Project Compassion, the environment, issues facing indigenous communities and issues affecting young people's wellbeing - mental health and purpose)

### Increased professional development for staff, students and families

- Opportunities for students:
  - Caritas Just Leadership Day
  - St Vinnies College Conference
  - World Vision Leadership Conference and subsequent backpack challenge
  - SEEDs of Justice x 3
  - Young Mercy Leaders Dublin Pilgrimage
  - Living Mercy presentation for Year 11 and 12 students to hear from guest speakers Sr Angela Reed, Mely Lenario, Mariette Latonio and Sophia Griffiths-Mark. This session was followed that evening by the 'Mercy: A Seat at the Table' PD offering, which students were encouraged to attend.
  - A number of guest speakers were sought for Year 10 RE classes
- Opportunities for staff and the wider SHC community:
  - The Mercy Formation Program was re-developed by the Mission Team for SHC staff either new to the College, seeking accreditation to teach in a Catholic school or those holding a POL 3+. PD's developed in 2019 provided professional learning in Mercy story and Catholic identity, and were open to the whole SHC community to attend.
- 2019 Mercy PD offerings:
  - Staff Retreat
  - Mother Xavier Maguire: SHC 160th Anniversary - Sr Helen Delearney
  - Mercy: A Seat at the Table - Sr Angela Reed, Mely Lenario, Mariette Latonio and Sophia Griffith-Mark
  - AMSSA Conference - 15th Biennial Conference
  - SHC Workshop Presentation - Receiving and Raising Student Voice in Religious Education Curriculum Design
  - Empowering Women's Dinner
  - Mercy Earth Educators Network
- 2019 Catholic Identity PD offerings:
  - Circle of Mercy Program
    - Interfaith Understanding - Kuranda Seyit
    - The Space Where Science and Faith Reside - Shelley Waldon and Matthew Navaretti
    - Challengers to The Church Today - Fr Richard Leonard
  - God Conscious Ministry - Br David Hall
  - Dinner and Dialogue - Inducting the Religious Education Leader into Religious Leadership
  - CEM Presentation on The Re Learning Continuum
  - Eucharistic Training Professional Development Opportunity at SHC

In 2019 we began a **re-envisioning of our Scholarship Committee** to become more outwardly focused and invitational to vulnerable families within our region. This process will continue across 2020.

**SHC has partnered with Barwon Child Youth and Family (BCYF) and Diversitat** to identify refugee and asylum seeker families desiring a Catholic Secondary education for their daughters, but who feel it financially inaccessible. These actions have been made in response to a directive from Mercy Education Board to all Mercy College's to seek greater inclusivity across their communities.

**Students, staff and families were welcomed and encouraged to participate in College Eucharistic celebrations, including:**

- Beginning of Year Mass
- Ash Wednesday Liturgy
- Easter Liturgy
- Frayne Festival Liturgy
- Remembrance Service
- Graduation Mass
- 160th Anniversary - Sisters of Mercy Geelong Mass

**Support of significant days that reflect the mission of our founding order.**

For example, Saints days, days of cultural or religious significance, awareness raising campaigns, and associated programs and activities, eg St Patrick's Day, International Women's Day, Bullying No Way Day, the SHC Empowering Women's Dinner and many others.

**Indigenous cultural awareness** was supported through participation in the AIME program, provision of tutoring for Indigenous students, commemoration and celebration of Reconciliation Week and ATSI cultural days.

**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 and 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

In 2019 Sacred Heart College continued to roll out the strategy of the Redesigning Learning Project that aims to provide our students with a Network Model of education. Our goal is to prepare our students for life after school so they can become global citizens ready to challenge, engage and lead while making a positive contribution to society.

To aid in this goal, we have focused on the enhancement of student choice to embed a personalised learning experience. Student groupings have been adjusted to allow students to find their own level of challenge based on their individual skills and interests, not just the year they were born. In 2019, students could choose their subjects from a vertical framework and elect to undertake subjects that were truly transdisciplinary in nature, such as the Bradbury Club, online units from Emerging Sciences Victoria and the subjects that utilised our new Maker Space.

The College also reimaged the groupings of staff so that more authentic conversations could occur between disciplines with the aim of enabling project teams to ideate.

In 2019 the College launched the *Hallmarks of the Sacred Heart experience*, which are underpinned by our Mercy Values. These hallmarks reflect the learning dispositions we seek to develop among our students. In 2019, a pilot was undertaken to embed selected dispositions within certain subjects and to have students self-evaluate.

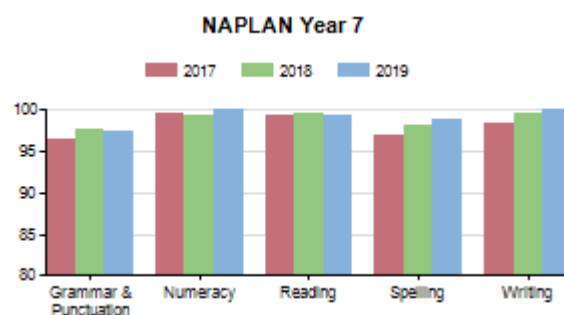
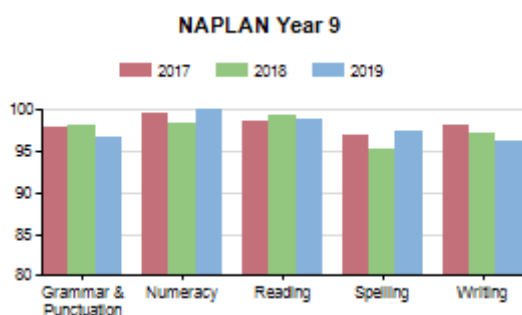
In 2019 the College continued to forge partnerships with external organisations, such as CSIRO, Deakin University, Emerging Sciences Victoria and the Geelong Tech School, to broaden the experiences our learners are exposed to.

In 2019 the College prepared for the International Baccalaureate Middle Year Program review. The College received a positive report which indicated that the curriculum we are offering is both rich and authentic. The College also introduced a digital literacy and cyber safety program in the junior levels which aims to establish safe online practices for our students.

The opening of Stage 3 of the Court Precinct brought together the elements of our STEAM program under the one roof, with students now accessing breakout spaces in a cafe style atmosphere. We also introduced an exercise program titled PA40+ which allows our students to log their physical activity for a minimum of 40 minutes each day as an alternative to the standard physical education program.

## STUDENT LEARNING OUTCOMES

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar and Punctuation	579.7
Year 9 Numeracy	587.0
Year 9 Reading	606.1
Year 9 Spelling	590.2
Year 9 Writing	585.4



The average attainment of our 2019 Year 9 cohort remains well above the state mean in the 'literacy' domains with the proportion of Year 9 students meeting the minimum standards remaining in the high 90s percentiles. There has been continued improvement in growth in the numeracy, spelling and writing domains at Year 7 level and in numeracy and spelling at Year 9 level. Writing is one domain in which the College will need to monitor as there has been a decline over the last three years.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar and Punctuation	96.5	97.7	1.2	97.3	-0.4
YR 07 Numeracy	99.6	99.2	-0.4	100.0	0.8
YR 07 Reading	99.2	99.6	0.4	99.2	-0.4
YR 07 Spelling	96.9	98.0	1.1	98.9	0.9
YR 07 Writing	98.4	99.6	1.2	100.0	0.4
YR 09 Grammar and Punctuation	97.8	98.0	0.2	96.7	-1.3

YR 09 Numeracy	99.5	98.4	-1.1	100.0	1.6
YR 09 Reading	98.6	99.2	0.6	98.8	-0.4
YR 09 Spelling	96.9	95.3	-1.6	97.5	2.2
YR 09 Writing	98.2	97.2	-1.0	96.3	-0.9

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.

## PROPORTION OF STUDENTS MEETING MINIMUM STANDARDS

SENIOR SECONDARY OUTCOMES	
VCE Median Score	32
VCE Completion Rate	100%
VCAL Completion Rate	96%

POST-SCHOOL DESTINATIONS AS AT 2019	
Tertiary Study	63.0%
TAFE / VET	6.0%
Apprenticeship / Traineeship	4.0%
Deferred	11.0%
Employment	14.0%
Other - The category of Other includes both students Looking for Work and those classed as Other	1.0%



## Healthy and Safe Environment

### Goals and 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.
- VCE Health and PE students also complete the Mission Australia survey annually.
- The College continues to facilitate a Wellbeing Subcommittee of the College Advisory Council. Members with expertise across many fields are included in the subcommittee 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 launched in 2019 as a Year 10 subject choice. The initiative has provided an opportunity for students, staff and parents 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 continues to be a Respectful Relationships Partner School to look for ways of embedding the RRRR curriculum to ensure a culture of respect across the College. The *Respectful Relationships School Commitment* was created and uploaded to the College website in 2019.
- The College is a Visible Wellbeing Partner School. Staff, parents and students have undertaken learning in the SEARCH framework and a Living Mercy program which explicitly teaches the principles of wellbeing has been created and will be piloted in 2020, further enhancing and embedding wellbeing practices throughout the College community, bringing Positive Education to reality.
- A Wellness for Learning Coordinator POL position was created to ensure wellbeing practices continue to be promoted throughout the College

- The SHC Food Charter including four pillars: empowered, communal, balanced and sustainable, was created by a team including external experts, parents and students.
- Many staff, including most Learning Support Officers achieved Youth Mental Health First Aid certification
- Year 8 students undertook training in Teen Mental Health First Aid.
- The SHC student leadership program was reimaged to increase the opportunity available to all students to participate in activities that build leadership capacity and enhance student agency.
- The College introduced multi-aged mentor groupings 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)
- 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. In 2019 a new Spanish immersion program, the El Camino Way, was designed to be piloted in 2020.

Student voice is canvassed in relation to improving the role and agency of all students in the College. Students were empowered through both formal and informal leadership opportunities, student led conferences, decision making opportunities and continual student feedback. A new Student Leadership model was designed to provide students from any year level with the opportunity to lead the College as part of the Student Leadership Team.

## STUDENT SATISFACTION

YEARS 9 to 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	95.7%

College voice, the CEMSIS, 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	94.2
Year 8	91.0
Year 9	89.0
Year 10	89.0
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. In 2019 this policy was incorporated in the Student Positive Behaviour Policy.
- Promoted attendance during 2019 through:
  - Social media posts and eNews, promoting the DET's Every Minute Counts
  - Creating and promoting an Attendance Flowchart which outlined the procedures for monitoring attendance
  - Creating an ESS position which included as part of the role, contacting parents via phone when their daughter was an unexplained absence
- Shows 'live' each day, student's attendance 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.
- Ensures 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 are monitored and discussed with the student and their family.
- Conducts meetings with the student and their family to discuss how best to support the young person in attending and engaging with school, when attendance is a concern. This may result in 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.
- Seeks support and guidance from the CEM when ongoing attendance concerns arise for specific students.

## 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.**

- The College website, Staff Handbook and Student Space include access to policies developed to support increased child safety and risk management.
- The College has a Child Safety lead officer and Child Safety team that has continued to meet regularly throughout the year.
- All policies relating to child safety are reviewed annually.
- The College website was updated to ensure easier access to policies and information regarding child safety and risk management.
- All new staff were taken through child safety expectations and shown where to access further information. They are also asked to sign the Safeguarding Children and Young People Code of Conduct where acceptable and unacceptable behaviours are explained.
- All staff are expected to complete Mercy Education Limited online learning modules relating to child safety, reportable conduct and risk management.
- The SHCProtect website was created for staff to access child safety and risk management information.

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

- A new Statement of Undertaking: Protection of Children was created and is on the College website, Staff Handbook and Student Space.
- The Child Safety and Empowerment Policy was created to combine all child safety policies, procedures and protocols in the one easy to access document. This policy was included on the College website and Staff Handbook.
- Anti-discrimination of Students with Special Needs policy created.

**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 and management practices for a child safe environment.**

- SHC complies with the 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.
- Guests to the College are encouraged to have a Working With Children Check (WWCC) and are accompanied by a College staff member if they are mixing with students. Adults without WWCC are always accompanied by a College staff member while on site.

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

- Processes follow guidelines set by Catholic Education Melbourne and PROTECT.
- Processes outlined in the Child Safety and Empowerment policy
- [Safety@shcgeelong.catholic.edu](mailto:Safety@shcgeelong.catholic.edu) dominantly displayed in Student Space providing students with a quick, easy means of informing the College when they are not feeling safe.

**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.
- Creation of the SHC- Child Safety Standards Risk Register which is now annually checked by Child Safety team and Health and Wellbeing Subcommittee of the College Advisory Council.
- All staff are Level 2 first aid trained, and have refresher training annually in CPR, anaphylaxis and asthma.
- 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, CEM Child Safety training, 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.
- A more detailed risk management checklist was introduced to be used by staff when planning excursions/incursions.

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

- A new student leadership team was created to enable students from any year level to be involved in leadership both formally and informally.
- Student voice continues to be used in the review and update of College policies and the development of our student-friendly policies.
- Students are integral members of working parties that focus on matters impacting their learning and wellbeing. All students are consulted through online surveys to guide decision-making.
- Student leaders are encouraged to maintain and upgrade Student Space to ensure this student information platform reflects our young people's needs and desires.
- Regular attendance of students in student leadership conferences throughout the year.
- The CEM Identity and Growth documentation informed the creation of the College's Chat Cafe.

## Working Together for Excellence

### Goals and 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

2019 saw a focus on the need for enhanced employee experiences as the impetus for exploring improvements in systems utilised across the College. Work commenced on the establishment of a custom-designed, in-house platform for accessing and delivering professional learning for staff, that could store important professional learning information for each staff member. This platform, *SHC Extend*, will continue to be developed with content aimed at providing relevant and specialised learning for all staff.

The College continues to explore ways to provide an enhanced experience for staff, from initial contact during recruitment and onboarding, through to farewells and offboarding.

#### Embedded Placements

The College commenced a partnership with Australian Catholic University (ACU) to begin planning an alternative to the traditional model of placements for pre-service teachers (PSTs). Having recognised that the traditional model provided minimal exposure for PSTs to the learning and teaching activities of a school, the partnership was established with the aim of delivering a year-long embedded placement to final year ACU students, truly immersing them in the inner workings of life as a secondary school teacher.

An important part of our workforce planning, the inaugural program also aims to address the rate at which early career teachers leave the profession during their first five years, by providing greater support and insight into what it is to be a teacher. Five placements were secured across Sacred Heart College, St Joseph's College and Clonard College, with the program coordinated by Sacred Heart College.

In conjunction with this program, the College also worked to establish a formal training program for its early career teachers, with both programs commencing in 2020.

#### Staff Wellbeing - PA40+, Visible Wellbeing™ and CEMSIS Survey

Following on from planning in 2018, PA40+ opportunities were initiated that encompassed timetabled physical activity classes for students and staff to undertake incidental and recreational

physical activity within the school day. These classes included yoga, tai chi, pilates, boxing, aerobic classes and custom-designed physical activity programs to support general health and wellness. Further enhancement of the PA40+ program will continue into 2020, and will be supported by the appointment of our Sports and Wellness Centre Manager.

Following a planning phase in 2018, Visible Wellbeing was embedded across 2019, with investment in the training of staff and a sharing of our individual wellbeing journeys and initiatives. Our staff developed greater awareness of the pathways including strengths, emotional management, relationships, and habits and goals, and collaborated on making wellbeing visible, professionally and personally.

In 2019, Catholic Education Melbourne created and implemented the Catholic Education Melbourne School Improvement Survey (CEMSIS), a purpose built tool for driving school improvement within a Catholic context. The staff component of this survey focussed on learning and teaching, school climate, school leadership, safety, professional learning, support for collaboration, and teamwork. Feedback provided is being used to support development of plans and actions for areas of focus.

**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.
- Feedback obtained through employee surveys.
- Active engagement with the College's goal setting and appraisal programs.

STAFF RETENTION RATE	
Teaching Staff Retention Rate	93.6%



TEACHER QUALIFICATIONS	
Doctorate	0.9%
Masters	22.5%
Graduate	55.0%
Graduate Certificate	12.6%
Bachelor Degree	89.2%
Advanced Diploma	12.6%
No Qualifications Listed	2.7%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.8

The College prides itself on supporting staff in blending work and personal commitments, with generous leave provisions and staff benefits. Our teaching staff attendance rate includes absences where staff were able to access personal leave for a range of non-traditional circumstances to support personal commitments and work flexibility.

STAFF COMPOSITION	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	138
Teaching Staff (FTE)	113.7
Non-Teaching Staff (Headcount)	69
Non-Teaching Staff (FTE)	66.6
Indigenous Teaching Staff (Headcount)	0

## Establish networks that build capacity and leadership opportunities

### SHC Extend

In support of our staff being continuous and proactive learners, we progressed the development of *SHC Extend* on which internal professional learning could be selected and delivered, creating a targeted and user-guided library of resources. Work done in the professional learning space across 2019 further supported the inventive, open-minded and encouraging culture at the College, continuing the shift to non-traditional learning and development. We maintained a proud

and strong focus on enhancing our Catholic identity, which included many opportunities to give back to the community through outreach programs.

All 212 staff employed across the 2019 year participated in professional learning, with related expenditure totalling \$187,945 (\$886.53 average expenditure per employee). A number of staff commenced, continued or finalised formal study, including Masters Degrees, Graduate Diplomas, Graduate Certificates, and specialised certifications, including subsidised/sponsored study. All mandatory requirements relating to first aid and child safety were met and maintained.

### **Embedded Placements**

Mentioned previously, the College's partnership with Australian Catholic University in the creation of year-long embedded placements aims to deliver an alternative model to traditional pre-service teacher placements. In addition to the valuable immersion these placements will offer, the College will also support the embedded placement students with networking opportunities across the three schools participating in this inaugural program in 2020. Students will formally and informally connect with others participating in the program, as well have access to one-on-one mentoring and coaching sessions with members of leadership in each school. It is hoped that these mentoring sessions will further build the knowledge, capacity and understanding of the embedded placement students as they ready themselves for a career as a teacher.

### **Positions of Leadership**

Following on from the extensive investigation and planning process across 2017 and 2018 regarding the establishment of a new network model for positions of leadership, 16 positions of leadership commenced in 2019, with ten positions appointed internally. The College is currently supported by 25 positions of leadership, and continues to review and investigate the inclusion of additional positions of leadership to support our network model.

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

Staff development continued with the College's goal setting, coaching and ARM programs for teaching and non-teaching staff. Individual and team goals aligned with Strategy 2020 and achievement was supported through formal and informal mentoring, professional development, networking and resourcing.

Teaching staff implemented Simon Breakspear's learning sprints through the College's Communities of Practice. 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 continued a process of goal setting and performance coaching to best enable strong leadership development, and work continues into 2020 on the development of an enhanced program and platform to support the professional and personal growth of our leaders.

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

Sacred Heart College recognises that genuine family engagement exists when there is a meaningful relationship between the school and families, with the shared goal of maximising learning outcomes for students.

In 2019, the College continued to work with our families to provide opportunities for an active role in their child's learning:

- Strategy 2030: Current Parent, Future Parents and Alumni Questionnaire

The College's Communications and Marketing subcommittee assisted with the development of questions for the *Strategy 2021 and Beyond* questionnaires for parents, recent alumni (2015 to 2018) and 2019 Discovery Day attendees.

The aim was to encourage wide-ranging responses where possible, and allow for collection of comparative data. Lengthy analysis of the responses was undertaken.

- The 2019 Parent Power Team (PPT) leaders continued to represent families in their year level, and assisted the College with meaningful ways for family engagement.

The PPTs were committed to actively supporting student learning and development, and encouraged families to build an effective partnership between the school and home.

- Events hosted by PPT in 2019 included:
  - Regular PPT team meetings and social gatherings
  - Mother's Day Breakfast
  - Dinner for Dads and Daughters
  - Parent Trivia Night
  - A Family Night on the Green

## Communications

The College remained vigilant in 2019 to use language that was clear and relatable to our families, avoiding confusing educational terminology.

Our research highlights the importance of timely and continuous feedback, where the progress report is issued as the task is completed and assessed, enabling the teacher and family to identify, intervene and improve.

To that end, we regularly updated our online reporting platform for teachers to communicate with families in order to support student learning and wellbeing. This was managed through improved navigation and reporting channels within CANVAS (parent portal).

- We provided regular opportunities for families to engage with teachers at scheduled parent communication afternoons (formerly parent teacher interviews). These meetings were developed to manage ongoing issues that regular CANVAS communications did not address
- Efforts continued throughout 2019 to improve the consistency, efficacy and accessibility of information to families through a variety of communication platforms, including the fortnightly eNews, email, SMS (for urgent and immediate updates) various social media pages, College website and internal portal updates.
- A new website page was developed early in 2019 to provide the necessary resources for a family considering enrolment at Sacred Heart College. Containing a significant amount of information from educational offerings, enrolment dates, transition programs, fees, buses, uniforms etc the new site has proven an invaluable resource for both new and current families.
- In ascertaining the future of communications in line with the College's planning for Strategy 2021 and beyond, the College's *Communications and Marketing sub-committee* considered the following questions:
  1. What will school communications look and sound like in 2030?
  2. How will changes to technology affect the way the school engages with its community?
  3. More importantly, how do we continue to build and improve digital communication channels and maintain genuine and personal relationships with families?
  4. Is student led communication part of the answer?

Throughout each year, we pause to listen to our families to gauge the level of community engagement. The feedback gathered through the 2019 Insight SRC survey provided invaluable data through evidence-based and comparative research. In 2019, families were invited to participate via a new, secure and purpose-built online platform that provided the College with access to a variety of summary reports. Parent satisfaction rated highly in the areas of communications, Catholic identity and school climate. The results were pleasing in the 'barriers to engagement' with families rating the College high for providing a welcoming environment.

## Events

The College was pleased to host a variety of opportunities for community engagement in 2019, including:

- 2019 Maguire Celebration, hosting 4,000+ guests
- New Parent Welcome Evening
- Discovery Day – inviting 300+ prospective families to visit the College
- Dinner for College supporters (acknowledging and thanking our donors)
- Circle of Mercy evenings (one held each term)
- Mother and Daughter Breakfast
- Dinner for Dads and Daughters
- Empowering Women Dinner
- Parent Power Team – planning meetings and social gatherings
- 160th anniversary Mass (further details below)
- Family Night on the Green

### 160th Anniversary Mass

On Tuesday 3 December 2019 the Sisters of Mercy celebrated the 160th anniversary of their arrival in Geelong, when Mother Xavier Maguire and her companions set out from Dublin to create a school that would educate the young children of Catholic families in Geelong.

A Mass held at the College grotto was celebrated by Bishop Mark Edwards and assisted by eight priests of the Geelong diocese. Guests included many of our Sisters of Mercy, students and staff, and invited guests.

In his homily Bishop Mark acknowledged the Sisters and their bravery in coming to an unknown land:

*Their ambition and vision astounds me. Starting with a 4,000 pound debt, they changed Geelong. Their hearts were in their work and, over the next 20 years, 47 young women, largely from their students, applied to join them, of whom 20 became sisters. God did bless these strong, brave, intelligent and articulate women of faith on their journey.*

*We gather today not only because something happened 160 years ago but also because it means something to us today....We have to discover who we are for and to be true to that and to them ... and these early sisters ask us, as does St Francis, is our ambition big enough?*

## Alumni

We continue to acknowledge the importance of raising awareness amongst our current students of the benefits of being an active member of the SHC Alumni Association. Students who are engaged with our alumni are more likely to maintain a relationship with the College after they graduate, and will continue to support our efforts for engagement.

The College and Alumni Association offered regular opportunities in 2019 for our past students to be involved and active in the life of the school. The following activities highlight some of this engagement:

- The College's 11,000+ alumni were invited to share their knowledge and expertise with our current students through the mixed mentoring and career pathway programs; an initiative that focuses on career and professional development for our students. Over 90 alumni connected with the College and shared their experiences.
- The Alumni Association Committee continued their generous support of the College's capital campaign for the STEAM development, committing to their annual pledge.
- The Alumni Association committee hosted the inaugural Year 12 Breakfast for the 2019 cohort, with guest speaker and host, Peta Credlin (Class of 1987).
- As opportunities arose throughout the year, past students were invited to apply for positions on the College's various skills-based sub-committees.
- The 2019 Maguire magazine was again a celebration of our alumni, and featured the first in a series of articles on our Sisters of Mercy who attended the College. Part two of the series will be presented in the 2020 edition.

Further engagement opportunities included:

- Involvement in career events
- Involvement in student-led events, as speakers or guests
- Volunteering to represent the Alumni Association at College events, such as Discovery Day, Year 12 Farewell Dinner
- Signing up for SHC mentoring program to assist with advice, networking opportunities and internships
- Providing access to professional contacts established in careers of interest to students

## Acknowledge and celebrate achievements in our School community

- 2019 Maguire Celebration

The annual Maguire Celebration formally recognised and celebrated the many ways in which our students worked together to achieve excellence in 2019. Held at GMHBA Stadium, the

celebration acknowledged that excellence was achieved through many activities, both individually and within groups.

- Maguire magazine - celebrated our alumni and community achievements during 2019.
- SHC in the media – we celebrated current and past student achievements through regular promotion in the College’s eNews and via social media platforms.
- Student assemblies – recognition and celebration of staff and student achievements across all areas of the curriculum and co-curriculum are a regular feature of the student-led assemblies.
- Mercedes magazine – our annual student magazine highlighted the school year and celebrated the many amazing student and staff successes and achievements during 2019.
- Staff briefings – weekly acknowledgments of staff, student and alumni achievements.
- eNews – each online edition, distributed to over 3,000 emails, highlighted a member of the College community, eg staff, students, alumni, families etc and celebrated the knowledge, skills and attributes of our community.

## Stewardship

### Goals and 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 Finance Team increased direct debit frequency from 10 months to 11 months in order to provide families additional payment options and assist in monthly cash flow.
- The College introduced *SHC Protect*, which is the College internal emergency management platform, and updated security procedures in line with current best practices to ensure the College is well-prepared to respond to and manage emergencies. The College's security and access systems were also extensively upgraded to provide flexible and accessible functionality.
- The College commenced a partnership with Deakin University, waterfront campus which allowed the College to leverage Deakin's state-of-the-art data centre. This has enabled the College to replicate its digital infrastructure in a physically secure and incredibly reliable off-site facility, providing significant redundancy to College operations.
- The drama studio was extensively upgraded to provide an additional multi-purpose movement space, including a sprung floor, mirrors, carpet, lighting bars and curtains.
- An additional cafe was opened in Stage 3 of the new Court Precinct to provide an additional space for students to gather and purchase food and drink. This is expected to increase canteen revenue in 2020 by providing an additional food outlet, as well as expanding healthy options for our staff and students.

#### Deliver our Master Plan targets

- Stage 3 of the Court Precinct was delivered in 2019, and the original scope of the landscaping component of the project was expanded to provide our students with increased green space. The project is scheduled to be completed in April 2020.



- Planning for Stage 5 - The Sports and Wellness Precinct - commenced in 2019 following a significant information gathering process. Approval from Mercy Education Limited (MEL) will close in 2020 before commencing the planning process with the City of Greater Geelong council.

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

- The firewall was upgraded, which provided the College greater security and visibility of IT systems, user habits, and common applications. This informed the reconfiguration of the way in which internet services are provided to the College

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

- The antiquated internal communications systems received a full upgrade in 2019, which included the migration of the Public Address system to a Session Initiation Protocol (SIP) system that has significantly increased functionality.
- The College implemented CANVAS Blueprints across the College to allow greater collaboration between teachers and better facilitate consistency of delivery among subjects.
- The College set up five physical 'Zoom' rooms that provide the ability to conduct classes that can be broadcast remotely and allow for virtual meetings and conferences.
- All incoming year 7 and current year 9 students obtained their digital licenses via an online qualification prior to collecting their new laptops to further develop the digital literacy of our students.
- The booklist was restructured to include the 'digital bundle' which simplified the book purchasing process for parents.

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

- The College community was incredibly generous in supporting the Colleges Scholarship Fund and Building Fund in 2019, with the Annual Giving campaign surpassing the target goal of \$50,000.
- Over \$92,000 was raised for the Scholarship Fund – these vital funds will support families who are unable to afford an education at SHC.
- In 2019, \$630,000 was raised for the Building Fund through the capital campaign and regular building fund donations.

**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 achieved excellent results on the Essential Safety Measures (ESM) audit and was recognised as an exemplary organisation in this area.
- The College achieved very good results on the annual MEL compliance audit.
- The College achieved very good results on the Minimum Standards Audit.
- The College regularly reported to the Strategy Sub-committee on the achievement of initiatives and goals in relation to Strategy 2020 and planning commenced on Strategy 2021 and Beyond.

## Future Directions

2020 marks the 160th Anniversary of Sacred Heart College Geelong. It will continue to be a time of celebration, an opportunity to strengthen relationships and it will bring a renewed commitment to excellence and empowerment.

**Our guiding question for 2020 is:**

***In light of our founding story are we ambitious enough?*** - Bishop Mark Edwards Homily 3rd December 2019

Focusing on our Mercy value of **courage** and our learner dispositions - ***committed to excellence*** (grit, passion, perseverance for long term goals, planning for mastery, savouring accomplishments, and **empowerment** (agency and choice – self motivation, accountability) we, staff and students, will strive to be the best selves we can be.

By focusing on the learner dispositions we will further develop the network model by giving attention and time to David Perkin's 6 beyonds - beyond content - 21st century skills and competencies.

**Key projects for 2020 include:**

- Phase 4 of the redesigning learning process - Organisation of Time
- Capital works - The Sports and Wellness Precinct
- Strategic development - Strategy 2021 and Beyond
- Launch *SHC Extend* - a professional learning program for staff that keeps our professional knowledge and practice at the forefront of school development by:
  - building the capacity of all staff
  - embedding professional learning in the work contexts
  - empowering staff to personalise their PL program
  - encouraging staff to work collaboratively sharing their own skills, knowledge and expertise.

## Professional Learning Plan

Dates	Event	Delivery Medium
Ongoing for Year	Program Adjustments for Differentiation	ILP Coaching
Ongoing for Year	CANVAS Thresholds	Combination
Ongoing for Year	Discipline and Project Teams	Team Leaders
Ongoing for Year	Leading Learning Sprints - CEM	Workshops
Ongoing for Year	Monitoring Student Development – Using Data	Varied
Ongoing for Year	VCAA and MYP Discipline and Global Context Workshops	Workshops

### Semester 1 - Term 1

Term 1	Academic Parent Teacher Teams	Workshops
Term 1	Mental Health First Aid – Youth and Adult	Workshop
Term 1	Our Mercy Story – Sr Helen Delaney and Sr Berenice Kerr	Workshop
Wed 30 January	Anaphylaxis – Individual Accreditation 2 Year Rotation	Online and Face to Face
Wed 30 January	Anaphylaxis Briefing (Six Monthly)	Face to Face
Wed 30 January	Asthma, Diabetes and Epilepsy	Online Module
Wed 30 January	Mandatory Reporting – DET Module	Online Module
Wed 30 January	Emergency Management Training and Drills	Face to Face
Tues 5 February	Communities of Practice Introduction	Face to Face
Thurs 14 February	Communities of Practice Sprint	Face to Face
Wed 20 February	Br David Hall – God Conscious Ministry	Presentation
Tues 26 February	Mindfulness	Workshop
Tues 26 February	Staff Wellbeing – Gym Induction	Face to Face
Tues 26 February	Managing Stress through Values	Face to Face
Tues 26 February	Restorative Practices	Face to Face
Tues 26 February	Stewardship – Finance and Facilities	Face to Face
Fri 1 March	Visible Wellbeing –Modules	Face to Face
Thurs 7 March	Circle of Mercy – Kuranda Seyit	Presentation
Fri 8 March	National Future School Conference	Conference
Tues 12 March	Communities of Practice - Sprint	Face to Face
Mon 18 March	Communities of Practice – Sprint Reloaded	Face to Face
Thurs 4 April	Communities of Practice	Face to Face

**Semester 1 – Term 2**

<b>Dates</b>	<b>Event</b>	<b>Delivery Medium</b>
Term 2	Our Mercy Story – Sr Helen Delaney and Sr Berenice Kerr	Workshop
Term 2	Camps and Excursions	Online Module
Term 2	Contact Officer Training	Face to Face
Term 2	Academic Parent Teacher Teams	Workshops
Mon 29 April	Communities of Practice – Sprint	Face to Face
Tues 14 May	Communities of Practice - Sprint	Face to Face
Thurs 16 May	Circle of Mercy – Shelley Waldon, CEM	Presentation
Tues 21 May	Professional Sharing Shazam	Workshop
Thurs 30 May	Community of Practice –Sprint	Face to Face

**Semester 2 - Term 3**

<b>Dates</b>	<b>Event</b>	<b>Delivery Medium</b>
Term 3	Our Mercy Story – Sr Helen Delaney and Sr Berenice Kerr	Workshop
Term 3	Mental Health First Aid – Youth and Adult	Face to Face
Term 3	Work Health and Safety	Online Module
Term 3	Academic Parent Teacher Teams	Workshops
Mon 3 June	Shazam – Visible Wellbeing in Action	Face to Face
Thurs 27 June	Visible Wellbeing Parent Evening	Presentation
Mon 15 July	Visible Wellbeing –Modules	Face to Face
Thurs 18 July	Mercy Foundation Program	Presentation
Mon 5 August	Sr Angela Reed RSM, Mely Lanario, Mariette Latonia, Sophia Griffith-Mark	Presentation
Tues 6 August	Community of Practice – Academic Sprint	Face to Face
Tues 13 August	Community of Practice – Pastoral Sprint	Face to Face
Thurs 15 August	CPR Training Session	Face to Face
Thurs 15 August	First Aid – Level 2	Face to Face
Thurs 15 August	Reportable Conduct	Presentation
Thurs 15 August	Respectful Relationships	Presentation
Thurs 15 August	Data Breach Protocol	Presentation
Thurs 15 August	Anaphylaxis Briefing (Six Monthly)	Face to Face
Thurs 15 August	Asthma, Diabetes and Epilepsy	Online Module
Thurs 22 August	Community of Practice – Academic Sprint	Face to Face
Thurs 22 August	Respectful Relationships – Ash Pike	Presentation
Fri 23 August	Circle of Mercy – Fr Richard Leonard	Presentation
Thurs 29 August	Community of Practice – Pastoral Sprint	Face to Face
Thurs 29 August	Community of Practice – Pastoral Sprint	Face to Face
Fri 30 August	Compliance – Level 2 First Aid	Workshop
Tues 3 September	Compliance - Policies	Presentation
Mon 9 September	Community of Practice – Academic Sprint	Face to Face

Thurs 12 September	Empowering Women's Dinner Kirsty Sword – Alola Foundation	Presentation
Thurs 12 September	Community of Practice – Pastoral Sprint	Face to Face

**Semester 2 - Term 4**

<b>Dates</b>	<b>Event</b>	<b>Delivery Medium</b>
Term 4	Anaphylaxis – Individual Accreditation Online (2 Year Rotation)	Face to Face
Term 4	Academic Parent Teacher Teams	Workshops
Mon 28 October	Community of Practice – Pastoral Sprint	Face to Face
Thurs 14 November	Community of Practice – Pastoral Sprint	Face to Face
Mon 25 November	Community of Practice - Conclusion	Face to Face
Mon 2 December	Shazam	Face to Face
Mon 9 December	Visible Wellbeing –Modules	Face to Face