



Sacred Heart College Newtown

2022 Annual Report to the School Community



Registered School Number: 219

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Minimum Standards Attestation

I, Anna Negro, attest that Sacred Heart College 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

Mercy Education Limited (Mercy Education) is an incorporated ministry of Mercy Ministry Companions (MMC). MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.

MMC delegates the governance responsibility of these thirteen schools to Mercy Education. There are nine schools in Victoria, three in Western Australia and one in South Australia.

Commencing on 3 December 2021, the MMC Trustee Directors were installed by the Institute Leadership Team of ISMAPNG as the canonical authority for Mercy Education Ltd. The Trustee Directors also comprise the Board Directors of Mercy Ministry Companions Limited (MMCL), the civil body of Mercy Ministry Companions. Mercy Ministry Companions Limited is the Member of Mercy Education Limited.

In transferring the incorporated Education, Health and Community Service ministries to Mercy Ministry Companions, the Institute Leadership Council and the Institute has entrusted the Trustee Directors with this Mercy heritage and empowered them to develop new expressions of the 'gift of mercy'. In the new era of Mercy Ministry Companions, canonical stewards, board directors, executives and management continue to embody the compassion, hospitality, integrity, care, justice, practicality and service which characterise contemporary channels of Mercy.

The governance role of the Board of Mercy Education is confined to the thirteen schools and sets policies, approves schools' strategic plans, appoints Principals, approves senior leadership positions and fulfils due diligence in finance and audit management, capital development, risk management and litigation.

The current Board Directors and National Office Staff of Mercy Education are listed at <https://www.mercy.edu.au/governance/board-members>

and <https://www.mercy.edu.au/governance/office-members> respectively.

The Mercy Education Limited schools are:


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

- St Joseph's College, Mildura, VIC

Mercy Education is the employer of the Principal and staff of the Mercy Colleges. The existence of Mercy Education Limited gives strength, support and solidarity to each of the member Mercy schools and its community.

Mercy Education Limited




Vision and Mission






Strategic Plan
2021 and beyond

Our Vision:
The Sacred Heart Way
Educating girls in the Mercy tradition, to make a difference in our changing world.

Mercy Education Values:

- Respect 
- Compassion 
- Courage 

Mercy Education Values:

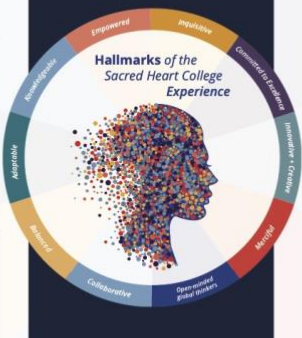
- Hospitality 
- Justice 
- Service 

Vision Cornerstone: Spirituality

In the Mercy tradition, continue a meaningful, contemporary connection with faith in Jesus, in our community and strengthen the understanding of God's presence and love in daily life.

Vision Cornerstone: Learning

Enable members of our school community to be creative, self-directed, critical thinkers who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.



Hallmarks of the Sacred Heart College Experience


Vision Cornerstone: Social Justice

Deepen the values of compassion, empathy and the intrinsic worth of every individual so that all are empowered to be co-creators and to make a difference in Australian and global social contexts.


Vision Cornerstone: Community

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


Our Strategic Priorities:




Living the Sacred Heart Way
Spirituality is nurtured and Catholic faith is shared and strengthened



Clever and Creative Learning
An education innovation hub



Culture of Wellbeing
An inclusive, diverse, healthy and socially connected community which enhances and nurtures a child's engagement



Care for our Common Home
An integrated approach to sustainable living

Future-ready Sacred Heart College Geelong

College Overview

Established by the Sisters of Mercy in 1860, Sacred Heart College Geelong is a Catholic secondary college for girls in the Mercy tradition. Mercy Ministry Companions (MMC) is the canonical authority for Mercy Education Limited (MEL) and its schools, having had the responsibility transferred from the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) on 3 December 2021. MEL supports the works and promotes the Mercy ethos in the 13 sponsored, and 19 Mercy affiliated schools across Australia.

Sacred Heart College, together with all the Mercy sponsored colleges, pursues the Mercy values of: compassion, justice, respect, hospitality, service and courage.

The 2021 Mercy School Charter states:

The aim of all Mercy schools is to be true to Catherine McAuley, the foundress of the Sisters of Mercy, who wanted first and foremost for her schools to live and to teach the Good News revealed in Jesus Christ. Our commitment to Catherine's vision as a lens through which to embrace the Gospel message inspires our school to strive for excellence in learning and achieve student success.

- We are a faith-centred Catholic school in the Mercy tradition inspired by Catherine McAuley
- Our school leadership is visionary and shared
- We are learning-centred and foster a culture of excellence and continuous improvement in our teaching
- We foster our students' growth as competent, confident, independent young adults ● We value the engagement of families, alumni and the wider school community.

Students

The students of SHC are drawn from all areas of socio-economic levels and as a relatively low fee-paying school, SHC is committed to equity and social justice. Scholarships and fee relief are provided to eligible students whose families are experiencing financial hardship.

At the time of publication, 64 students are supported by a scholarship, 13 receive laptop scholarships, 67 receive concessions, 13 receive uniform assistance and 62 receive textbook assistance. Health Care Cards are held by 154 families, 21 students hold visas, and 14 are Indigenous; of our total student population 305 students have a physical, cognitive, social-emotional or sensory disability requiring supplementary, substantial or extensive adjustments to their learning program. Catholic students represent 72% of the student population.

Staff

The College currently employs 233 staff across teaching and non-teaching roles. There are 142 teaching staff with approximately 50% of staff working part-time, with an average age of 47. There are 91 non-teaching staff, with approximately 65% working part-time with an average age of 43. Across both teaching and non-teaching roles, our workforce consists of approximately 80% female and 20% male staff. The College's longest-serving staff member has been with the school for over 39 years, with our average length of service being approximately 10 years.

Additionally, the College is serviced by dozens of contractors daily. These include regular cleaning and canteen staff, as well as various trade and other service providers. The College is also supported by our very generous subcommittees and College Advisory Council, all experts in our community who provide advice to the College on matters of strategy, finance, planning

and facilities, communications and marketing, and wellbeing. Regular meetings for these groups occur both onsite and remotely via zoom.

What We Offer

As students progress through SHC our aim is that they will graduate from the College as bright, optimistic, collaborative and creative thinkers. They will be capable of self-management and they will be free of anxiety. Our approach to their education will ensure that we are a school of choice for families seeking a future-focused Catholic education in Geelong.

Sacred Heart College commits to not only reflect change but to create change. This change will be informed by the collective knowledge and wisdom of Mercy Education Limited and Catholic education and it will take into account the changing face of the Geelong community. Whilst at Sacred Heart students study the International Baccalaureate Middle Year Program (IBMYP) and can choose VCE, VCE Vocational Major and VET. Students may also choose to engage in university courses accessing Deakin Accelerate. 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 for learning and become highly capable continuous learners.

In line with Life Worthy Learning, the College provides students with choice and agency by offering a vertical timetable that provides students with a choice of subjects across the years - McAuley (Years 7 to 9) and Maguire (Years 10 to 12), including opportunity for self-directed learning. A full vertical House Mentor structure was introduced in 2022. This vertical approach challenges the belief that when designing learning experiences, students should be grouped according to their dates of birth. Students from Years 7 to 11 engage in transdisciplinary learning through the Design Futures Lab, CSI Forensics, Café Culture, iTinker and iArt which utilise the Makerspaces in the Innovation Precinct. 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.

Sacred Heart College is a member of The Future Schools Association; the Positive Education Schools Association; the Centre for Educational Enterprise; the International Coalition of Girls' Schools, and is a Visible Wellbeing Partner School - research shows that there is a strong link between fostering academic learning and fostering student wellbeing.

Our renewed approach to learning acknowledges that learning happens anytime, anywhere, and in many ways, and we know that we amplify learning through the use of technology. For example, our students access Studiosity - an online tutoring service - and they can choose online modules delivered by the John Monash School of Science. During the Maguire Years we offer co-instruction with St Joseph's College.

Our focus on what it means to be a highly-capable learner has led staff to identify and develop ten learner dispositions that support 21st century skills. Equal attention is given to both skill and knowledge acquisition, rather than the more traditional approach that favours knowledge acquisition. The learner dispositions will in time become the hallmarks of a Sacred Heart College education.

Sacred Heart has a strong co-curricular program which includes public speaking, a wide range of sports, and performing arts, which includes an extensive instrumental program and a junior and senior choir. Throughout their secondary education students engage in liturgical

celebrations, regular prayer, retreat and reflection days and together with staff are encouraged to complete Mercy outreach.

Understanding that our students will be leaders of the future, Sacred Heart College offers a structured program for leadership development led by the Student Empowerment Coordinators. Students at all year levels are invited to apply for the following positions: House Leaders, Fire Carriers, Mercy and Mission, Community Engagement, Caring Communities, Learning Leaders, and Peer Support Leader. Year 12 leaders participate in Catholic Leaders of Geelong Schools (CLOGS) and in Years 9 and 10, students can complete the Mercy Leaders Certificate.

At Sacred Heart College we recognise that the learning journey of every student will be different. This is why we provide students with diverse learning opportunities that enable them to design a personalised learning program based on their individual learner readiness. These learning opportunities are aligned to two stages: breadth and depth. Each stage has core requirements and opportunities for choice. A student's journey through the McAuley years follows in the tradition of Catherine McAuley. Just as she imagined, laboured and persevered to establish the foundations of Mercy, so do our students who work to secure the foundational skills and knowledge they need to become effective learners.

Serving our Community

Since the College's establishment it has built a strong network of support in the local community. The College has a large, diverse and active alumni, with many families having educated generations of students at the school.

The College participates in a broad social justice Mercy outreach program with a variety of local agencies (particularly those affiliated with the Sisters of Mercy) and many of the region's Catholic primary schools. Sacred Heart College works collaboratively with the four other Catholic secondary colleges in Geelong: Clonard, Iona, St Joseph's and St Ignatius, in the areas of staff professional development, family education, enrolments, open days, social justice/outreach programs, student leadership, and events.

Sacred Heart College is proud of its excellent grounds and facilities, and in the spirit of collaboration makes these spaces available for hire to local community groups, eg tennis courts, gymnasiums, playing fields, commercial kitchens, Chapel for alumni weddings, meeting rooms, and the Performing Arts Centre.

Preparing for the Future

The future of Sacred Heart College lies in the successful evolution from an 'industrial age' school to a vibrant learning village. Underpinning this transformation is the acknowledgement that our young people inhabit the world differently and that learning is different in the 'knowledge' age.

Today our students' world is characterised by uncertainty and therefore this requires them to be flexible and creative and to see connections between all that they do and how they do it. Technology has enabled our students to learn anywhere and at any time and this was evident during 2020 and 2021 when the COVID-19 pandemic saw students and staff undertake learning/working from home for considerable periods of time, demonstrating that students have the capacity to engage in synchronous and asynchronous learning.

The past few years have reinforced that to be successful in an uncertain world, students need to be exposed to a myriad of different activities, experiences and opportunities to develop the skills and tools they need to monitor their own time, to build capacity, and to be autonomous learners.

Principal's Report

For the best part of 2022 Sacred Heart College, as many workplaces, continued to navigate and manage the implications of COVID for staff, students and families. The return to onsite learning in 2022 presented opportunities and challenges, knowing this was the first full year of onsite learning for Years 7, 8 and 9 since 2019.

With this at the forefront of our thinking, SHC's Strategy 2021 and Beyond priority three - Culture of Wellness - became our immediate focus as we set out to rebuild relationships, connection and community. This began with the introduction of the Years 7 to 12 vertical House Mentor structure which now complements the College's vertical timetable, whilst further supporting the concept of stage not age, and better reflecting life with mixed age groups co-mingling and working together.

School camps and our sports and arts carnivals recommenced, and the College launched the inaugural Foundation Day celebrations which saw many families physically enter the College grounds for the first time. Staff commenced planning for interstate immersions with two on offer for 2023, Sacred Ecology – Rainforest and Reef Immersion far North Queensland, and First Nations Immersion Kakadu.

As part of our commitment to nurture a child safe culture across all aspects of school life, staff and Years 8 and 9 students learnt about mental health and wellness by completing the Teen Mental Health First Aid course facilitated in partnership with the City of Greater Geelong's Youth Community Development Team.

In order to further advance strategic priority two - Clever and Creative Learning - the College leveraged its remote learning experience with VCE Unit 2 students taking part in flexible Friday which gave them the opportunity to engage in self-directed learning from home, on site in one of the College's collaborative spaces or by choosing to attend tutorials hosted by their subject teachers. The College also piloted virtual VCE where students from St Bridget's in Horsham enrolled in online Unit 3 & 4 physics giving them full access to CANVAS, Edrolo and weekly 1.5 hour tutorials via zoom. This was supplemented with one day per term onsite intensive learning, collaborative discussion and practical experiences.

Our emphasis on real world learning continued with the introduction of the Women in Construction partnership with Deakin School of Architecture and Built Environment, and Australian Institute of Building. For a second year the College featured in Geelong Design Week. Utilising the resources within the Makerspace students merged nature, technology, and design to create 'Sensory', a pavilion comprising three temporary spaces each with a unique theme of nature, light, and colour. Each space was a testing ground for students to learn about architecture, design, technology and sustainability.

Still restricted by the pandemic, our outreach focused on raising awareness and providing financial support for 12 local, national and overseas Catholic/Mercy organisations. Two new projects linked to Strategy 2021 and Beyond priority one - The Sacred Heart Way and priority four - Care for our Common Home - were the Reconciliation Action Plan (RAP) and the Laudato Sí 8 Goal Action Plan with both gaining momentum. The College also joined the Geelong+ Community Solar Program (G21) and installed 186kw of solar panels on the southern side of the campus. Partnering with Geelong Sustainability, Mondo, and RACV Solar, the College is now part of a network of homes and businesses across the Greater Geelong, Surf Coast, Colac Otway and Golden Plains Shires and Borough of Queenscliffe, that together will hold over 2.42 megawatts of solar capacity.

Progress continues on the Master Plan, with Stage 5, the Sports and Wellness Precinct submitted for approval from the Department of Environment, Land, Water and Planning (DELWP). Once approval is received, design and development will begin with the aim to commence building in 2025.

Committed to creating a physical environment that reflects contemporary learning and wellness the College Leadership Team and the Planning and Facilities sub-committee of the College Advisory Council undertook a Master Plan refresh capturing our findings in a report that was submitted to the College Architects PMDL McGlashan Everist, whose role it is to amend the SHC Master plan.

Sacred Heart College and St Joseph's College continue to work in partnership to develop a new structure for the school day which we will launch in 2024, and the five Geelong Catholic Secondary Schools have their sights set on working with Digistorm software to create a central enrolment platform that will enable each school to better manage student enrolments at Year 7.

The work of 2022 has further supported Sacred Heart College's commitment to continue to evolve from an industrial age school to a vibrant learning village, knowing that our students need to be future-proofed with a mindset that embraces lifelong learning, creative problem-solving, and adaptability to the relentless pace of change.

Anna Negro

Principal

School Advisory Council Report

It was fabulous to be able to come together onsite as a school community once again. Highlights include the Maguire Celebration, Foundation Day and Carols by Candlelight on St Stephen's Green. Foundation Day in particular was an opportunity to celebrate Sacred Heart College's rich 162-year heritage and Mercy connection, acknowledging our past and embracing our future.

As a Catholic school, we have continued to prioritise academic excellence, spiritual growth and service to others. Alongside Sr Joan Wilson's guidance, this year Amanda Humphrey, Catholic Identity and Integration Leader, also presented to the Advisory Council the 2022 SHC Social Justice Report - The Way of Mercy. The importance of action and impact in contemporary spirituality and religion were noted.

Looking ahead, we are excited to pursue several strategic opportunities that will help us further our vision. These include continued evolutions to our learning programs, developing new partnerships with community and industry organisations and further enhancements to our student and staff wellbeing programs. These strategic initiatives have spurred increased collaboration, facilitated by the Marketing and Communications sub-committee led by Pauline Braniff, the Strategy sub-committee led by Jo Clancy, and the Health and Wellbeing sub-committee led by Andrea Hooper. Pauline and Jo concluded their terms as Advisory Council members at the end of the year, and we acknowledge and thank them for their contributions and lasting legacy. We also welcome Brendan Walsh, who steps into the role of Chair, Strategy sub-committee and member of the Advisory Council in 2023.

Underpinning these strategic initiatives is continuous planning and review of the school's infrastructure and facilities to improve the learning environment for our students. This is driven by the Planning and Facilities sub-committee led by Anthony Baldasso, and is enabled by strong financial management and stewardship, with oversight provided by the Finance sub-committee led by Chris Hayes.

The Advisory Council is truly grateful for the dedication and commitment of our staff and volunteers, and for the support of our school community throughout the year. We would also like to celebrate the Class of 2022, and we wish them all the best for a bright future ahead.

Jen Falco

Chair, College Advisory Council

Catholic Identity and Mission

Goals & Intended Outcomes

- Harness our history and traditions to ensure we walk and talk our values
- Lead and act for social justice and community outreach
- Ensure that the student population reflects diversity in the Geelong region
- Respect, engage with and learn about our local aboriginal culture, history and knowledge
- Develop a whole school sustainability plan - water, waste, energy and food
- Earn certification as a Resource Smart School

Achievements

Students at Sacred Heart College are empowered to be living witnesses to our Catholic Identity and committed ambassadors to the Mercy mission. They have a mindset of deep concern, and through their actions, they are embedded in the heart of justice and living the gospel message. Social Justice dwells in the very heart and identity of the Sacred Heart College community. It is the cornerstone of our culture which is deeply embedded in the richness of Mercy, and fundamental to the strategic priorities of Living the Sacred Heart Way and Care For Our Common Home.

Young people have value and power, and a sense of accountability to their local and global communities. Students leave Sacred Heart College equipped to look at the world critically, challenge systems of oppression and discrimination, understand how they can be agents of transformation, and thus be empowered to take action. For many students their passion to create fairness for all becomes a catalyst for future meaningful work in this field.

The 2022 College Theme is aptly titled: Embrace, Encourage, Empower. These three definitively action words form the basis of all we do at Sacred Heart College to instil in our students and staff the fundamental principle of social justice - that all individuals should have equal access to wealth, health, well-being, justice, privileges and opportunity, regardless of their legal, political, economic, or other circumstances.

At Sacred Heart College our approach to Social Justice is both authentic and life giving - it enables students to embrace our Mercy story, it encourages them to respond through meaningful action and it empowers them to enter the world resolutely determined to be agents of change and ambassadors for Mercy.

Harness our history and traditions to ensure we walk and talk our values

With their deepening understanding of the mission of Catherine McAuley, students are encouraged to make a conscious and intentional response to the needs of the poor and marginalised in their own community and beyond. The options for outreach at Sacred Heart College are linked to the overall goal of making a difference in the lives of the poor and disadvantaged in society. These options have been re-established since the pandemic of 2021 and students have embraced the opportunity to engage in action in the community. The vision of social justice once again underpins this service, where the deepening of the values of compassion, empathy and the dignity of every person leads to the empowerment of individuals in both local and global contexts.

A committed response to outreach throughout their years at Sacred Heart College ensures students and staff become outward-looking, internationally minded and engaged with the world beyond our shores. They become the faces and the hands of Mercy, with a passion to be the agents of change in their own community and throughout the world.

In addition to this approach, students are exposed to learning through a modern and dynamic curriculum which is permeated with an underlying thread of Social Justice. The Religious Education curriculum is designed to inform, encounter, challenge perspectives, enlighten, foster discernment, entrust responsibility and generate a deep sense of moral concern. Students are exposed to the teachings of Jesus Christ through the Gospels, and gain a knowledge of scripture as a basis for thoughts, attitudes, dialogue, actions and emotions.

Deeply embedded in social justice is reconciliation, and as a focus, students learn of the ongoing injustices faced by Aboriginal and Torres Strait Islanders. Other Religious Education units of work include an exploration of big issues including human trafficking, homelessness, isolation, sustainability and displacement. In all units of study, the integral purpose is to provide rich sources of spiritual and faith development, so that all students can live out the Gospel as informed learners, with the power to shape and enrich our world.

In calibration with Religious Education the expansive curriculum gives students additional opportunities to explore social justice issues through a variety of meaningful avenues. The research and presentation of issues through the mediums of dance, poetry, art, drama and song can be inspiring for both the student and the audience, and a source of newly formed perspectives. The study of the environment in science challenges students to take responsibility for the reduction of the ecological footprint. The discernment of teachers in the selection of English texts ensures global issues are at the forefront of their analysis. Humanities students research the UN Sustainable Development goals and media students examine issues of fairness and democracy across the local and global community.

Of vital importance however is the holistic role of the curriculum in leading students from their limited understanding of social justice to a broad deepening immersion into the injustice in the world. The social justice vision forms the very heart and identity of the Sacred Heart community; it is the foundation for a curriculum and culture that is wholly committed to the legacy of Mercy.

Students across all year levels are encouraged to explore further opportunities to develop their faith, spirituality and understanding of social justice. Through engagement in these opportunities students are empowered to take their own meaningful action into the world with direction, purpose and hope. Year Level Faith Days give students the space to reflect on their spirituality and build deeper connections with others. Reflections on scripture, a deepening understanding of the implications of Mercy and a call to action are the central elements of faith days. In addition to this Year 11 and 12 renewals are an integral part of the final years for students at Sacred Heart College. They are a time of contemplation, self awareness and a re-commitment to living as people of Mercy. The concept of renewal is rich with meaning and depth, and it has its origins in our Catholic tradition.

Armed with the knowledge and experience gathered in their time at Sacred Heart College, Year 12 students embark on service and action within the community. This Mercy In Action Program encourages students to deepen their understanding of Mercy Advocacy through a practical response to the needs of their time. A greater insight into social disadvantage is gained, positive actions of hope are modelled and students become better informed about a variety of social justice issues that impact on local, national and global communities.

Staff at Sacred Heart College are encouraged to engage in personal reflection and faith development through the Circle of Mercy evenings, liturgies, guest speakers, faith formation,

retreats and regular opportunities for staff prayer, leading to ongoing enrichment, reflection and renewal.

Prayer and worship help to create a sense of purpose and Catholic Identity within the community. At Sacred Heart College students and staff experience a variety of formal and informal expressions of prayer. Each school day begins with prayer, giving the students an opportunity to express gratitude, seek help, engender awareness of needs, and care for one another. In the Catholic tradition significant events are celebrated with Liturgies and Masses, where students hear the Word of God and experience the solemn rituals of the Church. Prayer at Sacred Heart College underpins our Gospel based principles, our social encounters, the structure and life of our community, and our approaches to ministry, service, and the promotion of justice.

Lead and act for social justice and community outreach

When looking for a role model of Social Justice, students need look no further than the Foundress of the Mercy Sisters, Catherine McAuley. Catherine was a charismatic social reformer, driven by the words of the Gospel and her unrelenting pursuit for social justice. Many women joined Catherine as Sisters of Mercy, working to bring about an end to chronic poverty, particularly for women who suffered ill health, lack of education and homelessness. In and through her abiding respect, love, and concern for the needy, Catherine demonstrated her commitment to the social justice dimension of her educational vision.

Students at Sacred Heart College are immersed into the life of Catherine McAuley and the Mercy values which she upheld throughout her life. These values become the anchors of their development as people of Mercy, who stand in solidarity with the poor and address the injustices of their time. Mercy is the heart of Sacred Heart College, it is the stimulus of our Catholic Identity and breathes life into every individual in the community. The heart of Mercy pulses with the urgency of the task of caring for the poor. “The poor need help today, not next week” - Catherine McAuley. Students recognise that to be a person of Mercy they commit to emulate the life of Catherine McAuley, witness their Catholic Identity and in turn continue working for justice in this time and place.

The rich history of Sacred Heart College is centred in Mercy, and it is into this circle of Mercy that all students are embraced and welcomed as valued and integral members. They are immersed in a deepening understanding of their Catholic Identity, sustained by an awareness of social justice and linked by a tangible connection to each other through Mercy. The Mercy Justice Advocacy Approach has as its core focus the living out of the mission of Catherine McAuley. Sacred Heart students connect with people of different backgrounds, cultures, ages, wealth and social positions, thus expanding their awareness of social issues in our current time. Students are called to be agents of change and to live out the Mercy values of compassion, empathy and respect in an authentic and practical way. This is the mission of students and staff at Sacred Heart College - to recommit ourselves wholeheartedly to “the unrelenting pursuit of Social Justice” - Catherine McAuley.

Ensure that the student population reflects diversity in the Geelong region

The IDEP (Inclusion Diversity Education Program) advocacy team was established in 2020 in response to a need for greater inclusivity across our wider community and the identification of refugee families in particular need.

The program focuses on the direct educational needs of marginalised students in the Geelong community, and an ongoing commitment to Catherine McAuley’s mission of empowering the poor through education. The SHC Justice Commitment outlines the need to create a school

community that treats all people justly, fairly and with compassion; a community that is welcoming and inclusive of every person and culture. This commitment upholds Catherine McAuley's vision of ensuring education was available to everyone regardless of their culture, beliefs or wealth. One way that this will be achieved is by broadening our student population to reflect the diversity of the Geelong region, giving preference to the marginalised, and continuing the work which Catherine McAuley started.

The IDEP advocacy team supports:

- Networking and invitation – building and maintaining community relations and partnerships that support applicant referrals and share current needs-based information regarding community groups.
- The College enrolment process – facilitating the practical application for scholarship.
- Family engagement – ensuring hospitality is sensitively shown to families and opportunities for strengthening engagement between the College and families is provided.
- Inclusion and diversity – providing appropriate support for students that enhances their learning experience and provides practical support for staff to ensure program success.
- Transition to mainstream schooling – embedding practices which facilitate success and the flourishing of student potential.

Respect, engage with and learn about our local aboriginal culture, history and knowledge

First Nations students are an integral part of Sacred Heart College and the sharing of their culture, history, story, and perspectives in a supportive setting enriches the learning of all students. The uniqueness of these cultures and the wisdom and knowledge embedded in them enable meaningful learning experiences in a setting of shared respect and understanding. First Nations students are supported holistically by a range of staff including members of the Inclusion and Diversity Team, the Mind Team, the Koorie Education Worker and Mercy Mission Leader. All Aboriginal and Torres Strait Island students at SHC have the opportunity to receive tutoring and additional educational support.

The initiatives of Fire Carriers as integral members of the student leadership team, the continual development of the Reconciliation Action Plan, the development of our reconciliation garden, the respectful acknowledgement of Country, the awareness of and participation in significant indigenous cultural events, and the sharing of traditional stories enrich the whole community and add to the culture of inclusion at Sacred Heart College. Through these measures First Nations students have the opportunity to flourish in their learning, secure in a school environment of acceptance and respect.

Develop a whole school sustainability plan - water, waste, energy and food

Sacred Heart College takes up the challenge issued by Pope Francis in his encyclical letter *Laudato Si'* on care for our common home. As stewards of the earth we are challenged to bring humanity together to seek a sustainable way forward for generations to come. Through our enrolment with the *Laudato Si'* Action Platform, Resourcesmart Schools Program and Catholic Earthcare Program, a wide range of sustainability initiatives are addressed including solar panels, water tanks, recycling programs, waste management, reduction of photocopying, and adopting a sustainable lifestyle. All members of the College community continue to develop an awareness of the ecological crisis of our time, and this has become the impetus for sustained and effective action. "We received this world as an inheritance from past generations, but also as a loan from future generations, to whom we will have to return it." - Pope Francis, 2015

Through the wide range of sustainability initiatives undertaken, students have gained a deeper awareness of what it means to be the stewards of creation, thus provoking a broad response of meaningful action to preserve the world for the future generations to come. In 2022 we developed our reflection statement and goals for the platform. This aims to address our ecological challenges so that, as a faith community, we can lead by example and follow our well-formed hearts with practical steps that engage the whole community in caring for our mother earth.

Earn certification as a Resource Smart School

This program, offered by Sustainability Victoria, supports Victorian schools to embed sustainability across the school facilities, community and curriculum, while saving resources and money for the school. Schools join the program and then have access to an online portal where they can learn and practice ways to integrate sustainability. There is one core and four elective modules that enable schools to take action to minimise waste, save energy and water, promote biodiversity and reduce greenhouse emissions.

The College is working through the certification process with Victorian Resource Smart Schools program, including an updated MOU with ResourceSmart AuSSI Vic and working with our representative over the next 12 to 24 months to achieve our School Environmental Management Plan and Core Modules, and increase our performance in the various modules, below, in accordance with Strategy 2021; strategic priority 04/04 Earn Certification as a Resource Smart School.

Core Module - 35% complete

Energy Module – 54% complete

Waste Module – 17% complete

Water Module – 46% complete

Biodiversity Module – 25% complete

Other work relating to sustainability that has occurred at the College in 2022 includes continued use of green waste recycling, reduction in photocopying and paper promotional material, installation of solar panels, and significant work has been conducted to upload a backlog of bills and reports. College representatives will be meeting with the College's Resource Smart Schools Facilitator to consolidate uploads and re-establish baseline data.

VALUE ADDED

Harness our history and traditions to ensure we walk and talk our values

Opportunities for the development of Faith, Spirituality and Social Justice:

The myriad of opportunities for the development of Faith, Spirituality and Social Justice at Sacred Heart College are all founded in the core teachings of Jesus Christ. As a community these opportunities enable us to live out our Catholic Identity, pursue our vision for social justice and participate fully in the mission of Mercy in our world.

As a College we look to re-contextualise our community understanding of Gospel teachings in relation to contemporary contexts. As such, significant days devoted to the pursuit of justice and mercy are highlighted in the following ways:

- Special prayers and information are announced over the PA or included on the bulletin
- Ribbons are draped on the College gates in colours that reflect our solidarity with chosen causes as an outward sign to the community of our commitment to the given cause
- Specific ribbons are worn by students as an act of unity with pursued causes
- Families are invited to contribute to significant events. Significant days in 2022 included:
 - Feast Day of St Catherine of Siena
 - Anniversary of Apology to Australia's First Nations People
 - Shrove Tuesday
 - Ash Wednesday
 - Cultural Diversity Week
 - Clean Up Australia Day
 - International Women's Day
 - Feast Day of St Patrick
 - Easter Proceedings
 - ANZAC Day
 - Memorial of St Catherine of Siena
 - Mother's Day
 - National Sorry Day
 - National Reconciliation Week
 - Reconciliation Day
 - World Environment Day
 - Feast Day of St Anthony of Padua
 - Solemnity of the Most Sacred Heart of Jesus
 - World Refugee Day
 - Memorial of St Ignatius of Loyola
 - Memorial of St Bernard of Clairvaux
 - The Season of Creation (month of September)
 - Father's Day
 - R U OK? Day
 - World Teachers Day
 - World Mental Health Day

Opportunities For Worship, Prayer and Reflection:

- Beginning of Year assembly prayer and House blessing
- Ash Wednesday Liturgy
- The Easter Liturgy
- Foundation Day Mass
- Year 8 Religious Education Liturgy
- Year 12 Seminar Day Mass
- Reflection for Our Lady of Mercy
- Remembrance Service 2022
- 2022 Graduation
- 2022 End of Year Staff Mass

Staff, Parent And Wider School Community Opportunities in Social Justice

Professional development opportunities:

- Beginning of Year Staff Induction Day
- Mercy Orientation Program
- Circle of Mercy Program – The Circle of Mercy Program was delivered as a sequence of face to face and online PD sessions. Accredited by the Catholic Education office, this program provides an opportunity for SHC staff, students, Sisters of Mercy, families and staff from other Colleges to participate in an evening of discussion and professional learning. This year's theme was based on Laudato Si' Encyclical
 - Term 1 2022 - Margie Abbott and Sally Neaves - Laudato Si' Goal 6: Ecological Spirituality - Recovering Prayer and Ritual.
 - Term 2 2022 - Sally Neaves and Fellows Tara Egger, Brigitte McDonald, and Juliet Talarico - Laudato Si: Integral Ecology Emerging Leaders Panel
 - Term 3 2022 - Fr Richard Leonard - The Cry of the Poor
- Geelong Secondary REL Networking Meeting
- Dialogical spaces
- Religious Education and Faith Development: Junior Religious Education Staff Professional Learning Sequence
- Lenten Formation
- Reconciliation Formation
- Till, Keep, Sow: From creation to contemporary action
- Advertised Events/Pd/Forums
- Catholic Theological College programs
- Orientation to Mercy Module

- Season of Creation
- NCEC
- ACRATH breakfast celebrates women leaders
- Engaging Your Faith Program
- Advent in the Year of Matthew
- Curriculum Audit - was conducted in all KLA areas and implementation of relevant and comprehensive Social Justice Education, First Nations Education, and Sustainability Education as an ongoing part of Curriculum and commitment to justice.

Lead and act for social justice and community outreach

There are many avenues through which students can take meaningful action both at a Diocesan level and within the broader Mercy community. Students join with people all over the world in their annual commitment to Project Compassion to raise funds, and stand in solidarity with all who continue to face the injustice of poverty.

In addition students commit themselves to a range of Mercy Works in order to support organisations including McAuley Services For Women, Bahay Tuluyan Philippines Australia, ACRATH, Catholic Teacher's College in East Timor, Catholic Care- Settle Well Program, Mercy Works - Refugee Asylum Seeker Project and Indigenous Project, Offspring Project, We All Rotate and the St Vincent De Paul Society.

Students engaged in Mercy Works gain a true sense of awareness and their response comes from a deep mindset of concern and an understanding of inequity.

Social Justice Opportunities - Communities in Need

Sacred Heart has a proud social justice culture that is supported and nourished by participation in a wide variety of merciful justice initiatives. These include:

- Project Compassion
 - Whole School Mercy Works
 - MADJAM Committee – Shrove Tuesday, Swimming Sports Stall and Athletics Day Stall
- SHC Mercy Works
- Year 12 Mercy in Action Project
- SHC Outreach Opportunities
- Self-Initiated Mercy In Action
- Student Partnered Social Justice Projects
- Years 9 and 10 Mercy Leaders Certificate
- Additional College social justice events
- Student Conferences
- Student Leadership Team Initiatives
- Events Advertised / Promoted / Seeking Volunteers from SHC

- Seeds of Justice Conference and Camp

Communities in need:

- Mercy Outreach Team
- MADJAM Committee – Food Drive for St Thomas Aquinas
- Identifying Families in need
- School Fee Assist
- Staff Payroll Deductions
- Social Justice Funds raised - Table
- Fixed, automatic discounts for Health Care Card Holders
- Socio Economic Status (2022) - Financial Assistance (all students)
- Immersion communities

Mercy in Action Project

Year 12 students complete a Mercy in Action project as part of their Year 12 Religious Education program. The objective behind this project is to demonstrate merciful actions throughout the community. Students were able to select a merciful initiative for their project that reflected their own personal passions, concerns or interests.

SHC Outreach Opportunities

Sacred Heart College has a rich history of providing care and support for others through outreach programs. The generosity and service of both staff and students is underpinned by their commitment to live out the mission of Mercy established by Catherine McAuley, and to follow the Gospel message of loving your neighbour, so that others may have life to the full. During Semester two we were able to offer a number of outreach opportunities for our staff and students. Organisations supported in 2022 included:

- St. Thomas Aquinas lunchtime play
- Wexford Tutoring Program
- East Geelong Cemetery visits

Self-Initiated Mercy In Action Application (Simia)

In addition to our formal outreach opportunities, students were encouraged to take up the option of self initiated Mercy In Action. Activities are recognised as community service if they are undertaken for not-for-profit organisations and benefit the community; this includes fundraising and advocacy work.

Additional Social Justice Initiatives/Events

- Canned and Packet Food Drive Term 2
- Young Mercy Links
- MacKillop Family Services Social Justice Workshop
- Spring Sleep Out 2022
- 16 Days Of Activism (Nov/Dec 2021) - A Respectful Relationships initiative

- Safer Internet Day - A Respectful Relationships initiative
- Free to be Me - a Respectful Relationships initiative
- Rainbow Alliance - a Respectful Relationships initiative
- Wear It Purple Day - a Respectful Relationships initiative
- Idahobit Day - a Respectful Relationships initiative

Student Leadership Team Initiatives

- Parachute Project
- MAKE MARCH MATTER - A Respectful Relationships initiative including Bullying No Way Day, Harmony Day, International Women's Day and Close the Gap Day with the goal of promoting inclusion and diversity throughout the entire month.
- Respect in Effect
- Self Aware September
- Zoe Kennedy Asthma Awareness Day
- Love Your Body Week – A Respectful Relationships initiative
- RUOK DAY

Communities in Need

Mercy Outreach Team - In keeping with our Mercy values of compassion, hospitality, service, respect, courage and justice, Sacred Heart College established the Mercy Outreach Team to support our families in need, provide food and basic goods hampers, home-cooked meals and supermarket vouchers for families who:

- Experiencing long term illness
- have a terminally ill family member
- are suffering grief or loss
- are facing financial hardship due to loss of employment, restricted work hours etc.

In order to provide the resources for the hampers, financial support was sought from:

- College staff via payroll deductions, donated to the Family Fund
- College community members via donations to the Family Fund
- Local supermarkets and fresh produce suppliers
- Identifying families in need - delivered over 60 hampers
- Staff payroll deductions
- Staff are given the opportunity to make regular payroll deductions and contribute to a range of justice related initiatives and organisations. Funds that are currently available for staff to contribute to are listed below:
- Sacred Heart College Family Fund
- Mcauley Community Service For Women

- Mcauley Community Services For Women
- Give Where You Live
- East Timor Education Fund
- Scholarship Equity Fund

Ensure that the student population reflects diversity in the Geelong region

In 2022 the IDEP advocacy team continued to ensure the practices of enrolment, pastoral care and curriculum support an inclusive student population. The team worked towards the provision of an additional ten Inclusion and Diversity Scholarships for first generation refugee students. This opportunity was positively received by the refugee community and in 2022 the team was able to provide a total of twenty-one scholarships. The team aims to offer more scholarships in 2023 and seeks to provide more as the needs arise in the community.

- A Memorandum of Understanding (MOU) with Deakin University continues again in 2022, funding for five scholarships in 2022 - \$43,750 being 3 x Year 7 students and 2 x Year 11 students.

These Indigenous, Regional and Low SES Attainment Fund (IRLSAF) Fund scholarships encompass the following: funding covers full fees, uniform, books, camps etc.

- Curriculum Design - Individual learning plans and pathway transitions strategies are provided to support student engagement. Students are encouraged to attend a morning mentor group on Thursdays to further develop their connections and support. Curriculum design continues to be developed using data to plot students on the EAL continuum. The curriculum focuses on 3 Modes of Curriculum Design: Speaking and Listening, Reading and Viewing, Writing.
- Community Involvement - The IDEP advocacy team continues to seek volunteer work in the Geelong community to deepen the connections with refugee families, and G-RAP (Geelong Refugees Assistance Program). Culturally sensitive Inclusion and Diversity Scholarship flyers are regularly distributed to the G-RAP, to the Geelong Interfaith Community, and across schools, parishes and community groups.
- Refugee Week - Refugee Week is Australia's peak annual activity to promote greater awareness of refugees, the issues they face and the contributions refugees are making to the Australian community. The theme of Refugee Week 2022 was healing. The theme aimed to highlight aspects of the refugee experience and help the broader community to understand what it is like to be a refugee.
- Beginning of Term 3 Staff Cultural Luncheon - At the start of Term 3, staff shared in a multicultural lunch, focusing on the Islam tradition and coinciding with the celebration of Eid. We were privileged to have Hala Al-Assafi, College Interpreter, to speak to the staff. Fruit hampers were also delivered to Muslim families to acknowledge their Eid celebrations.

Respect, engage with and learn about our local aboriginal culture, history and knowledge

Reconciliation Action Plan (RAP) - The College RAP was officially published at the beginning of the year.

The RAP is a formal statement of commitment to reconciliation. As a school we have developed our RAP using the Narragunnawali platform and continue to extend our actions on existing and new initiatives. As a working party we revised our Vision statement and this was approved to officially publish our RAP. Throughout the year, the RAP working party continued to work towards actions and deliverables for our community and our Reconciliation journey.

Vision For Reconciliation

Our vision for reconciliation is to enliven whole school change and to promote reconciliation as a living, evolving understanding and relationship with First Nations people, working towards a genuine reconciliation connecting hearts, minds and spirits. We recognise and celebrate giftedness.

The Sacred Heart College community is committed to pursuing its goals of teaching and learning in a spirit of reconciliation, creating a deep sense of identity and place of belonging where our community is empowered and their cultural identity is valued.

Vision:

As a Catholic school community in the Mercy tradition, we are called to be people who live and act justly. The demonstration of our Mercy values of justice, courage, respect, hospitality, compassion and service are enlivened in our commitment to authentic reconciliation.

We acknowledge in particular the Wadawurrung people - past, present and emerging - who traditionally sustained the life, spirit and promise of this Land on which our College now stands.

We are committed to being in dialogue with First Nations people to foster a diverse and inclusive community that aims for unity and solidarity. We value and nurture authentic relationships celebrating our rich and unique gifts that we share.

We acknowledge the past, present and enduring pains of our First Nations people. With an openness we listen to the stories and history of Australia, journeying towards justice and reconciliation.

We thereby commit ourselves to:

- Acknowledging First Nations peoples' histories and culture in ways to deepen our appreciation and understanding of First Nations people.

First Nations Focused Initiatives and Programs

- Beginning of Year Welcome BBQ - First Nations students from Sacred Heart College, St Joseph's College, St Ignatius College, Clonard College and Iona College were invited to the Beginning of Year BBQ at Sacred Heart College to celebrate the new year.
- First Nations students engaged in weekly tutoring lessons throughout the year.
- First Nations Mentor Group
- First Nations students are supported holistically with a range of staff providing support (including members of the Inclusion and Diversity Team, the Koori Education Worker and Mercy Mission Leader).

- The Inclusion and Diversity Teacher and/or the Mercy and Mission Leader and Koorie Education Worker meet with First Nations students on a weekly basis. These meetings provide students with an opportunity:
- To gather as a community
- To plan initiatives
- To address wellbeing concerns
- To promote tutoring
- To provide an opportunity for a yarnning circle
- To provide a safe and inclusive space for students to explore their culture, heritage, identity and knowledge
- To provide pastoral support
- College FIRE Carrier Student Leadership Role
- Acknowledgement of Country - meetings, gatherings, events and classroom.
- Reconciliation Gathering Space
- Close the Gap
- National Sorry Day
- National Reconciliation Week (NRW)
- NAIDOC Week
- Koorie Aspirations Day
- Watta Watnanda Day
- KGI (Korin Gamadji Institute) Program
- SHC Cultural Workshop (Art, Possum Skin Stoles, Basket Weaving)
- Kolling Wadangal - Walking Together
- First Nations 'Yarnda Woka (Yorta Yorta) Walk on Country' Cultural Experience

Develop a whole school sustainability plan - water, waste, energy and food

Laudato Si' Action Platform Reflection

As a College we are committed to the Laudato Si' Action Platform and developing our seven year goals.

Sacred Heart College is called to respond to the cry of earth and the cry of the poor. We believe that the needs of humanity are not separable from the needs of the earth. We therefore see that authentic and meaningful social justice is also earth justice. We endeavor to reflect and act on the Sisters of Mercy Chapter Statement, "At this time of global vulnerability God's transforming mercy fires our hearts anew with deeper reverence for all creation. Disturbed by the despair and suffering of many peoples and the degradation of Earth, we are impelled to reflective action for gospel justice" - The Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG).

Sacred Heart College is committed to actioning the goals of Laudato Si through engaged focus in our membership of the Laudato Si Action Platform, the Catholic EarthCare Schools Program and ResourceSmart Schools Program.

We also acknowledge that the demands of our earth today will differ in the future and so endeavour to reflect regularly and respond reflexively to the cry of earth. In doing so our current initiatives include:

The Cry of Earth:

- Involvement in the ResourceSmart Schools Program
- Involvement in the Catholic Earthcare Program
- Involvement in the Laudato Si' Action Platform
- The introduction of Mercy and Mission Leaders with specific expectations and requirements around sustainability and environmental initiatives
- Instalment of water tanks
- Collection of food scraps and composting organic materials
- Energy saving posters/cards that act as reminders to staff and students to reduce electricity usage, eg turning off light switches, heaters, etc
- The implementation of automatic timers on lights
- Water saving reminders and awareness posters (predominantly digital to reduce paper waste)
- Addition of screens that allow for information to effectively be disseminated to staff and students without the use of paper
- Conscientious landscaping provides additional trees and plants
- The development of our Reconciliation Garden and gathering space

The Cry of the Poor:

- Support of the Caritas Project Compassion Appeal
- Support of the St Vincent and Catholic Care annual Christmas Appeal
- House based Mercy Works, supporting eight social justice causes covering local, national and international issues. Our Mercy Works raise awareness, create action and fundraise for various organizations
- The Year 12 Mercy in Action Project, that sees students develop and act on projects of mercy within our community
- The Year 12 Mercy Work which supports the efforts of the Offspring Project
- SHC based Outreach Opportunities such as:
 - Tutoring provided to disadvantaged primary students
 - Play inspired initiatives to support young children back into schooling after extended absence
 - Cemetery visits that honour and pay tribute to the Mercy Sisters

- Volunteering at Café Lite
- PHNA Heart Ministry which provides physical, emotional, mental, social and spiritual warmth, comfort and support to those struggling within our community
- Self-initiated Outreach Opportunities such as:
 - St Vincent De Paul Op Shops
 - Tutoring Programs
 - Rotary Book Fair
 - Clairvaux Carnival
 - Community Events
 - Support as significant masses and events
 - Environmental projects and events run within our community such as those arranged by the Friends of the Waurn Ponds Creek
- Group Food Drives and pantry restocking for local families struggling and in need
- Hampers and food deliveries for local families who are experiencing illness, grief and financial hardship
- Spring Sleep Out that supports Lazarus House
- The development and distribution of Inclusion and Diversity Scholarships
- The development of a Reconciliation Action Plan

Ecological Economics:

- Installation of solar panels and data panels
- Instillation of water tanks
- Reduction in photocopying/teachers minimise paper use by posting materials on online/Canvas
- Recycling bins
- Use of sustainably sourced cutlery and food packaging
- Sustainability in the canteen
- Installation of drink taps with garden beneath to utilise lost water
- Installation of blinds, modern designs in heating and cooling

Adopting Sustainable Lifestyles:

- Reduction of waste and recycling of materials
- We have employed a dedicated printer who has dramatically and effectively reduced paper waste across the school
- Care for Common Home
- Participation in Ride to School Day

- Promotion and participation in Earth Hour, Earth Day, National Sustainability Week, and others

Ecological Education:

- The development of Religious Education Units that further educate and empower our students to be agents for change. For example, Big Issues, Care for our Common Home (Coast Guardians), From Where We Come, Religion through the Eyes of Art, and various others
- Immersion programs which incorporate an understanding of holistic justice (recognising the integral link between caring for humanity and the environment)
- Environmental Science units

Ecological Spirituality:

- Staff Professional Learning such as the Seasons of Creation Term 3 PD
- The Season of Creation teaching resources, events and activities.
- Staff Retreats - Santa Casa, Botanical Gardens
- The implementation and further development of our Circle of Mercy Professional Learning events

Community Resilience and Empowerment:

- Outreach participation at Clean up Australia Day as well as other community events
- Promoting Sustainability and significant environmentally focused days within our community
- Mercy and Mission Leadership Team
- Empowering Women's Dinner

Other Sustainability Initiatives:

- The College joined the Geelong+ Community Solar Program (G21) and installed 186kw of solar panels on the southern side of the campus
- Season of Creation
- Seeds of Justice Camp
- Year 9 Mercy Leadership Certificate
- Term 4 SHC Sustainability Challenge
- World Habitat Day
- Ride2Work Day
- Endangered Species Awareness Campaign
- Water Waste
- Wipe for Wildlife
- Reducing Carbon Emissions
- SHC Op Swap Shop

- Plastic Pollution
- National Ride2School Day Poster Competition

Earn certification as a Resource Smart School

Action towards certification

1. Energy module

As part of our energy module, the College has undertaken the following activities:

- Solar panels - additional panel installed 2022
- Ride to School Day
- Promotion and participation in Earth Hour, Earth Day, National Sustainability Week
- Energy saving posters/cards that act as reminders to staff and students to reduce electricity usage (e.g. turn off light switches, heaters, etc.)
- The implementation of automatic timers on lights.
- Installation of blinds, modern designs in heating and cooling.

2. Waste module

As part of our waste module, the College has undertaken the following activities:

- Recycling – the school encourages waste minimisation and recycling bins are available throughout the school.
- Comparing year-to-date data over the last four years, the College has reduced both tree consumption and CO₂ produced by 17% - a reduction of two trees consumed, and 734kg less CO₂ produced.
- Addition of AV screens to reduce paper waste.
- Swimming sports and Athletics Carnival cleanup volunteers
- Clean Up Australia Day information and promotion
- Food Scraps for compost - Leadership Climate Project / MADJAM Everyday Food Scraps
- Use of sustainably sourced cutlery and food packaging.
- Sustainability in the canteen

3. Water module

As part of our water module, the College has undertaken the following activities:

- Drink tap garden
- Reusable cups
- Water Tanks
- Water saving reminders and awareness posters (predominantly digital to reduce paper waste).

4. Biodiversity module

As part of our biodiversity module, the College has undertaken the following activities:

- Friends of Waurm Ponds Creek – clean up and tree planting events
- National Tree Day – Information and promotion
- College landscaping
- Coast Guardians – Students participating in the Care for our Common Home Religious Education unit partnered with the environmental care organisation, Coast Guardians
- Conscientious landscaping provides additional trees and plants

Learning and Teaching

Goals & Intended Outcomes

- Continue to offer personalised learning pathways that offer students opportunities to pursue areas of intellectual interest and develop their skills and knowledge
- Prioritise student voice and agency in all aspects of learning
- Create opportunities for students to connect with individuals and organisations beyond the school gates, opening experiential pathways that inspire students to be active and engaged participants in the world
- Expand the suite of tools and platforms available to students to enable them to learn in different ways, at different times
- Recognise and develop teacher collective efficacy, continuing to build a community of skilled pedagogues and subject matter experts to lead learning
- Ensure the spaces available to students foster innovation and creativity in learning, supporting opportunities for students to become thinkers of the future, for the future

Achievements

Coming out of two years of interrupted learning that had students and teachers alternating between stints of online and face-to-face instruction, 2022 was a year that enabled the College to re-engage wholeheartedly with redesigning the vision for learning. This included driving initiatives such as embedding Universal Design for Learning across all aspects of learning and assessment and developing interdisciplinary and creative learning at the College with renewed vigour and commitment.

A key purpose of education is to enable students to become future-ready, arming them with the skills and dispositions to remain lifelong learners and adapt to the multitude of pathways they should expect to traverse through the course of their life. Readyng our students to become active participants in an ever-changing world was a priority in 2022, and will continue to be a priority in the coming years.

Some highlights of the year include:

- Our integration of Universal Design for Learning in all aspects of learning and assessment continued, supported by robust professional learning and the expert and informed guidance of our Pedagogy Coaches. The key principle underpinning UDL is accessibility to learning for all, and this principle is now in the forefront of teachers' minds when co-designing learning with students.
- The Year 8 Interdisciplinary Unit was an immersive experience in 2022, with students drawing on a range of skills and knowledge from across diverse disciplines to complete a hands-on project in an area of creative passion.
- The SHC interactive experience for Geelong Design Week, entitled 'Sensory' was a valuable contribution to the innovative festival that continues to see Geelong at the forefront of design and innovation in Australia. The talented students and their mentors from Sacred Heart designed and built a dome that meshed nature, technology and design in a visually stunning piece that sat

- proudly in the Atrium of the College Innovation Precinct. Sensory showcases the relationship between our physical and mental wellbeing, where an environment is created to perfectly pair nature and artifice. The event comprised three temporary pavilions, each with a unique theme - nature, light, and colour. The event for Geelong Design Week also included recorded interviews with guest speakers including Mimosa Schmidt, Laura Woodward, Megan Streader and Huiliana Chandra-Curry.
- Visiting artists/scholars provided real-world advice and mentorship for many students, including Xavier McGettigan for our VCE Dance students, and Coady Green who held a high-level, immersive Piano Masterclass for music students. Italian students in year 8 had an immersive experience with traditional Italian dancing, with specialist dance teachers coming to the College to teach students the Tarantella.
- Arts Day returned to the College in 2022, with students having the opportunity to experience a variety of creative activities, applying skills outside of the classroom and also picking up a new skill or two.
- SHC Makerspace hosted a variety of creative workshops, supporting students through the Materials Lab. Specifically for Science Week, students participated in a workshop where they learned to design, code and laser cut their own amazing LED lamps while other students created a range of translucent biomaterials and imagined their real-world applications. The College's Design Futures Lab workshop participants managed to create their first successful Biodegradable Coffee Cups.
- Sacred Heart students were fortunate to participate in a pilot program hosted by Deakin University - 'Women in Construction'. Students considering a career in the construction industry were able to access Deakin academics and industry experts to assist in their project of building a shed in five days. The program was designed to increase female gender representation in typically male-dominated industries.
- The development of the SHC Learner Profile continued, with the construction of an online platform to collate and house evidence students collect to build a completed profile for themselves of their progress towards the key hallmarks of a Sacred Heart education. This will sit as an alternate exit credential for students that will complement the completion of the VCE or VCE/VM, creating a full and rich picture of learner capabilities for use beyond school. The SHC Learner Profile will launch in 2023.

STUDENT LEARNING OUTCOMES

The College continues to develop its strategy for the collection and use of data to inform teaching and learning. Our online platforms provide evidence of engagement by students with the learning designed for and with them. For all students the assessment data collected through Canvas is a highly useful tool with which to provide a snapshot in time of student progress towards particular learning outcomes, can assist in student metacognition and decisions regarding their learning engagement levels, and assists teachers in making the necessary adjustments to learning for individuals, groups and entire cohorts.

Augmenting this picture is the data that is gathered through external testing tools and platforms, namely NAPLAN data and Progressive Achievement Testing (PAT) through ACER.

Results for students at Sacred Heart compare favourably to the State in all areas of NAPLAN testing except for Numeracy - initiatives based on a detailed analysis of the specific numeracy strands that require remediation, identified through an examination of the data from 2021-2023, will help inform a NAPLAN Numeracy strategy to commence in 2023.

In all testing areas except Numeracy, students in the 90th percentile at SHC are on par with their State counterparts, while those in the 10th percentile score much higher than other students in the State. In Numeracy, SHC students in the 90th percentile perform lower than their State counterparts, while those in the 10th percentile continue to perform well above the State. This indicates that students in future cohorts need to be presented with higher levels of challenge in Numeracy.

NAPLAN scores over time (acknowledging that we have an imperfect data set), have remained relatively consistent between 2017 and 2022, with only minor movements in improvement or decline and these fluctuate year-on-year.

Senior Secondary Outcomes

Completion rates

- 241 students completed Year 12
- 201 students received an ATAR
- 22 students completed the VCE unscored
- 16 students completed the Senior VCAL

VCE Results

SHC median ATAR	74
SHC average ATAR	73.2
State average ATAR	70.33
SHC percentage of study scores 40+	76 of 1048 (7.25%)
State average percentage of study scores 40+	9%
SHC subjects with number of 40+ study scores above the state average	13

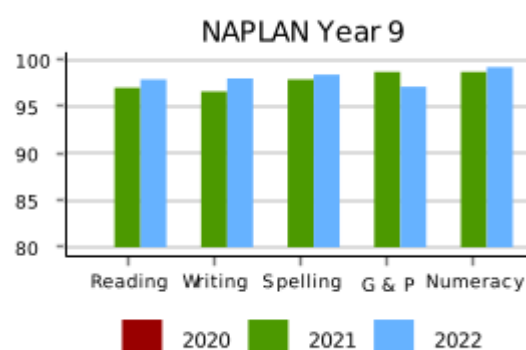
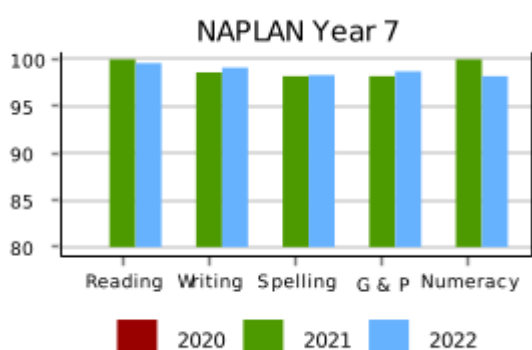
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	591.8
Year 9 Numeracy	583.9
Year 9 Reading	598.7
Year 9 Spelling	589.0
Year 9 Writing	597.5

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	98.2	-	98.7	0.5
YR 07 Numeracy	-	100.0	-	98.2	-1.8
YR 07 Reading	-	100.0	-	99.6	-0.4
YR 07 Spelling	-	98.2	-	98.3	0.1
YR 07 Writing	-	98.6	-	99.1	0.5
YR 09 Grammar & Punctuation	-	98.7	-	97.1	-1.6
YR 09 Numeracy	-	98.7	-	99.2	0.5
YR 09 Reading	-	97.0	-	97.9	0.9
YR 09 Spelling	-	97.9	-	98.4	0.5
YR 09 Writing	-	96.6	-	98.0	1.4

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Continuing to implement two action plans: one for students and one for staff, prioritising mental health and physical activity, and healthy eating that reflects student, staff, and parent voice
- Continuing to link and embed a culture and environment of health and wellbeing into all learning
- Implement new vertically streamed homeroom structure with students from Years 7 to 12 combined in mentor groups
- Implement and monitor the VRQA Child Safe Standards

Achievements

After two challenging years spent navigating the major phases of the COVID-19 pandemic, 2022 was the year where we transitioned to a so-called 'COVID-normal' environment. Whereas the previous two years required adjustment as community members moved in and out of remote learning, 2022 saw disruption in the form of illness and absences. As such, the priority for 2022 was framed through reconnection and relationships as a way of promoting wellbeing for all community members.

- Following an appreciative inquiry by the College's Visible Wellbeing Implementation team, the SEARCH framework continued to be embedded in everyday staff practices. At a community level, Visible Wellbeing education continued to be delivered to the broader community through the Principal's Update, whilst another year of careful curriculum planning saw deeper embedding of Visible Wellbeing in College curriculum. In the latter part of the year, planning for staff 'Communities of Practice' commenced, where Visible Wellbeing was included as a core structure of the professional learning program.
- With remote learning firmly behind us, routines became an important part of everyday life at the College. These routines were largely formed in the new vertically streamed homerooms, where students from Years 7 to 12 formed mentor group communities within each House. This also saw the reimagination of the Living Mercy program, which now had a multi-year level focus. Further community building occurred through House-based football tipping competitions as well as weekly emails sent to all House members to provide a 'one stop shop' for all events impacting students. Further planning occurred in the latter part of 2022 to expand the mentor group challenges to include weekly competitions for commencement in 2023.
- In a natural progression of wellbeing check-in systems used during remote learning, SKODEL wellbeing check-ins became a larger feature of pastoral care offered to students in 2022. With a premium subscription to the service, mentor group teachers were able to access real-time data as a way of dialoguing with students about their everyday wellbeing. The prompts for the SKODEL check-ins were also drawn from the domains of the SEARCH framework, which provided additional opportunities for students to access Visible Wellbeing learning whilst at school.
- As in previous years, the Respectful Relationships initiative continued to be implemented, with planning put in place for delivery of consent education in 2023 and

beyond. The emphasis in 2022 was to plan and implement initiatives that were present across College curriculum, and not siloed in single faculties. Senior VCAL students also engaged in the 'Love Bites' program as part of expanded Respectful Relationships program delivery.

- The College continued to invest in Youth Mental Health First Aid training for staff in 2022. Importantly, all Year 8 students completed the training as part of a partnership with the City of Greater Geelong and the University of Melbourne. This training will run again in 2023.
- As part of a new partnership for the College with the LifeChanger organisation, formalised in 2021, the LifeChanger program was further developed and implemented across Years 7 to 11, and focussed on belonging, leadership, mentoring, and developing healthy habits.
- The College continued to facilitate Wellbeing sub-committee meetings during 2022, although these meetings were via zoom. The subcommittee is part of the College Advisory Council with members having expertise across many health and wellbeing fields enhancing the capacity of this community advisory group. The sub-committee spent considerable time in 2022 working through factors that affect the wellbeing of staff.

VALUE ADDED

- Year 7 Camp returned to Mill Valley Ranch. This would have been the first camp for many of the College's students given COVID-19 disruptions to co-curricular programs. Year 9 students also attended camp at a new venue – Howqua Valley. Both initiatives helped to deepen connections between students, as well as provide opportunities for personal growth and controlled risk taking in a safe and supportive environment.
- In addition to the Living Mercy program, students across year levels participated in sessions run by the Female Athlete Network, Police in Schools, Mercy Works, and various careers and pathways activities. These programs focused on personal health, respectful relationships, empathy, and developing a deeper sense of personal aspiration.
- Each of the College's four houses celebrated the feast day of their respective patrons. This was undertaken to further develop and enhance identity within houses, which helps to promote connection.
- To help consolidate new vertical mentor groups, the Year 7 buddy arrangements moved from Year 12 students to Year 10 students. This was undertaken in an effort to increase the length of connection with junior years and senior years students, beyond the initial year of secondary school.
- A multicultural lunch was organised to celebrate the conclusion of Ramadan, ie Eid and to raise awareness of multiculturalism and diversity of the College.
- Student leaders and College engagement and empowerment staff conducted several campaigns throughout 2022. Some of these included:
- Love your Body Awareness Campaign, which included positive affirmation stickers

- Sunaware campaign
- Bystander and upstander awareness program led by student leaders
- Healthy Bones Healthy Body initiative
- Mercy Leader and Peer Support programs
- 'Amplify' student empowerment project, facilitated by Queerspace, which included the creation of an educational video
- The creation of a local Rainbow Alliance for secondary schools in our area
- Make March Matter
- 16 Days of Activism against gender-based violence
- Positive Education Week
- Student leaders also brought attention to significant days for awareness:
- Safer Internet Day
- Bullying No Way Day
- RUOK? Day
- IDAHOBIT Day
- International Women's Day
- Wear it Purple Day
- Asthma Awareness Day
- Harmony Day
- Staff received training for creating safe and inclusive learning environments from Dr Merrin Wake.
- Year 9 students completed the Mercy Leadership Certificate which in 2022 placed particular emphasis on students becoming more aware of their personal carbon footprint, along with understanding the associated environmental impact.
- Year 10 students who completed the Mercy Leadership Certificate worked with various local charities and organisations that allowed for student-led initiatives that raised awareness and facilitated service.
- The College's Free to Be Me group continued to promote the importance of inclusion and celebrating diversity. Throughout 2022, this lunchtime group continued to grow and build relationships within the community. We were even able to run special after school events in partnership with St Joseph's College, Clonard and The Geelong College.
- The 'Call it Out' podcast provided a genuine opportunity for students of the College, along with their St Joseph's College counterparts, to discuss and publish thoughts on contemporary issues affecting young people. Such themes included gender equality, unhealthy masculinity, everyday sexism, and healthy relationships and consent.

STUDENT SATISFACTION

The 2022 MACS School Improvement Survey showed modest declines in overall student satisfaction at the College, particularly in the areas of student agency, voice, aspiration, and engagement with learning. These declines in isolation are marginal, but when viewed against historical MACSSIS data, trends are beginning to emerge. However, the data appears to again reflect changed circumstances as part of transitioning to COVID-normal learning. Students describe the ‘energy’ of the school as declining – both their own, and that of their teachers. At the same time, students reported that the speed of curriculum delivery made it harder to understand material. All of these experiences match the lived experience of all community members throughout the first two terms of 2022 – illness, absence, and the pressure to catch up and avoid falling behind.

Importantly, students continued to report positive relationships with College staff, and a genuine appreciation of the physical learning environment. Anecdotally, students regularly provide feedback that they like to be at school, and enjoy their time with one another.

From a safety perspective, students continue to report feeling safe at school. Increased awareness of peer group conflict was reported, but this data is consistent with the average for MACS schools. Students reported feeling physically safe when at school, and students continued to report that they had trusted adults at the school whom they could speak to if something was wrong.

Overall, the MACSSIS data suggests that students continue to be satisfied with their schooling experience at the College, but greater efforts need to be made to enhance student engagement and agency.

STUDENT ATTENDANCE

Note: The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow-up student attendance in order to meet the requirements of the relevant act and regulations.

Throughout 2022, student attendance reporting measures reverted to pre-COVID processes. In practice, this involved an SMS message being sent to families when the whereabouts of a student could not be explained by 9.30am. This was followed up by a phone call from our Student Wellbeing Officer at 10.30am if the College had still not heard from the family. The standard practice throughout 2022 was that the Student Wellbeing Officer would normally continue calling family emergency contacts throughout the afternoon until all unexplained absences were explained.

Further attendance tracking was utilised throughout 2022 to account for reported cases of COVID-19 in the student body. This included monitoring groups of students in the case of increased spread of the virus, as well as identifying students who were struggling with prolonged illness – either their own, or in their home environment.

House Leaders maintained a record of absences, offered support as required, and made referrals to the College Student Support Services team when students required adjustments to their learning programs.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	93.8%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	87.9%
Y08	87.1%
Y09	86.4%
Y10	81.9%
Overall average attendance	85.8%

SENIOR SECONDARY OUTCOMES

VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	92.0%

POST-SCHOOL DESTINATIONS AS AT 2022

Tertiary Study	60.0%
TAFE / VET	12.0%
Apprenticeship / Traineeship	6.0%
Deferred	8.0%
Employment	12.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	2.0%

Child Safe Standards

Goals & Intended Outcomes

As a result of Ministerial Order No. 1359, all schools (Catholic, Government and Independent) were required to respond to and implement a revised set of Child Safe Standards – eleven in total – effective 1 July 2022.

Sacred Heart College was 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. Planning for the updated Child Safe Standards commenced in the second half of 2021 to ensure a timely and effective transition to the new standards.

As a result of the COVID-19 pandemic, community strain is at an uncharacteristic high. This presents an increased risk to young people, which means that the importance of keeping child safety as a primary focus of our College community is paramount.

Achievements

Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

- All College events and large meetings commenced with an Acknowledgement of Country during 2022. All templates used to facilitate these events and meetings were updated to ensure a consistent and proper acknowledgement was made.
- The College's Positive Behaviour policy was updated to include two new appendix items to ensure that First Nations students were supported by appropriate advocates when dealing with peer group conflict.
- The College continued to celebrate First Nations students through initiatives run in consultation with students through the First Nations group. This included appointment of Fire Carriers.
- The College continued to draw on the guidance of the First Nations unit at MACS, implemented on the ground through the College's Koorie Education Worker.
- Ongoing professional learning was provided to staff to support them in creating culturally safe classrooms and spaces at the College.
- Program Support Group meetings were conducted to provide transparent, coordinated, and effective support of First Nations students.

Standard 2: Child safety and wellbeing is embedded in organisational leadership, governance and culture.

- The College website, Staff Handbook and Student Space continued to provide the College community with access to Child Safety policies and procedures.
- The College's Child Safety team, led by the Child Safety Lead Officer, continued to meet regularly throughout the year either via zoom or face to face.

- Ahead of the new Child Safe Standards being implemented on 1 July 2022, the Child Safety team continued to review and plan for the new standards, following the action plan developed in 2021 to ensure compliance of the College by Semester 2.
- All policies relating to Child Safety were reviewed by the Child Safety team, the Wellbeing sub-committee, and Student Leadership team.
- The College website and student portal were 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 also signed the Safeguarding Children and Young People Code of Conduct where acceptable and unacceptable behaviours are explained.
- All staff completed the annual Mercy Education Limited online learning modules relating to child safety, reportable conduct and risk management
- All meeting agendas, from the College Leadership Team, to staff meetings, to smaller teams, continued to have a Child Safety item.

Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

- Further refinement of the Student Leadership Team structure occurred to reflect its design that enables students from any year level to be involved in leadership both formally and informally.
- Student voice continued to be used in the review and update of College policies and the development of our student-friendly policies.
- Students were integral members of working parties that focused on matters impacting their learning and wellbeing. Students were consulted through online surveys and focus groups to guide decision-making.
- Student leaders were encouraged to maintain and upgrade Student Space to ensure the information platform reflected the needs of all students.
- Regular attendance of students in student leadership conferences throughout the year – in particular, these conferences focused on local student leadership, young person safety, and inclusion in our community.
- As part of the Respectful Relationships program, and as per state government mandate, consent education was provided to students.
- The use of videos and other online platforms continued to be used 2022 to empower students to voice concerns and seek assistance.
- The 'Call it Out' podcast provided a genuine and accessible platform for students to discuss issues that affected them, and for their voices to be heard in this endeavour.
- A Child Safety committee, led by students, was established in 2022.

Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing.

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

- Regular updates relating to child safety were provided via the Principal's Update to Families throughout 2022.
- Families and communities were invited to participate in sessions to promote deeper engagement in student learning and the enhancement of student wellbeing throughout 2022.
- Community members were required to sign in when attending College events throughout 2022, with basic child safe measures explained as part of this process.
- Guests to the College were encouraged to have a Working with Children Check (WWCC) and were accompanied by a College staff member if they were engaging with students. Adults without WWCC were always accompanied by a College staff member while on site.

Standard 5: Equity is upheld and diverse needs respected in policy and practice.

- The College has an Anti Discrimination of Students with Special Needs policy.
- The Child Safety and Empowerment policy combines all Child Safety policies, procedures and protocols to ensure one easy to access document. This policy is included on the College website and in the Staff Handbook, and is reviewed annually.
- In practice, the College's Inclusion and Diversity network and team continued to grow throughout 2022. This reflects active assessment and awareness of students with diverse needs, along with appropriate resourcing to ensure access and equity for all students.
- Student leadership teams continued to educate and raise awareness about the diversity of our community, providing safe spaces for young people to access support, and find acceptance when at school.

Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

- The College 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.
- Contractors new to the site were given inductions to ensure appropriate conduct. Visible College-issued identification was worn by all contractors.

Standard 7: Processes for complaints and concerns are child-focused.

- **The College has a student-friendly complaints and concerns policy that is readily available for students in various online locations. This policy is reviewed yearly.**
- Staff, particularly middle leaders, work to ensure that students have access to appropriate supportive adults when working through complaints or concerns.
- Staff regularly participate in training relating to mandatory reporting and managing disclosures. This includes appropriate support of students, and ensuring student safety.

Standard 8: Staff and volunteers are equipped with knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

- 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.
- The College's Child Safety Standards Risk Register is annually checked by the Child Safety team and Health and Wellbeing sub-committee.
- All staff receive regular first aid training every three years, and have refresher training annually in CPR, anaphylaxis and asthma.
- The College continues to incorporate and further develop the principles of Resilience, Rights and Respectful Relationships (RRRR) into curriculum and pedagogy.
- 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, the Information Sharing Schemes, and Adult and Youth Mental Health First Aid.
- College leaders continued to participate in the CEM Western Region Wellbeing Network with briefings on risk management and child safety. Information from this network was regularly shared with broader staff.

Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

- The College continued to revise online spaces that students were required to access throughout 2022. This included consolidation of platforms to provide students with carefully curated and age-appropriate online interactions when at school.
- Each Child Safety team meeting had a standing agenda item which allowed for reporting back of systemic hazards to Child Safety. Immediate concerns were reported directly to the Lead Child Safety Officer.
- Cameras were installed and/or upgraded in key locations around the school where the potential for external access is greater.
- Vape sensors were installed in several toilets to discourage vaping.

Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved.

- All policies relating to Child Safety were reviewed.
- Following review, the revised versions were ratified through several stakeholder forums.
- Policies can be revised outside of these yearly cycles as required.

Standard 11: Policies and procedures document how the organisation is safe for children and young people.

- A more detailed risk management checklist was introduced for staff when planning excursions/incursions. This included consideration of COVID-19 risks.

- Child Safe processes, as outlined in the Child Safety and Empowerment policy, followed guidelines set by Catholic Education Melbourne and PROTECT.
- The College has a public statement relating to student safety found on its website.

Leadership

Goals & Intended Outcomes

In accordance with Strategy 2021 and beyond the goals and intended outcomes for leadership and management were driven by the following strategic priorities:

- Living the Sacred Heart Way
- Clever and Creative Learning
- Culture of Wellness
- Care for Our Common Home

Leadership and management goals and strategies across 2022 focused on supporting students and staff through COVID-19 illness and the mandated isolation periods, and the impact this had on work and learning. Leading through this challenging and disruptive period was a continued priority, and the College adjusted and modified its responses as conditions and expectations changed to ensure leadership opportunities and the capacity of leaders to grow was supported.

Achievements

- The implementation of a performance module through SHC Extend, which facilitated a professional growth program for POL's and ESS in 2022. The program focused on professional growth, with individuals setting goals that linked to our Mercy values and Strategy 2021 and beyond. The valuable learnings from the first year of the program will see further improvements to the module that enhance opportunities for professional learning for staff.
- Drawing on the expertise of a diverse range of teams, the College utilised its suite of systems and practices to support staff to allow students to achieve excellence in learning during COVID-19 isolation periods.
- Accreditation to Teach in a Catholic School and Accreditation to Teach RE and Lead in a Catholic school were maintained as a high priority, and formation professional development opportunities were offered in a variety of platforms to support the achievement of mandated hours for staff.
- The first year of the vertical House system was implemented in 2022, which also saw the first year of the House System POL structure, being eight House Leaders and a House Engagement Leader. The new House POL structure provided opportunities for developing leaders and saw positive feedback from staff in regard to House connection, and clear processes and procedures for supporting students' pastoral needs
- Extensive review of the Learning and Teaching and Inclusion and Diversity positions of leadership were undertaken, and a new structure created to deliver outcomes that align with Strategy 2021 and beyond and the newly developed Learning Philosophy.\
- Leaders continued to undertake further study and accreditation, including formal postgraduate study.
- The College's Induction and Early Career Teacher programs explored means of supporting and developing opportunities of pathways to leadership for staff new to the College or the teaching profession.

- The College maintained its position on creating efficiencies and supporting the work practices of leaders and teams through improved processes and communication, technology automations and openness to improving general daily operations.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, the College supported staff to reflect on practice, utilise data, research and evidence to enhance their own professional growth. SHC Extend (our staff learning management system) provided a platform for staff to access internal professional development opportunities and maintain records of all external professional learning, building an online portfolio documenting their ongoing professional growth.

Professional learning at the College encourages staff to develop innovative and best practice teaching and learning. Opportunities for professional learning in 2022 focused on:

- Building the capacity of all staff
- Embedding professional learning in the context of their role
- Empowering staff to personalise their own professional learning program
- Prioritising staff collaboration in sharing skills, knowledge and expertise

Staff at the College engaged in a variety of professional learning opportunities onsite and offsite, as well as online and in person. These opportunities included:

- Communities of Practice – professional learning teams engaged in a model of continuous improvement aligned to the Department of Education’s internationally recognised instructional practices HITS (High Impact Teaching Practices).
- Universal Design for Learning (UDL) continued implementation with staff, building knowledge and capability to use this framework through staff meetings, framework meetings and discipline team meetings.
- Whole staff professional learning opportunities including:
- ‘The importance of goal setting and its connection to the neuroscience of learning’ presented by Psychologist Andrew Fuller
- Faith Formation Programs facilitated by Faith Animation Coordinator Eckhart Philip.
- Whole staff professional learning opportunities focused on creating a culture of wellness included:
- Skodel Introduction and Implementation presented by Mary Pozzobon and Julian Fagan
- Restorative Pathways presented by Kristie Elliott
- Creating Inclusive Learning Environments presented by Merrin Wake.
- Conferences and Webinars delivered by Curriculum Associations, Educational Providers and Consultants focused on VCE study designs, IBMYC curriculum and assessment and discipline specific curriculum and pedagogy.

- Melbourne Archdiocese Catholic Schools – Literacy and Numeracy implementation professional development.
- Postgraduate study – Masters, Graduate Diplomas and Graduate Certificates.
- Melbourne Archdiocese Catholic Schools – emerging and middle leaders' programs.
- Compliance training including first aid, child safety and emergency training.
- Youth Mental Health First Aid training
- Staff Mini Retreat – Creation in Crisis: Caring for Our Common Home facilitated by Margie Abbott RSM.
- Circles of Mercy:
- Laudato Si Goal 6: Ecological Spirituality – Recovering Prayer and Ritual presented by Margie Abbott RSM and Sally Neaves
- Laudato Si: Integral Ecology Emerging Leaders Panel presented by Sally Neaves and Fellows Tara Egger, Brigette McDonald and Juliette Talarico
- The Cry of the Poor presented by Fr Richard Leonard.
- Pedagogical Coaching and classroom observation

Overall expenditure for Teacher Professional Learning in 2022 slightly decreased from 2021 spending. Despite the interruption posed by COVID-19 illness, staff continued their professional learning and focused on improving pedagogy and student outcomes, often accessing emerging free and cheaper online professional development.

The number of teachers who participated in professional learning in 2022 was approximately 125.

The average expenditure per teacher for professional learning was \$642.

Number of teachers who participated in PL in 2022	125
Average expenditure per teacher for PL	\$642

TEACHER SATISFACTION

- Across 2022 with the impact of COVID-19 related illness and mandated isolation periods, the College maintained a priority of assisting staff to ensure they and their classes were supported, informed and connected.
- Clear and effective communication allowed the College to determine the most appropriate support for staff both collectively and individually.
- The College’s learning management system (CANVAS) and administrative platform (COMPASS), assisted staff and students to navigate learning expectations remotely and on-site.
- The College prioritised the employment of emergency teachers and extras teachers in anticipation of periods of high-absenteeism, to prioritise the continuity of learning for students.

- Despite the challenges of COVID-19, the College continued to support staff in blending work and personal commitments through flexible access to leave.
- Following the two year period across 2020 and 2021 of remote learning, staff who requested extended periods of long service leave were supported in this request as a means of addressing their own personal wellbeing.
- Comfortable Cuppa catch-ups and leadership morning teas with staff were initiatives that served to strengthen connections and create a strong feeling of support and reassurance for staff.
- Staff were encouraged and supported to build wellbeing into their working week, with access to SKODEL for wellbeing goal setting, access to gym facilities, and the PA40+ program. The establishment of a partnership with LUCEFIT created an opportunity for twice weekly circuit based training which was appreciated and taken up by a number of staff.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	83.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.6%
Graduate	47.0%
Graduate Certificate	11.3%
Bachelor Degree	87.0%
Advanced Diploma	11.3%
No Qualifications Listed	5.2%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	147.0
Teaching Staff (FTE)	113.2
Non-Teaching Staff (Headcount)	96.0
Non-Teaching Staff (FTE)	79.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

As a Catholic school in the Mercy tradition, Sacred Heart College acknowledges that genuine community engagement exists when there is a meaningful relationship between the school and families, with the shared goal of maximising the learning outcomes for our students.

Our goal of community engagement is to build strong and effective partnerships with families, alumni and community groups that will help our young people thrive. These partnerships are grounded in positive, ongoing, and goal-oriented relationships.

In 2020 and 2021, the process of planning, organising, promoting and hosting school events was severely disrupted due to the challenges caused by the COVID-19 pandemic. However, we were most grateful that 2022 saw a return to in-person events and community engagement at Sacred Heart College.

Achievements

Communications

With the ongoing lens and intended outcome of consistency, we considered the necessary adjustments and improvements to our school communications, in particular the Principal's Update.

Principal's Update:

- Timing: We continued with the weekly cycle of the Principal's Update to our families, students, staff and members of the College community.
- Consistency: The updates were emailed on the same day and at the same time each Thursday afternoon; these were previously sent on Fridays, but a change in the day of distribution quickly indicated higher readership so we continued to send the updates on Thursdays.

We also maintained the categories in each edition to provide further clarity for readers:

- A quote
- Short message from the Principal
- What's new?
- The week ahead
- Future planning
- Congratulations
- Wellbeing
- Action Items
- Prayer
- SMS: Outside this regular cycle of communications, we continued to use SMS alerts to message our families with any urgent updates, advising them that an email would follow with full details, eg event cancellations due to wet weather.

- **Social Media:** a variety of social media platforms were also utilised to communicate with families, including Facebook, Instagram and LinkedIn. 2021 MACSSIS data indicated that our families appreciated the clear and consistent forms of communications and quickly came to rely on the efficient and effective methods we engaged to keep them updated.

Community Engagement

Maintaining Digital and Alternative Approaches

- The pandemic highlighted that In-person events and genuine engagement are mostly irreplaceable, and that many attendees were eager to return to face-to-face interactions with the College. Whilst we were innovative in utilising virtual events in 2020 and 2021 to engage with our College community, eg Circle of Mercy each term, in reality, it was never a question of completely replacing in-person events.

From the initial lockdown in March 2020, the College quickly identified the alternative opportunities for online engagement that could replace face-to-face engagement activities, eg parent communication afternoons (formerly parent teacher interviews) and online options were offered again in 2022 to ensure flexibility, and that we met the needs of families who would prefer to meet with teachers via zoom or phone.

We were pleased to celebrate the following community events either onsite or via Zoom in 2022:

- **Discovery Day** was held on Friday 25 March 2022 with two sessions: 10.30am and 1.30pm. Both sessions were well attended, with 500+ guests including prospective students and their families.
- **Geelong Design Week 2022:** Hosted by the City of Greater Geelong, the College participated in Geelong Design Week (GDW) in March. The theme was Taur, meaning 'belonging' in the language of the Wadawurrung people.

GDW 2022 submission:

Over the past six months, students have researched and analysed scientific data about the health benefits of nature, colour and light within spaces. Utilising their research findings and Design Thinking techniques the students have created three spaces, each consisting of a theme, a structure, and immersive technology experience.

The sensory spaces are designed to ignite feelings of belonging, like one would experience in a safe place or through a relaxing experience. This is achieved by stimulating the sensory system with elements that create a sense of calm and safety in the nervous system. The team has examined scientific benefits of light, colour, sound and nature, and consciously designed these elements into the three sensory spaces. It is a space that offers a retreat for the mind – a respite from the stress and disconnection experienced during uncertain times. It is a place to contemplate, retreat, and dream of a hopeful tomorrow.

- **Maguire Celebration:** Our annual Maguire Celebration was postponed until 30 March and held on the College's Main Oval. The annual community event celebrated the start of the 2022 school year, and student achievements from 2021.
- **Foundation Day:** the inaugural SHC Foundation Day was celebrated on Sunday 15 May. The College was abuzz with laughter, joy and excitement; good conversation flowed freely as children and adults reclaimed much of what was had lost during the previous two years of pandemic restrictions.

- Circle of Mercy – held online via Zoom each term with invited guest speakers, highlighting our Mercy story, and Mercy values.
- Remembrance Service: Each November, the Catholic faith community celebrates the Feast of All Saints Day and the Feast of All Souls Day to remember those special people who have died and whose significant role continues on in our lives.

The Sacred Heart College community invited families to join us in our Remembrance Service as we remembered, honoured and gave thanks for loved ones who had passed away. The Remembrance Service was held in the College Chapel and was followed by light refreshments in the Reception Parlour.

- Carols by Candlelight: This inaugural event was held on St Stephen's Green on Wednesday 7 December and hosted by Geelong entertainer Jamie McGuane, with guest performances from Simon Gleeson, Sophia Katos (2006) and Taylor Henderson. Performances also included the College choir, staff and students, with a special appearance from Santa Claus. Our school community was invited to bring a picnic or purchase food from a variety of food trucks.
- New Partnership - Women in Construction

In 2022, the Victorian Government announced its commitment to achieving gender equality in the workplace and highlighted significant progress across many domains. However, they were not yet seeing this equality in construction.

Data noted that more women were active in the Victorian labour market than in the past; however, they only make up 2% of the workers in Australian construction. This is not surprising, given construction has always been considered a male-dominated industry. To address this gap, initiatives were put in place across Victoria to ensure women could become fully qualified well-paid tradespeople.

Acknowledging this data in line with the popularity of the College's new Makerspace and iTinker classes, Sacred Heart College developed a joint partnership with Deakin University and the Australian Institute of Building. The aim is to develop programs and initiatives that provide opportunities for our students to consider construction as an attractive and viable career option whilst delivering access to strong career pathways.

Early discussions with Deakin and Australian Institute of Building:

- The first program will be a series of local site visits lead by female practitioners from the National Association of Women in Construction
- The second program is a week-long hands-on design and construction workshop for students, hosted by female practitioners and trades, sponsored by the Australian Institute of Building and Deakin University.

Community Giving

The College thanks all donors who contributed in 2022. It is through such generosity and goodwill that we continue to support those in need in our school community.

In 2022 the College received donations totalling \$136,809 as follows:

Fund	Donors	Total
Scholarship Fund – general	131	\$44,260
Scholarship Fund – Inclusion and Diversity	34	\$61,650
Building Fund - capital campaign pledges	5	\$18,115
Other – general	13	12,784
		\$136,809

Annual Giving

Annual Giving gifts for 2022 totalled \$106,000 from 165 donors with an average donation of \$642. We again offered an easier way of giving via an online portal that provided automated tax-deductible receipts.

Family Fund

At the onset of the pandemic, the College re-invigorated the school’s Family Fund and invited staff and families to contribute funds that would support those in need with cooked meals and food hampers. Many staff generously gifted funds through fortnightly payroll deductions and families contributed on a regular basis.

New Bequest Program

From the earliest days of Sacred Heart College Geelong, the school community has fostered a culture of generosity and support. Our 202 giving programs provided essential financial support for scholarships, both general equity and inclusion/diversity, maintenance of our heritage buildings, and the opportunity to develop building projects that allow for 21st century learning.

To support these community giving programs, the College launched the ‘Cecilia Circle’, a new bequest program in October.

Inclusion and Diversity Education Program (IDEP)

The College promotes an inclusive curriculum that reflects the cultural, linguistic and religious diversity of Greater Geelong. Established in 2021, our Inclusion and Diversity (I&D) Network supports, empowers and enables students to learn in a nurturing environment.

Through fully funded scholarships, opportunities were developed for students to explore cultures and beliefs that may be different from their own through:

- Personalised transition programs
- Ongoing pastoral support groups for students and families
- New arrivals programs that provide intensive EAL support
- Social emotional learning programs, counselling, group programs, mentoring and buddy programs
- Professional translation services

Five donors supported full I&D scholarships, one provided 50% support, and another 34 donors gave generously through the 2022 Annual Giving campaign.

Deakin University also supported five full I&D scholarships this year.

2022 IDEP Enrolments

- 22 scholarships were granted in 2022
- SHC supported refugee families from Afghanistan, Bulgaria, Burma (Myanmar), Malawi, India, Iraq, Syria, and Thailand
- Year Levels:
 - Year 7 x 4
 - Year 8 x 6
 - Year 9 x 3
 - Year 10 x 4
 - Year 11 x 3
 - Year 12 x 1

VALUE ADDED

Alumni Engagement

Alumni decade reunions were not scheduled for 2022 due to ongoing uncertainty around in-person events; however, all alumni were invited to the school's Foundation Day and Carols by Candlelight.

The Sacred Heart College Alumni Association Committee continued to focus their energies on committee growth, alumni engagement, and further developing their strategic plan.

Online Maguire Magazine

The quarterly online edition of the Maguire Magazine was emailed to the alumni community at the end of each term. In line with sustainability practices, the paper-free publication aims to:

- Be a cost-effective publication, ie no printing or distribution costs
- Ease the process of book creation
- Provide an Interactive reading experience for our alumni
- Provide a flexible editing platform, even post publishing
- Analyse distribution and end- user behaviours
- Enable a wider reach into our large alumni community.

PARENT SATISFACTION

The education landscape continued to change throughout 2022 in line with Strategy 2021 and Beyond, and our redesigning learning model. To successfully navigate this change, we worked closely with families and students to provide high-quality, 21st century education.

Supporting the above, the 2021 MACSSIS 'family' data highlighted a significant increase in parent satisfaction across the following domains:

- Communication processes
- Information about engagement opportunities
- Welcoming of families
- Communication with people of your culture
- A sense of belonging with your child's school community

There was also an increase in the following domains:

- To what extent does the school value your opinions?
- How much respect do you think the children at your child's school have for the staff?
- How much respect do you think staff at your child's school have for the children?

Future Directions

The College continues to educate our students for the life they will live and not the life that we have lived. We do this because we know the world that our students inhabit now and in the future is and will be significantly different to the world that we inhabited in our adolescence.

Research tells us that nearly 85 percent of the jobs that our students will hold over the course of their work years haven't yet been invented. Emerging statistics suggest that today's students will have multiple jobs and perhaps multiple income streams as they build their careers.

As a College we will continue to develop a student centred, personalised curriculum that recognises each person's unique gift and talents. We will continue to design, construct and deliver learning that is purposeful, accessible, engaging and sets high expectations for all learners

Key projects for 2023 include:

- Phase 4 of the redesigning learning process - Organisation of Time - creating a new structure for the school day that better reflects the world of work and tertiary life, whilst reflecting research linked to adolescent wellbeing.
- Capital works - Stage 5 of the Master Plan: The Sports and Wellness Precinct