



# Sacred Heart College Newtown

## 2021 Annual Report to the School Community



Registered School Number: 219

## Table of Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Governing Authority Report .....	3
Our College Vision .....	5
College Overview .....	6
Principal's Report .....	9
College Board Report .....	11
School Advisory Council Report .....	12
Education in Faith .....	13
Learning & Teaching .....	27
Student Wellbeing .....	33
Child Safe Standards .....	38
Leadership & Management .....	41
College Community .....	46
Future Directions .....	51

## Contact Details

ADDRESS	Retreat Road Newtown VIC 3220
PRINCIPAL	Anna Negro
GOVERNING AUTHORITY	Mercy Education Limited
TELEPHONE	03 5221 4211
EMAIL	principal@shcgeelong.catholic.edu.au
WEBSITE	www.shcgeelong.catholic.edu.au
E NUMBER	E1027

## 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

04/03/2022

**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](http://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 responsibility of these thirteen schools' governance 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.

Anna Negro

Principal

Mercy Education Limited

## Our College Vision



Sacred Heart College  
GEELONG



### Founded on our Mercy School Charter:

We are a faith-centred Catholic school in the Mercy tradition inspired by Catherine McAuley.

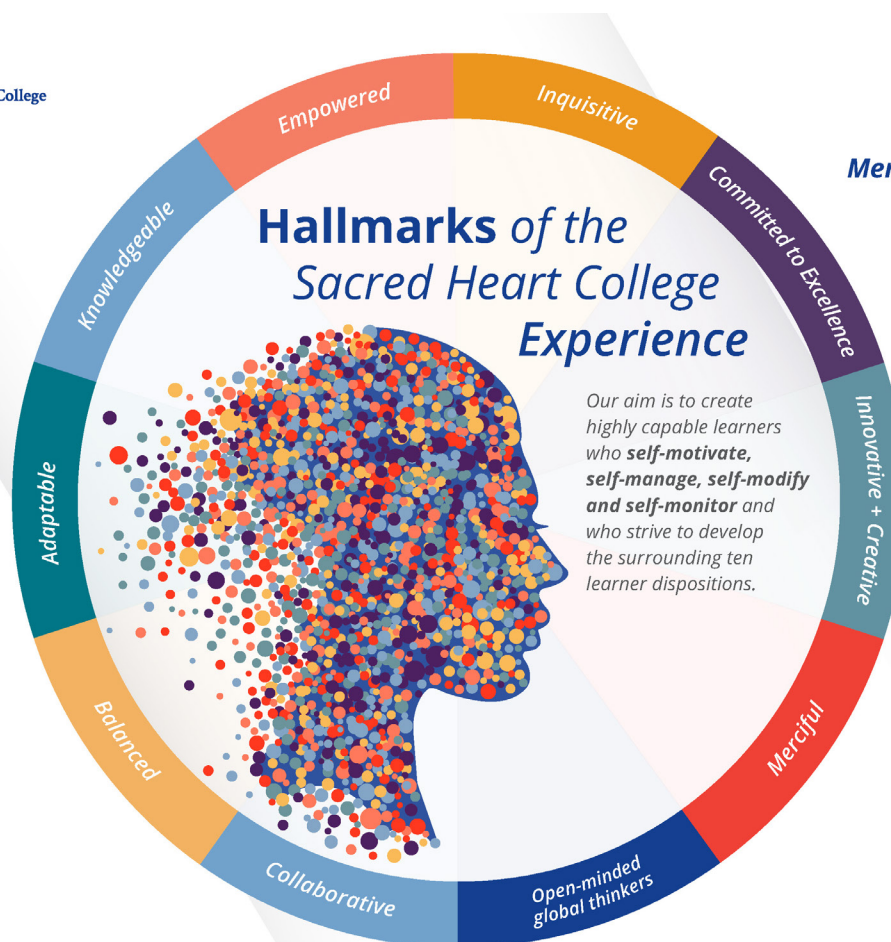
Our school leadership is visionary and shared.

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 parents and the wider community.

### Underpinned by our Mercy Values:





## College Overview

Established by the Sisters of Mercy in 1860 Sacred Heart College is a Catholic Secondary College for girls in the Mercy tradition.

Mercy Ministry Companions (MMC) is the canonical authority for Mercy Education and its schools, having had the responsibility transferred from the Institute of Sisters of Mercy of Australia and Papua New Guinea on 3 December 2021. Mercy Education Limited supports the works and promotes the Mercy ethos in the 13 sponsored and 19 Mercy affiliated schools across Australia.

Today Sacred Heart College is governed by Mercy Education Limited (MEL) and together with all the Mercy sponsored colleges pursue 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-centered Catholic school in the Mercy tradition inspired by Catherine McAuley
- Our school leadership is visionary and shared
- We are learning-centered 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 parents and the wider community '

Sacred Heart College is centrally located in the city of Geelong in Victoria, Australia. Geelong is a port city with a population of over 202,540(2021). It's main economic focus has traditionally been the manufacturing and processing industries; however, in recent years due to the closure of major manufacturing plants for companies such as Ford Motor Company and Alcoa, the city has moved toward employment in a range of government organisations including TAC, NDIS and WorkSafe who have relocated their head office operations to Geelong. The city's proximity to Melbourne means that many Geelong residents can commute to Melbourne for employment and study. Geelong is a designated UNESCO Creative City of Design and is now becoming internationally recognised as a clever and creative city-region that is forward-looking, enterprising and adaptive, that cares for its people and environment.

Beyond the City of Greater Geelong are the shires of the Surf Coast, Colac-Otway and Golden Plains. The SHC student population is drawn from all of these areas. Geelong, like most large cities is multi-cultural. The majority of Geelong residents were born in Australia and the most popular overseas birthplaces are England, Italy and Croatia. Twenty-five nationalities are represented at Sacred Heart making up 3.8% of our student population. Nationalities include: Canada, China, East Timor, Egypt, Ethiopia, India, Iran, Iraq, Ireland, Italy, Kenya, Malaysia, Netherlands, New Zealand, Philippines, PNG, Scotland, South Africa, South Korea, Sri Lanka, Sudan, UK, USA, Vietnam and Wales.

Geelong residents also span the full socio-economic spectrum. While some of the city's northern suburbs are statistically among the most disadvantaged in the nation, this contrasts sharply with the relative affluence of other suburbs. The students of SHC are drawn from all areas of the socio-

economic spectrum and as a low fee-paying school and one that is committed to equity and social justice, provision in the form of scholarships and fee relief is provided to eligible girls whose families may be experiencing financial hardship. Ninety-five students receive scholarships, thirteen receive laptop scholarships, thirty-four receive concessions, seventeen receive uniform assistance and forty-six receive textbook assistance. One hundred and twenty-eight families hold Health Care Cards. Eighteen students hold visas; ten are Indigenous and of our total student population 188 students have a physical, cognitive, social-emotional or sensory disability requiring supplementary, substantial or extensive adjustments to their learning program. Catholic students represent 80% of the student population.

Whilst at Sacred Heart students study the IBMYP and can choose VCE, VCAL and VET. Learning is visible, collaborative and transdisciplinary. Students become amateur experts in their chosen disciplines, and they transfer learning from one discipline to the other through open-ended projects that allow them to problem-solve and engage in 'learning by doing' via design and experimentation, interaction and collaboration. It is through this approach that they develop a love 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 which provides girls with choice of subjects across Years 8-12 including opportunity for self-directed learning. A full vertical House Mentor structure was introduced in 2022. The vertical approach challenges the belief that when designing learning experiences students should be grouped according to their date of birth. Students from Year 7 to Year 11 engage in transdisciplinary learning through the Future Design, CSI Forensics, Café Culture, iTinker and iArt which utilises the maker spaces 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 silo approach to learning.

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

Our renewed approach to learning acknowledges that learning happens any time, anywhere and in many ways, and we know we amplify learning through the use of technology. Our girls access Studiosity - an online tutoring service and girls can choose online modules delivered by the John Monash School of Science.

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 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, performing arts including 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.

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



Well known in the local community, Sacred Heart has a large and active alumni population, many of whom continue to send generations of girls from their families to the school and who take part in the reunions and events coordinated by the Alumni Committee. SHC participates in a broad social justice outreach program with many local agencies - particularly those affiliated with the Mercy Sisters who founded the College and many of the Catholic primary schools in the region.

Sacred Heart College works collaboratively with the four other Catholic secondary colleges in Geelong - St Joseph's College, Clonard College, Iona College and St Ignatius - in the areas of staff professional development, family education, enrolments, open days, social justice, student leadership programs and events. At senior school we offer co-instruction with St Joseph's College.

SHC is blessed with excellent facilities and in the spirit of community collaboration offers to the community and local groups, the use of our maker space, gymnasiums, tennis courts, playing fields, commercial kitchens, Chapel, meeting rooms and Performing Arts Centre.

At Sacred Heart we know that the success of what we do is dependent on the positive partnership that exists between school, families, higher education and industry. Educational partners include Deakin University and our industry partners include: AusNet Services and CompNow.

An active, skills based College Advisory Council consisting of parents, community members and friends of the College contribute knowledge and expert skills by leading one of the five sub-committees: Finance, Planning and Facilities, Strategy, Communications and Wellbeing.

One of the largest Colleges in the Geelong area Sacred Heart College has a staff of just over 200. The 100 full time equivalent teaching staff are supported by over 90 professional officers working in the areas of academic and student support, business administration, development, IT and property and grounds management. All members of staff are committed to the Mercy values of the College and are encouraged to pursue personal and professional development and participate in the College's community outreach programs. While all staff are Australian citizens or permanent residents, a large number of teachers come from migrant backgrounds and may be first or second generation Australians. Cultural backgrounds of staff include, Italian, Greek, Dutch, German and Irish. A small number of our teachers were born in Europe (Italy, France, Spain, Austria and Germany) and therefore English is not their first language. However, they have chosen to become permanent Australian residents or citizens. While the vast majority of staff reside permanently within the City of Greater Geelong and surrounding areas, a small number commute from Melbourne's western suburbs.

In 2013 Sacred Heart College began the process of developing a master plan that would serve as a blueprint for the physical development of the school and its grounds. The 10-year master plan was launched in 2015 and its focus is to transform Sacred Heart College from an 'industrial age' school to a vibrant 'learning village'.

The physical development of the College and its grounds over the past six years has seen functions and activities brought together in nine distinct precincts to create a dynamic learning and teaching environment where students can flourish and reach their potential. The first major area of development was the Innovation Precinct - a science, technology, engineering, arts and maths (STEAM) hub that now occupies a large section of the campus on the corner of Aphrasia and George Streets. Next on the capital works agenda is the redevelopment of the O'Dwyer Gym to create a Sports and Wellness Centre.

## Principal's Report

After the year of disruption and uncertainty experienced in 2020, Sacred Heart College Geelong began 2021 with great hopes for a 'normal' year eagerly anticipating a return to the well-known rhythm of each day, the daily routine which prior to COVID-19 we often complained about. Our sights were set on regaining personal freedom so that we could reconnect freely with families, colleagues and friends and rebuild those all-important relationships that suffered as a result of the COVID-19 restrictions.

Believing that 2021 would be different, our College Captains were inspired by the Mercy value of compassion, and the Catherine McAuley quote, "Resolve to be good today but better tomorrow", and 1 Corinthians 13:13 '... and now these three remain; faith, hope and love, and they chose for their 2021 theme 'Ride the wave with compassion'.

Sadly, our hopes for a 'normal' year were dashed when, two weeks into Term 1 on Friday 12 February, the day of the swimming carnival we received news that we were to go into a five-day lockdown. This was to be the first of eight lockdowns experienced in regional Victoria during 2021; seven of which took place in Term 3, with each lockdown forcing us to pivot into an all too familiar space of remote learning and working.

As in 2020 the disruption and challenge of COVID-19 lockdowns and remote learning experienced by staff, students and families showed that we were prepared, and many were well suited to this fast moving and disrupted world.

Determined not to make 2021 a repeat of 2020 the College forged ahead, launching SHC Strategy 2021 and Beyond at the Maguire Celebration which this year was held on site on St Stephen's Green in front of the Anthony Costa Innovation Precinct to an audience of students and staff and live-streamed into family homes. On 19 March students took part in the athletics carnival which saw Padua win for the first time since 2008. For our Years 7 and 8 students this was their first SHC athletics carnival. Our Year 12s went on Retreat, Year 11s engaged in a three-day renewal and our Years 7, 9 and 10 students went on camp. Life at Sacred Heart did resume 'normal' - even if only for a short time.

The continuous move from onsite learning to remote learning created times of doubt, disappointment, and furthermore times where students and staff alike just wanted to give up; yet instead they exceeded their own expectations and chose to persevere, often turning barriers into opportunities. This action-driven mindset is typical of the SHC Mercy way characterised by courageous action in times of uncertainty.

Faithful to our mercy tradition, staff, students and families continued to care for one another and for members of the local, national and global community. Consistent with SHC Strategy 2021 and Beyond, we continued to welcome refugee students and new arrivals into our school community through the Inclusion and Diversity Educational Program (IDEP) which enabled us to strengthen our partnerships with Diversitat and BCYF.

New learning partnerships were also formed in 2021 and these included Phoria - a world leader in immersive technology using cutting-edge virtual augmented and mixed reality technology and Girls in STEM Mentoring Program with the Bionics Institute.

Work continued on the planning for Stage 5 of the Master Plan, the Sports and Wellness Precinct which will take a multi-dimensional approach to wellness comprising psychological, cognitive, social, physical, emotional wellbeing and strengths. Using a proactive approach our young people will have agency and they will be empowered to improve their wellbeing literacy. Our aim is to disrupt the current silo approach to health services which is more heavily weighted to intervention

and crisis management reflective of a clinical model and instead create a network approach informed by current research.

The habits that our students form at school will transfer to their adult life. Whilst engaged in the activities and services provided through the Sports and Wellness Centre students will have the opportunity to develop the SHC learner dispositions of: empowerment, commitment to excellence, adaptability, balance, collaboration, and inquisitiveness.

With a clear focus on student safety the College continued to review policies and practices including a review of the Personal Respect and Dignity Statement (held over for meeting 1 2022), Student Positive Behaviour Policy and the Student ICT Policy.

For the second year in a row, students, staff and families took remote learning in their stride, as they navigated the many COVID-19 disruptions.

Anna Negro

Principal

## College Board Report

\*please see School Advisory Council Report

## School Advisory Council Report

2021 was another year marked by change.

But as the world around us changes, one thing never does - throughout our 160 year history, compassion and a commitment to excellence in learning has been a cornerstone of SHC, and it remains the constant as we face an uncertain future. Students, staff and families remained focussed amidst the challenges, and the whole of our school community, under the stewardship of our Principal Anna Negro and with the support of the College Leadership Team, united to ensure our girls were supported and continued to thrive throughout another difficult year.

Student health and wellbeing remains the top priority for the College, and the Health and Wellbeing subcommittee led by Bec Wilkin facilitated a number of resources to support students and parents. Similarly, the work done by the Communications and Marketing subcommittee led by Pauline Braniff, ensures the school community has remained connected.

We have continued to leverage technology to re-imagine learning, and we believe this transformation, and the benefits it brings, are here to stay. The Strategy subcommittee led by Jo Clancy continued to build on this, to achieve the best outcomes for students and teachers. This goes hand in hand with the work done by the Planning and Facilities subcommittee led by Anthony Baldasso, to ensure our students continue to be equipped with the physical resources and built environment that will support their future learning needs.

Underpinning these initiatives is strong financial management, and the Finance subcommittee led by Chris Hayes has done extensive work to understand the impacts of COVID-19. It is worth highlighting the work that is being done by College staff with families to ensure that financial difficulties do not impact any student's education.

We would also like to acknowledge and thank Sr Joan Wilson for her invaluable guidance and insights into the Mercy tradition and values, which is front of mind in all we do.

The last couple of years have taught us many lessons - resilience, agility and the importance of communication, connectedness and community. We would like to acknowledge the enduring dedication and commitment of all our staff, students and the broader school community. Our wonderful SHC girls have once again embodied the hallmarks of the SHC learning experience.

Finally, we would also like to acknowledge the Class of 2021 - the way you have conducted yourselves is testament to your character and we wish you all the best for the bright future ahead of you.

Jen Falco and Philip Anglin

College Advisory Council Co-Chairs

## Education in Faith

### 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

The vision at the core of the 2021 Sacred Heart College strategic plan is to educate girls in the Mercy tradition, to make a difference in our changing world. One of the cornerstones underpinning this vision is social justice. Social justice follows the principle that all individuals should have equal access to wealth, health, wellbeing, justice, privilege and opportunity - regardless of their legal, political, economic or other circumstances.

Sacred Heart College is a Catholic school steeped in the Mercy charism and committed to the upholding of the message of the Gospel. Social justice is intrinsically integral to our authenticity as a faith community and as custodians of the legacy of Mercy. The Sacred Heart College social justice vision is to deepen the values of compassion, empathy and the dignity of every individual so that all are empowered to make a difference in both Australian and global contexts.

There are moments in world history when social justice issues come to the forefront of global consciousness. This is such a time. The coronavirus pandemic has disrupted life around the world, and the impact on the Australian education system has presented many challenges to students, teachers and parents. The Sacred Heart College response to the pandemic is grounded in the social justice vision with compassion, empathy and maintaining the dignity of each person as the central core of the response. The priority therefore has been to remain safe and vigilant, to take care of one another, to seek help from the many resources available, and to maintain communication with each other through whatever means available. Throughout the pandemic, the Sacred Heart College community has demonstrated social awareness, a tangible response to needs, and the insight to stay connected with one another. In doing so, we continue to live out the mission of Catherine McAuley and remain steadfast to the College vision of social justice.

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

The grounding in the Mercy tradition and exposure to the broad curriculum and Mercy values, students are given further opportunities to develop their faith, spirituality and understanding of the Sisters of Mercy Mission. 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 provide students with 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. 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. It is significant then that the Senior students have the opportunity to take time out from the daily rigours of learning to experience these renewals both in the school setting and in a range of natural environments. The Year 12 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 informed about a variety of social justice issues that impact on local, national and global communities. A sense of solidarity is fostered through the Living Mercy lessons where students are introduced to and encouraged to support Mercy works. The Mercy Works projects are the focus for fundraising activities so students can see in a tangible way how they can make a difference to communities both locally and globally.

Staff in Catholic schools are called to share in the mission of the church, ensuring that the students in their care learn the values of the Gospel, develop an awareness for social justice and embrace the Mercy legacy. Provision is made for staff to engage in personal reflection and faith development through the Circle of Mercy, liturgies, guest speakers, faith formation, retreats and regular opportunities for staff prayer. These enable staff to experience enrichment, reflection and ongoing renewal. Prayer and worship are integral to the life of a Catholic school and help create a sense of purpose and identity within the community. At Sacred Heart College students 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. Through these opportunities to develop their faith and spirituality, students and staff are awakened to the issues of social justice both locally and globally, and they are called to respond in a meaningful, visible way. This active response to the needs of others is at the core of the Gospel teachings of Jesus Christ and central to the mission of Mercy. Students have the power to become the agents of change, however they too are confronted with the urgency Catherine McAuley conveyed so many years ago, "the poor need help today not next week".

In addition to these opportunities, students are exposed to learning through a modern and dynamic curriculum which is pervaded with an underlying thread of social justice and nurtured in dialogue. This permeates not only through Religious Education but also significantly through all key learning areas. The Religious Education curriculum awakens students to the message of the Gospel, the Mercy tradition and exploration of social justice. Throughout the core units in Religious Education students are introduced to the life of Catherine McAuley and the values she aspired to. These Mercy values are central to the way we build our community, and recognise the intrinsic worth of every individual. Students are exposed to the teachings of Jesus Christ through the Gospels, and gain a knowledge of scripture as a basis for thoughts, attitudes, actions and emotions.

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. The Religious Education curriculum is designed to inform, to challenge perspectives, to enlighten, to foster discernment, to entrust responsibility and to generate a deep sense of moral concern.

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.

### **Lead and act for social justice and community outreach**

When looking for a role model of social justice, students need look no further than 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. She understood that to be merciful is to act justly by being in solidarity with the poor. Catherine's statement: "The poor need help today, not next week," conveys the urgency she felt in empowering the poor, especially through education, so they would have the capacity to become the architects of their own future. While consistently responding to people's immediate needs for food, shelter and clothing, Catherine sought to effect systemic change by establishing educational institutions. Her determination to expose women to education addressed the injustices present in her time, and we are both privileged and compelled to continue her work.

The Mercy Justice Advocacy Approach is a practical strategy to expand awareness of social issues in our current time, and like Catherine, to address injustices and stand in solidarity with the disadvantaged, excluded or marginalized. 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. The Mercy Justice Advocacy Approach implores students to look outward, so they see with new eyes and respond in a manner that reflects Catherine's vision. 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)

School policies are developed and actioned by staff, students and the school community as a means of ensuring Mercy and social justice are at the core of our identity. A review of the Mercy Justice Advocacy Policy shows a clear alignment with the Sacred Heart social justice vision and it has a central focus on living out the mission of Catherine McAuley. Mercy Justice Initiatives, Procedures and Ideas embody the Mercy values of compassion, service, justice, respect, hospitality and courage and reflect the clear goal of being advocates of Mercy to people around us. The Mercy Justice Advocacy Policy connects Sacred Heart students with people of different backgrounds, cultures, ages, wealth and social positions. The students are motivated by awareness of need, empathy and a resolute decision to be part of social change. While students may not have the capacity to change the nation, they can make a significant meaningful difference in their own community and in communities beyond their boundaries.

Students have an awareness of the injustice prevalent in our world and are committed to respond in order to make a difference. With their authentic steps toward justice, students will learn to function as effective democratic citizens, transmitting the hope that together we might create a better world for everyone. Finally, the students will learn that responding through service and action is not just about meeting someone's immediate need; it is about working toward the ideal

of a just society that upholds the worth of every individual and supports the potential of all its members.

### **Ensure that the student population reflects diversity in the Geelong region**

The IDEP (Inclusion Diversity Education Program) Advocacy Group 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 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. The IDEP Advocacy team supports:

- Networking and invitation - building and maintaining community relations and partnerships which 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 the 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.

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. Sacred Heart College is a welcoming and inclusive community where every person is treated with justice and compassion. A significant initiative to further develop inclusion has been the broadening of the school population to reflect the diversity of culture in Geelong. The creation of the Inclusion and Diversity scholarships for first generation refugee students has been positively received by the refugee community, giving students from disadvantaged backgrounds the opportunity for a holistic education. Provisions have been made for individual learning and practical support which enables students to reach their potential.

Engagement with families is an important part of this program and a sensitive approach is often needed to reassure them that their child is being cared for in a safe and friendly environment. The Inclusion and Diversity program is a direct response to the educational needs of marginalised students in the Geelong community, and an ongoing commitment to Catherine McAuley's mission of empowering the poor especially through education. Education opens doors and creates pathways to a future filled with hope and opportunity.

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

Aboriginal and Torres Strait Islander students are an integral part of the community at Sacred Heart College and the sharing of their culture, history 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. Aware of the challenges faced by some Aboriginal and Torres Strait Islander families when it comes to engaging with schools, 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 Faith Animation Coordinator. All Aboriginal and Torres Strait Islander students at SHC have the opportunity to receive tutoring and additional educational support.

The introduction of Fire Carriers as student leaders, the working towards a Reconciliation Garden, the acknowledgement of Country, the awareness of and participation in significant Indigenous cultural events, and the sharing of traditional stories enrich the community and add to the culture of inclusion in our school. The Reconciliation Action Plan Team continued in formation and the RAP was submitted for publishing. It is hoped that through these measures and many others, Aboriginal and Torres Strait Islander students will 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. In this highly anticipated Papal letter published in 2015 Pope Francis outlines his 'seven goals in seven years program' for addressing climate change. As stewards of the Earth we are challenged to protect our common home, and bring humanity together to seek a sustainable way forward for future generations to come. Awareness of the ecological crisis of our time is 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. In addition to this the The Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG) launched their Integral Ecology Policy to commit to the *Laudato Si'* Action Platform. This policy aims to support and guide in the actions and measurable goals.

Through a wide range of sustainability initiatives, and with education, dialogue and action at the forefront of learning, students play their part in shaping attitudes and awareness within the College community. Their response to the issue of sustainability then has the potential to influence all beyond the sphere of their community alone.

### **Earn certification as a Resource Smart School**

Resource Smart Schools Memorandum of Understanding (MoU) was established with Environment Education Victoria. *Laudato Si'* Action Team has been working on the School Environment Management Plan as part of the certification. In addition to this the team have signed up to the *Laudato Si'* Action Platform, and have completed the self-assessment. The team are currently working on the Reflection, and working towards setting the 7 *Laudato Si'* Goals. In addition to this the student Mercy and Mission Leaders are developing student initiatives for each of the 7 Goals of *Laudato Si'*.

#### **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

OPPORTUNITIES TO HIGHLIGHT JUSTICE THROUGH PRAYER

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 said 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.
- Significant colours are worn by students as an act of unity with pursued causes
- Families are invited to contribute to significant events

Significant days in 2021 included:

- Feast Day of St Catherine of Siena
- Anniversary of Apology to Australia's Indigenous 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
- National Threatened Species Day
- R U OK? Day
- World Teachers Day
- World Mental Health Day

OPPORTUNITIES FOR WORSHIP, PRAYER AND REFLECTION

- Remembrance Service 2021
- 2021 End of Year Staff Liturgy
- Beginning of Year assembly prayer and House blessing
- Ash Wednesday Liturgy
- The Easter Liturgy

## STAFF, PARENT AND WIDER SCHOOL COMMUNITY OPPORTUNITIES IN SOCIAL JUSTICE

### Professional Development Opportunities:

- Beginning of Year Staff Induction Day
- Catholic Identity and Mercy Mission PD
- Circle of Mercy Program - The Circle of Mercy Program was delivered as an online PD session. The 2021 program included:
  - Sr Berenice Kerr - How to carry out Catherine McAuley's directive to 'be as shining lamps', a reflection of the Gospel mission to let our light shine.
  - Bernard Dobson - Catherine McAuley; A woman of Mercy
  - Richard Leonard - The Law of Love: Modern Words for Ancient Wisdom: In the Christian context law is not meant to be used as a weapon, but as a tool to set us free, to be the best people we can be.
  - Margie Abbott - Seven Year Call to Commitment and Action: Laudato Si Seven Year Platform.
- Partnering to Learn
- Geelong Secondary RE Networking Meeting
- Advertised Events/Pd/Forums - The following are just some professional learning opportunities that have been advertised to staff throughout the year. Many staff participate in these events for the purpose of accreditation to teach in a Catholic school, resourcing their teaching method, professional networking or personal interest:
  - Catholic Theological College programs
  - Mercy Global Presence online programs
  - Mercy International Association - Generative Conversation: Opening Doors to an Emerging Future
  - Knowing Mary & Introduction to the Bible- FRG Ministry online course
  - Season of Creation
  - Ecological Spirituality - Presented by Jennifer Callan
  - Curriculum Audit - was conducted in all KLA areas and found that relevant and comprehensive social Justice education was an ongoing part of the curriculum in all levels. Sacred Heart College prides itself on the provision of a robust and diverse curriculum. We aspire to support the development of young people who individually contribute to a lived



commitment to justice, whilst collectively part of a larger narrative and impact, focused on their place in the world.

### **Lead and act for social justice and community outreach**

MERCY WORKS - Throughout each year students commit themselves to a range of Mercy Works in order to support organisations including McAuley Services For Women, Bahay Tuluyan Philippines Australia, a Catholic Teacher's College in East Timor, Catholic Care, Indigenous Literacy Foundation, Mercy Connect Refugee Asylum Seeker Projects, Offspring, We All Rotate and the St Vincent De Paul Society. The mission of Mercy Works continues the commitment of Catherine McAuley to empower the poor especially through education, to uphold human dignity and promote equality regardless of gender or race. Students engaged in Mercy Works have a true sense of awareness and their response to Mercy Works comes from a deep mindset of concern, an understanding of inequity and a passion to be the agents of change needed in our world.

### **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:

- Provide students / Staff / Community with appropriate social justice opportunities that lead to action:
- Project Compassion
- SHC Mercy Works / Tables
- Mercy in Action Project
- SHC Outreach Opportunities
- Self-Initiated Community Service Application (SICSA)
- Student Partnered Social Justice Projects
- Additional College social justice events
- Student Conferences
- Student Leadership Team Initiatives
- Events Advertised / Promoted / Seeking Volunteers from SHC

#### **Communities in need:**

- Mercy Outreach Team
- 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 (2021) - Financial Assistance (all students)

- Project Compassion
- Vinnies / Catholiccare Christmas Giving Appeal
- Mercy In Action Project - Year 12 students complete a Mercy in Action project as part of their alternative RE 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

It is a testament to the commitment of SHC staff and students that in this time of a global pandemic they were still able to support many Outreach organisations, despite the limitations of social distancing, remote learning and isolation.

Organisations supported in 2021 included:

- St Vincent De Paul Op Shops (South Geelong and West Geelong)
- St Francis Xavier Primary School Tutoring Program
- St Thomas Aquinas Primary School Tutoring Program
- Wexford Tutoring Program
- East Geelong Cemetery visits

#### 2021 REMOTE OUTREACH OPPORTUNITY DESCRIPTIONS

Using the Merciful Justice Initiative the Mercy and Mission Student Leaders developed activities for students to undertake when onsite and when in remote learning, including:

- Writing letters to residents at Rice Village and Brentwood Aged Care
- Scrap Collection During Lunch
- Tutoring program within SHC for older students to tutor younger students
- Writing thank you letters to a teacher or staff member
- Go for a walk in your neighbourhood and pick up rubbish along the way
- Plant a veggie garden or a plant in your backyard
- Bring bins in for your neighbours
- Write a letter to your neighbour and put it in their letter box

These activities enabled students to support others in different, yet significant ways throughout the pandemic.

**SELF-INITIATED COMMUNITY SERVICE APPLICATION (SICSA)** - Students are also encouraged to participate in self-initiated community service and through this service students can achieve house points.

#### STUDENT PARTNERED SOCIAL JUSTICE PROJECTS:

- Canned and Packet Food Drive Term 2 for St Thomas Aquinas Primary School
- Toucan Appeal

#### ADDITIONAL SOCIAL JUSTICE INITIATIVES/EVENTS:

- Refugee Week
- Young Mercy Links
- Spring Sleep Out 2021 - donations to The Lazarus Community Centre in Geelong.
- Free to be Me initiative - Led by the College Pastoral Worker
- Wear It Purple Day
- Love Your Body Week
- Idahobit Day
- Seeds of Justice Student Conference
- Young Mercy Links Pilgrimage

#### STUDENT LEADERSHIP TEAM INITIATIVES

- Make March Matter - This year the student leadership team introduced "Make March Matter - Ride the wave with Compassion". This theme was introduced to encompass Bullying No Way Day, Harmony Day, International Women's Day and Close the Gap Day which all fall in March, with the goal of promoting inclusion and diversity throughout the entire month.
- Harmony Day
- International Women's Day
- Bullying No Way Day

Communities In Need - Mercy Outreach Team - The purpose of the team is to provide food and basic goods hampers, home-cooked meals and supermarket vouchers for families who:

- have a family member diagnosed with Covid-19
- 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 community support organisations (e.g. Geelong Food Relief and One Care)
- Local supermarkets and fresh produce suppliers
- School fee assistance
- 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
  - Give where you Live

- East Timor Education Fund
- Scholarship equity fund
- Red Cross

### **Ensure that the student population reflects diversity in the Geelong region**

#### **INCLUSION AND DIVERSITY EDUCATION PROGRAM ADVOCACY INITIATIVES**

In 2021 the IDEP Advocacy Group continued to ensure the practices of enrolment, pastoral care and curriculum support an inclusive student population. The team worked towards the provision of twelve Inclusion and Diversity Scholarships annually for first generation refugee students. This opportunity was positively received by the refugee community and in 2021 we have been able to provide eleven students with scholarships. Over the years the Team have networked in a number of areas with the aim of offering twenty-one scholarships in 2022.

- A further development with the IDEP Advocacy Group in 2021 was to network with the Deakin University Inclusion and Diversity Team. A Memorandum of Understanding (MOU) was drafted by Deakin University and signed by both parties confirming funding for five scholarships in 2022
- The IDEP Advocacy Team representatives spoke to the G-Rap (Geelong Refugees Assistance Program) and established the opportunity for volunteer work with the organisation once COVID restrictions are lifted. Culturally sensitive Inclusion and Diversity Scholarship flyers were distributed to the organisation, to the Geelong Interfaith Community, and across schools, parishes and community groups.
- Plans have been made for individual learning and pathway transition 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
- Geelong Refugee Assistance Program G-RAP/ St Andrews Anglican Church Corio - IDEP outreach activity for S2 2021 was placed on hold due to COVID restrictions, however a connection has been made and outreach will commence in 2022 when able to do so.
- Light Lunch - Social Gathering for Refugee Families - December 2021

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

#### **ABORIGINAL AND TORRES STRAIT ISLANDER FOCUSED INITIATIVES AND PROGRAMS**

- Aboriginal and Torres Strait Islander Beginning of Year Welcome BBQ - St Joseph's College, St Ignatius College, Clonard College and Iona College were invited to the Beginning of Year BBQ at St Joseph's to celebrate the new school year. The BBQ aims to further foster stronger relationships between students, staff, families and community members.

- Provision of Aboriginal and Torres Strait Islander Tutoring Support
- Aboriginal and Torres Strait Island students engaged in weekly tutoring lessons throughout the year.
- Aboriginal and Torres Strait Islander Mentor Group- Aboriginal and Torres Strait Islander students are supported holistically with a range of staff providing support (including members of the Inclusion and Diversity Team, members of the Mind Team, the Koorie Education Worker and Faith Animation Coordinator).
- The Inclusion and Diversity Teacher and Koorie Education Worker meet with Aboriginal and Torres Strait Islander students on a weekly basis. This year we were fortunate to have the Koorie Education Worker onsite one day each week.

These meetings provided students with an opportunity to:

- Gather as a community
- Plan initiatives
- Address wellbeing concerns
- Promote tutoring
- Provide an opportunity for a yarning circle
- Provide a safe and inclusive space for students to explore their culture, heritage, identity and knowledge.
- Provide pastoral support
- Aboriginal and Torres Strait Islander Tutoring during Remote Learning - When students have not been onsite, tutors have met with students via Zoom. Students have received tuition in English, Maths, French and Health and Human Development.
- College FIRE Carrier - In 2021 the Fire Carriers worked in collaboration with the First Nation students and the Koorie Education Worker. There were plans in place for the fire Carriers from all the Catholic schools to meet; however, due to COVID restrictions this did not go ahead. In addition to this, plans for the fire carriers to be involved in various College events were unable to go ahead due to the restrictions. Despite the limitations in 2021, the Fire Carriers continue to be an essential part of the student leadership team:
  - Acknowledgement of Country
  - Reading Resources
  - Reconciliation Action Plan - finalised and published
  - Reconciliation Garden
  - Close the Gap
  - Sorry Day, World Indigenous Day, Aboriginal Children's Day
  - National Reconciliation Week (NRW)

Collectively these focused initiatives and programs have been developed to celebrate our Aboriginal and Torres Strait Islanders as an integral part of the community at Sacred Heart College. The sharing of their culture, history and perspectives creates meaningful learning experiences in a setting of shared respect and understanding towards reconciliation.

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

### SUSTAINABILITY INITIATIVES

#### RESOURCE SMART SCHOOLS

A new provider has now taken charge of the Victorian Resource Smart Schools program. The College will now recommence the certification process, including an updated MOU with ResourceSmart AuSSI Vic and will work with our representative over the next 12-24 months to increase our performance in the various modules.

Other work relating to sustainability that has occurred at the College in 2021 includes the establishment of a native Indigenous Garden, continued use of green waste recycling and reduction in photocopying; Significant work has also been conducted to upload a backlog of bills and reports.

#### 1. Energy Module

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

- Solar panels
- Ride to School Day
- Earth Hour

#### 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.
- Reduced photocopying - Teachers minimise paper use by posting learning materials to Canvas, our online platform. Over the past two years reduction of 35% - 4.8 trees , reduction of 1,763 of CO2 produced
- Sustainability in the canteen - The canteen no longer provides straws and all packaging is compostable.
- Swimming sports / Athletics sports clean-up volunteers
- Clean Up Australia Day information and promotion
- Food Scraps for compost - Leadership Climate Project/MADJAM Everyday Food Scraps

#### 3. Water Module

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

- Drink tap garden - Reusable cups

#### 4. Biodiversity Module

- As part of our biodiversity module, the College has undertaken the following activities:
- Friends of Waurn Ponds Creek - Students were encouraged to join the Friends of Waurn Ponds Creek clean up and tree planting events. The 'Friends of' programs are locally based sustainability groups that look to protect allocated environmental spaces.
- National Tree Day - Information and promotion



- College landscaping - Additional native trees have been planted and plans are in place to establish a Reconciliation Garden with indigenous plant species.
- Coast Guardians - Students participating in the Care for our Common Home Religious Education unit partnered with the environmental care organisation, Coast Guardians. Classes visit locations in Torquay to learn about the area, undertake practical environmental care work and participate in an outdoor liturgy.

#### OTHER SUSTAINABILITY INITIATIVES

- Season of Creation - To celebrate this season on the liturgical calendar, environmentally themed bulletin prayers provided ideas for students to support the environment while remote learning at home. In addition, information was shared with families via the College social media platforms.
- Laudato Si' Action Platform - Laudato Si' calls us toward sustainability in the spirit of integral ecology. With profound care for each other, our Creator, and all creation, we are building a better future together.
- Development of the school Action Plan based around the 7 goals for the next 7 years is in progress.
- Climate Change Project - Members of the student leadership team participated in the Corangamite Schools Climate Challenge by Libby Coker. As part of this program students chose two initiatives to help reduce CO2 emissions. The first was through composting food scraps at lunch and recess, the second was through reducing energy consumption by remembering to turn light and heaters off when not in use. Students worked collaboratively within their leadership teams to promote their initiatives around the school and create promotional materials. Students are planning to continue this initiative, in order to further promote sustainability culture within the school.

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.

## Learning & Teaching

### Goals & Intended Outcomes

- Develop a student centred personalised curriculum that recognised each person's unique gifts and talents
- Empower and connect students to local, national, global career and skills development opportunities
- Attract, retain, develop exceptional and specialised staff
- Ensure student voice is present and heard across all strategic priorities
- Provide creative and innovative learning spaces, programs and technology - physical, virtual and online
- Embed futurist thinking across the College
- Establish a centre for wicked problem-solving and entrepreneurial thinking

### Achievements

In 2021 Sacred Heart College continued to pursue our vision of redesigning learning to ensure that our students are prepared for life beyond school and can become global citizens ready to challenge, engage and lead.

This involved developing new initiatives and embedding existing ones to continue our progress in creating a network model of education and educating our students for the life that they will live. Initiatives included:

- The introduction of new courses including; Community Project, Personal Development and Communicating with Influence.
- Further development of the Year 8 Interdisciplinary Unit - In order to fully understand and take action to create a 'better, more peaceful' world, students need to be able to think and problem-solve by synthesising knowledge and skills from multiple subject areas. The Year 8 IDU was a term-long experience that challenged students to consider the following Inquiry - 'Sustainable and collaborative solutions are required for future development of populations'. Students used their new understanding of both science and humanities to showcase a solution to help the communities of the future.
- STEAM-based workshops in the Materials Lab - Industry-led workshops that focussed on sustainable materials and material innovation were held during lunchtimes and were open to staff, students and visitors. Individual and research-based workshops were conducted as either one-off or ongoing opportunities.
- Universal Design for Learning - The College continued to progress in implementing the principles of Universal Design for Learning in the design, construction and delivery of learning and teaching. Implementation will ensure that learning is purposeful, engaging, accessible for all learners and sets high expectation for all learners
- myLearning Journey and the Mercy Narrative - myLearning Journey was further developed to align the College's learning framework and associated learning opportunities with two key stages of breadth and depth; the McAuley and Maguire Years. Each stage consists of different levels which are aligned to IB MYP, VCE, VCAL and VET frameworks. The Mercy

narrative was developed to provide key milestones for each stage and to ensure that the Mercy narrative permeates and guides the learning journey of students in 2021 and beyond, to ensure they will encounter mercy and continue to know, and live the story of Mercy.

- Iteration 2 Teaching and Learning Leadership Structure - Using the Appreciative Inquiry model a project team of internal and external stakeholders reviewed the current Learning and Teaching leadership structure to determine whether Sacred Heart College had the right model of leadership to support the design, construction and delivery of clever and creative learning.
- Video conferencing - Connecting outsiders in and insiders out by making the most of the lessons from remote learning. This included providing Zoom video conferencing for Parent Communication Afternoons and partnership with the Director of ICT and the Leader for Learning Innovation to find opportunities to bring the outside world into SHC.
- High Profile Industry Collaboration on Design projects - Students were able to engage in the design process and work on real world projects and exhibitions with leaders across a range of industries. Mentors and partners acted as advisers on larger projects, ensuring a focus on innovation, impact, and excellence was maintained. Highlights included students enrolled in i-Tinker creating the Grow Room for display at Geelong Design Week, the initiation of a collaboration with augmented reality partner PHORIA and the re-imagined Bradbury Club partnering with Deakin Design.
- Structured Mentor Program - Development of a pilot program of mentored work placement for students in Year 11. Partnerships were established with three businesses: Murnong Farm, Phoria (virtual reality technology) and Jellis Craig Real Estate; as part of this partnership students will be offered an employment opportunity within industry where they will participate in a mentored work placement.
- Assessment and reporting review to enhance student agency and develop a school wide culture of 'assessment for growth'. This has involved the introduction of moderation walls for student self assessment and reflection, redesign of student learner profiles and individual learning plans to align with the principles of Universal Design for Learning and consultation with student Learning Leaders to develop initiatives that will highlight the value of learning.

## STUDENT LEARNING OUTCOMES

1. Due to challenges presented by remote learning and in order to prioritise student wellbeing the College continued to monitor student learning outcomes by tracking engagement with our online portals. Teaching staff were able to use the data tracker to determine the extent to which each student in their classes was:

- Engaging in zoom lessons
- Accessing learning and teaching activities on Canvas

SHC Engagement data was monitored and highlighted students who were at risk of disengaging with their learning. This enabled Student Development Coordinators, mentor group teachers and subject teachers to develop a targeted response to support individual students.

Additionally, the College introduced diagnostic testing for students in Years 7 to 10 utilising the ACER PAT Mathematics and Reading tests. This assessment diagnosed starting points and in

conjunction with internal quantitative and qualitative data enabled teachers to identify students whose learning has been disrupted as a result of the COVID-19 pandemic and implement targeted teaching to support student growth and address barriers to learning.

The data produced by this testing was also analysed to inform the design and implementation of the Victorian Government Tutor Learning Initiative at the College. The model involved a focus on improving literacy and numeracy outcomes, addressing gaps in knowledge and skill that resulted from remote learning in 2021 and building student confidence and engagement in learning.

#### NAPLAN Outcomes

Median NAPLAN results for Year 7	
Reading	574
Writing	540
Spelling	561
Grammar & Punctuation	548
Numeracy	557

Median NAPLAN results for Year 9	
Reading	589
Writing	585
Spelling	602
Grammar & Punctuation	604
Numeracy	586

The average attainment of our 2021 Year 7 students is above the State mean in all literacy domains. Similarly, the average attainment of our 2021 Year 9 cohort is well above the State mean in writing, spelling and grammar and punctuation and above the State mean in reading.

Our 2021 Year 9 Cohort demonstrated growth from 2019 in Literacy and Numeracy and our students improved at a greater rate than the State median in Spelling and Punctuation & Grammar.

Numeracy is one area that the College will need to monitor as growth has been lower than the State median from 2017 to 2021.

While the importance of NAPLAN results remains significant for the purpose of comparison of cohorts, as a measurement of growth and for public discourse, the College is well positioned now to access additional data sets, such as ACER's Progressive Achievement Assessment, that provide a more personalised measure of growth and performance.

### Senior Secondary Outcomes

- 245 students completed Year 12
- 204 students received an ATAR
- 14 students completed VCE (un-scored)
- 31 students obtained their Senior VCAL

### VCE Results

SHC Median ATAR	75.1
SHC Average ATAR	74.18
State average ATAR	69.26
SHC students with study scores of 40+	133 / 1038 or 12.8%
State average of students with study scores 40+	9%
SHC subjects with number of 40+ study scores above state average	21

### Post School Destinations

71% of students received a tertiary offer that was their first preference while 13% received an offer that was their second preference. Both figures represent an increase on previous years.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	603.2
Year 9 Numeracy	586.1
Year 9 Reading	589.0
Year 9 Spelling	601.8
Year 9 Writing	585.4

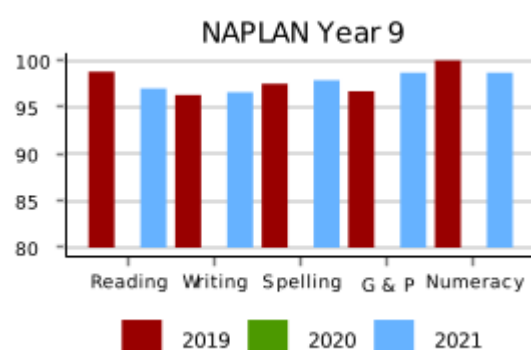
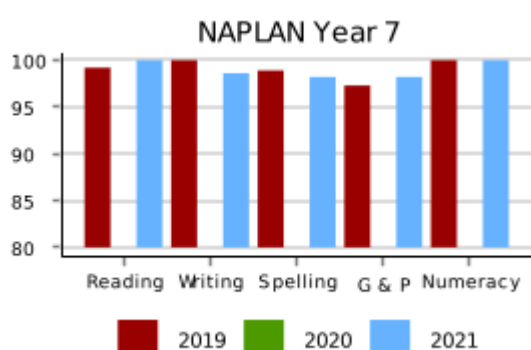


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	97.3	-	-	98.2	-
YR 07 Numeracy	100.0	-	-	100.0	-
YR 07 Reading	99.2	-	-	100.0	-
YR 07 Spelling	98.9	-	-	98.2	-
YR 07 Writing	100.0	-	-	98.6	-
YR 09 Grammar & Punctuation	96.7	-	-	98.7	-
YR 09 Numeracy	100.0	-	-	98.7	-
YR 09 Reading	98.8	-	-	97.0	-
YR 09 Spelling	97.5	-	-	97.9	-
YR 09 Writing	96.3	-	-	96.6	-

\* 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

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

### Achievements

2021 was another year marked by disruptions and uncertainty due to COVID restrictions. Once again, the importance of maintaining health and wellbeing was highlighted and the Visible Wellbeing SEARCH pathways were utilised in promoting positive wellbeing within our College community.

- In 2021 the College completed the final year of mentoring and support from Visible Wellbeing. The SEARCH pathways to wellbeing were promoted via the Principal's Update each week with strategies and ideas provided to help build the wellbeing capacity of families. Professional Learning modules and videos were also created with the intent of upskilling new and returning staff, and providing a valuable resource for other staff members wishing to delve deeper into the SEARCH pathways. The year was completed with an Appreciative Inquiry by our Visible Wellbeing Implementation team so that future goals could be set for the coming year.
- As remote learning continued to be an essential part of learning, teaching staff worked tirelessly to build safe and supportive online learning environments which actively engaged students and helped connect them to each other and their teachers. The length of classes was also reduced during remote learning to enable students and staff to 'switch off' and focus on their wellbeing. Lunchtime was extended by an extra half hour enabling students and families to access physical activities either via PA40+ or of their own choice. When surveyed, students commented how they had used their strengths and coping strategies such as regular mindfulness or increasing their physical activity to help maintain their wellbeing.
- Whilst in remote learning the need for regular 'real time' student wellbeing surveys became obvious and so throughout 2021 the College trialled a variety of wellbeing surveys, targeting students in Year 7 and those studying Year 9 Personal Development. Students noted how they enjoyed informing their mentor teachers about how they were feeling and staff found the surveys enabled positive communication between themselves and their students that enabled them to develop a better understanding of their students. As a result of these trials SKODEL wellbeing surveys will be introduced in 2022 to all students within the College. The SKODEL survey was chosen as it aligned most closely with our Visible Wellbeing framework, empowering students to take ownership of their own wellbeing and learning by creating their own wellbeing or learning goals.
- As a Respectful Relationships Partner school, the College continued to look for ways of embedding the RRRR curriculum to ensure a culture of respect across the College. The Health and PE staff particularly focused on how the RRRR curriculum could be embedded within their subject.

- Pastoral care (Living Mercy) lessons continued to embed the theory and practice of the Visible Wellbeing SEARCH framework as well as Respectful Relationships. Help-seeking behaviours and self-care were also promoted.
- At the end of 2021, 23 staff members were trained as Youth Mental Health First aid responders and another 10 staff undertook refresher courses.
- The College continued to facilitate Wellbeing subcommittee meetings during 2021 although these meetings were held 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.

#### VALUE ADDED

- In 2021 the College began its partnership with the LifeChanger Foundation. The LifeChanger program centres around the Five Pillars of Health, Skills, Self, Purpose and Tribe, to build self-esteem, self awareness, positive self identity and resilience, empowering our young people to live thriving and resilient lives. LifeChanger delivers a sequential range of workshops across Years 7 to 12. In 2021, Year 7 students undertook the Immersion workshop, an introductory workshop focusing on the students' sense of self and connection to others. Year 10 and 11 students undertook the Mentor Development program which focused on elevating their leadership and mentoring skills, helping to build strategies that enable them to build rapport and support for young people. The Year 10 and 11 Peer Leaders undertook an intense mentoring program that will enable them to co-facilitate the Year 8 Youth Mentoring Program in 2022.
- Kristy Elliott, founder and director of Restorative Pathways worked with both staff and student Peer Leaders throughout the year, embedding restorative practices within the College. Staff learned strategies for establishing trauma informed classrooms while the student leaders developed skills in facilitating low level restorative mediations among their colleagues.
- A new initiative aimed at building the leadership capacity of the student Mercy Leaders (formerly class captains) was also introduced. Mercy Leaders undertook workshops at the start of each semester, equipping them with a toolkit of activities and resources they could use within their mentor groups to develop connection and belonging.
- Iteration 2 of the House System was also investigated and planned in readiness for 2022. Iteration 2 involves the implementation of full vertical mentor groups led by two House Leaders in each House. This system is designed to provide continuity of care and a more holistic and personalised learning experience for each student due to the length of time they will be with their Mentor Group teacher and House Leader - six years. It is also designed to build strong relationships with a core group of students from a wide range of ages and develop students' mentoring and leadership skills.
- Although COVID restrictions meant many of our student-led activities needed to be re-imagined, we were still able to celebrate Bullying No Way Day, International Women's Day, Make March Matter, the Zoe Kennedy Foundation Asthma Awareness day, Love Your Body week, RUOK day and many more. All these activities were designed to bring students

together to celebrate what we have, whilst building leadership skills and promoting important concepts.

- The College's Free to Be Me club continued to promote the importance of inclusion and celebrating diversity. Throughout 2021, this lunchtime club continued to grow and build relationships within the community. We were even able to run special after school events in partnership with SJC, Clonard and The Geelong College.
- 2021 also saw the introduction of the Anime club, another lunchtime club designed to bring students with similar interests together.

## STUDENT SATISFACTION

The 2021 MACS School Improvement Survey showed overall student satisfaction to be unchanged from 2019 to 2021. Students noted a slight reduction in their sense of belonging to the College, although this figure was consistent with the state average and possibly explained by the two years of remote learning. Likewise, the sense of engagement and their perception of themselves as learners dropped a little during these two years. Students noted an increased sense of connection with their teachers, as well as substantial increase in their perception of the school climate. Students continued to feel both physically and psychologically safe within the College

Students, staff and families were also asked to regularly complete wellbeing surveys during COVID lockdowns to enable College leadership to track how the College community was coping in remote learning. Feedback showed that our College members felt supported and confident with the processes and procedures put in place during COVID. Students particularly noted the dedication of staff and the effort given to ensuring students' online learning experience was as positive as possible.

The data collected provided valuable insight into the lived experience of our College community and enabled adjustments to be made to enhance the overall experience of online learning.

Upon reflection of their remote learning experience, students noted that the hardest part of the journey was not being with their friends, staying motivated and not having teachers at hand to ask questions. They noted that they learned the importance of relationships but also that they developed independence, organisation and perseverance. Many also explained how they had realised how important daily physical exercise was and how necessary it was to disconnect with electronic devices.

## STUDENT ATTENDANCE

Throughout 2021 the College pivoted between face to face learning and remote. When face to face attendance continued as normal, an SMS was sent to families when a student's whereabouts was not explained by 9.30am. This was followed by a phone call from our Student Wellbeing Officer at 10.30am if the College has still not heard from the family. The Student

Wellbeing Officer then called family emergency contacts throughout the afternoon until all unexplained absences were explained.

During lockdowns when the College reverted to remote learning, families were still expected to SMS the College if their child was unable to access learning on a particular day. The Student Engagement tracker was also enabled to ensure staff could monitor online attendance and engagement with school work. The tracker recorded a student's presence on zoom lessons or their use of CANVAS, our learning platform, and each fortnight staff were given time to check the data, enabling learning and wellbeing concerns to be escalated to the appropriate staff so that support could be provided in a timely manner.

As COVID had become part of our lives we continued using the categories created in 2020 for families to explain student absences, Category 1 being COVID related due to testing or family members being tested, or Category 2 being for other illnesses and appointments.

#### YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	93.9%
--------------------------------------	-------

#### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	94.0%
Y08	93.2%
Y09	87.3%
Y10	90.5%
Overall average attendance	91.2%

#### SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	98.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
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. 870, all schools (Catholic, Government and Independent) were required to respond to a number of Child Safe Standards - seven in total. Sacred Heart College is supported by both Mercy Education Limited and Catholic Education Melbourne in this endeavour in the form of online compliance modules, templates, professional learning, consultative support and regular updates.

During COVID19 the importance of keeping child safety as a prime focus of our College community was paramount.

### Achievements

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

- 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.
- With the news of the new Child Safe Standards being implemented in July 2022, the Child Safety team began reviewing the new standards and creating an action plan to ensure compliance of the College by Semester 2.
- All policies relating to Child Safety were reviewed by the Child Safety team, the Wellbeing subcommittee 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 were also asked to sign the Safeguarding Children and Young People Code of Conduct where acceptable and unacceptable behaviours are explained.
- All staff completed the Mercy Education Limited online learning modules relating to child safety, reportable conduct and risk management.
- All meetings continued to have child safety as an agenda item.

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

- The College has a Statement of Undertaking: Protection of Children that is on the College website, Staff Handbook and Student Space.
- 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 Staff Handbook and is reviewed annually.
- The College has an Anti-discrimination of Students with Special Needs policy

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

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

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

- SHC complies with the CECV Guidelines on the Employment of Staff in Catholic Schools.
- Compliance includes processes for advertising, reference checking requirements, personal proof of identity requirements and induction requirements.
- Compliance also includes employment of contractors and volunteers.
- All interviews both internal and external and referee checks include questions specific to child safety.
- Guests to the College are encouraged to have a Working with Children Check (WWCC) and are accompanied by a College staff member if they are mixing with students. Adults without WWCC are always accompanied by a College staff member while on site.

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

- **Processes, as outlined in the Child Safety and Empowerment Policy, follow guidelines set by Catholic Education Melbourne and PROTECT.**
- During remote learning these procedures were regularly highlighted and emphasised and staff were continually reminded of the process for raising and reporting concerns.
- At SHC we have a [safety@shcgeelong.catholic.edu.au](mailto:safety@shcgeelong.catholic.edu.au) email address prominently displayed in Student Space providing students with a quick, easy means of informing the College when they are not feeling safe.

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

- Risk management planning and procedures are implemented to identify possible risks to the safety of young people with action taken to eliminate or reduce risks. Risk management plans are closely scrutinised annually by Mercy Education Limited for all level 2 overseas destinations, ie France, Timor Leste and Nepal.
- The Child Safety Standards Risk Register is checked annually by the Child Safety team and Health and Wellbeing Subcommittee.
- All staff are Level 2 first aid trained, and have refresher training annually in CPR, anaphylaxis and asthma.
- Sacred Heart College continues to incorporate and further develop the principles of Resilience, Rights and Respectful Relationships (RRRR) into curriculum and pedagogy in line with Standard 7.
- Risk management planning includes Child Safety references specifically around supervision ratios relating to gender and students with diverse learning needs.
- Staff participated in external professional learning, including Law in Schools, CEM Child Safety training, Trauma Informed Practice, the Information Sharing Schemes, and Adult and Youth Mental Health First Aid.
- Sacred Heart College continued to participate in the CEM Western Region Wellbeing Network with briefings on risk management and child safety.
- A more detailed risk management checklist was introduced to be used by staff when planning excursions/incursions. This included consideration of COVID risks.

- Remote Learning guidelines for staff, students and families highlighted Child Safety measures to minimise risk of child abuse.
- Online learning resulted in the creation of clearer processes and pathways to support services, which were outlined in the Remote Learning guidelines.

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

- The Student Leadership Team is designed to enable students from any year level to be involved in leadership both formally and informally.
- Student voice continues to be used in the review and update of College policies and the development of our student-friendly policies.
- Students are integral members of working parties that focus on matters impacting their learning and wellbeing. All students are consulted through online surveys and focus groups to guide decision-making.
- Student leaders are encouraged to maintain and upgrade Student Space to ensure this student information platform reflects our young people's needs and desires.
- Regular attendance of students in student leadership conferences throughout the year, although this year these leadership opportunities occurred via Zoom and webinars.
- The CEM Identity and Growth documentation informs the College's response to gender dysphoria.
- In 2021 the importance of help-seeking was promoted with Student Space being updated and redesigned to ensure students had access to telephone numbers and websites of emergency services and other help-seeking services.
- Videos and other online platforms were used during 2021 to empower students to voice concerns and seek assistance.

## Leadership & Management

### 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 2021 maintained focus on the support structures for students, staff and the wider College community during the COVID-19 pandemic and its impact on work and education. Leading through challenge was a continued priority, and throughout 2021 the College continued to build networks that supported capacity building and leadership opportunities, with modifications and adjustments in response to COVID-19.

### Achievements

- SHC Extend was further expanded in 2021, with the inclusion of a performance module on which the College's new Professional Growth Programs for all staff would be facilitated. The College continued to provide opportunity for growth for all leaders and employees, with professional growth communication establishing linkage to Strategy 2021 and Beyond, team and individual goals, and maximising personal and professional opportunity. This module will be implemented at the commencement of 2022.
- Drawing on the expertise of a diverse range of teams, the College further enhanced its comprehensive suite of systems and practices to allow students to achieve excellence in learning whilst supporting staff to limit the number of intensive hours spent online during COVID-19.
- In line with MACS accreditation policies, the College continued its delivery of Accreditation to Teach in a Catholic School and Accreditation to Teach RE and Lead in a Catholic School professional development sessions, exploring new and varied content and delivery options that supported achievement of mandated hours.
- Work continued on analysing and seeking feedback on the Position of Leadership structure created to deliver outcomes in accordance with Strategy 2021 and Beyond. Across 2021, comprehensive analysis and planning was undertaken on further development of a Position of Leadership structure that would support the College's new Vertical House System, which will be implemented in 2022. The Vertical House System will be supported by eight new House Leader positions, as well as a House Engagement Leader, all supported by a collaborative and extensive network of leadership positions at the College.
- Many leaders continued to undertake further study and accreditation, including formal post-graduate qualifications, AITSL HALT Certification, mentoring arrangements, and MACS-delivered training for emerging, middle and advanced leaders.
- The College's Induction and Early Career Teacher programs were further explored to ensure the College could support deep learning opportunities and exploration of possible pathways to leadership.

- The College maintained its position on creating efficiencies and supporting the work practices of leaders and teams through further development of systems, technologies, adjusted communications and re-imagined ways of working generally.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2021

In 2021, in support of our staff being continuous and proactive learners, we continued to progress the development of SHC Extend, a learning management system that enables staff to access internal professional learning programs in a targeted and user-guided fashion and supports staff to build an online portfolio that documents their growth.

Opportunities for Professional Learning at the College for staff ensures that professional knowledge and practice is at the forefront of school development by:

- Building the capacity and capability of all staff
- Embedding professional learning in the work contexts
- Empowering staff to personalise their PL program
- Encouraging staff to work collaboratively sharing their own skills, knowledge and expertise.

Throughout the year staff demonstrated continued engagement in professional learning. Opportunities for professional learning were delivered synchronously and asynchronously. These included:

- Community of Practice - Professional learning teams engaging in a model of continuous improvement aligned to achievement of the AITSL Standards
- Visible Wellbeing SEARCH Framework further implemented across a diverse range of opportunities for staff collaboration including staff meetings, discipline team meetings and communities of practice
- Whole staff seminars and workshops including:
  - 'Navigating the Challenges of Collective Trauma' facilitated by Kristy Elliot and;
  - 'Companions on a Journey' facilitated by Brother Damian Price
- Curriculum based conferences and webinars delivered by Curriculum Associations, Educational Providers and Consultants
- IBMYP International Conference and Discipline based workshops
- VCAA Discipline based workshops
- Literacy and Numeracy - using PAT data to inform teaching practice
- Postgraduate study including; Masters, Graduate Diplomas, Graduate Certificates
- Compliance training including first aid, child safety, emergency training
- Mental Health First Aid
- Staff Mini Retreat - Integral Ecology for Changing Times facilitated by Margie Abbott RSM
- Circles of Mercy:

- Catherine McAuley; A Woman of Mercy presented by Bernard Dobson
- The Law of Love: Modern Words for Ancient Wisdom presented by Fr Richard Leonard
- Seven Year Call to Commitment and Action: Laudato Si Seven Year Platform presented by Margie Abbott RSM
- Pedagogical Coaching and classroom observation
- AITSL HALT Certification
- Melbourne Archdiocese Catholic Schools - emerging, middle and advanced leaders programs

Overall, expenditure on Teacher Professional Learning remained lower in 2021. Despite eight regional lockdowns staff continued to prioritise their professional development with a focus on improving student outcomes. Virtual professional learning opportunities expanded in 2021 as organisations and providers harnessed on-line conferencing technology to deliver professional learning synchronously and asynchronously.

The College continued to refine and improve its remote learning plan for staff incorporating video tutorials and resources. In conjunction with live online tutorials and help sessions, the College's remote learning plan continued to support teachers to build their capacity and re-imagine ways of teaching.

Number of teachers who participated in PL in 2021	125
Average expenditure per teacher for PL	\$544

## TEACHER SATISFACTION

- Across 2021 and the continuing impact of Covid-19, the College maintained priority on assisting staff to transition in and out of remote working to ensure they felt supported, informed and connected whilst working remotely
- Feedback channels continued to allow the College to determine the best avenues to support staff collectively and individually
- Highly structured, considered and targeted communication was a key focus
- Staff were supported to pro-actively manage illness, with COVID-19 testing and staying away to prevent further spread of illness contributing to higher absenteeism during onsite periods. Teachers and administration staff displayed incredible flexibility in ensuring classes and student learning could continue uninterrupted, and the College also utilised its relief teaching pool and refined work practices to minimise impact on College operations
- Despite the challenges of COVID-19, the College continued to support staff in blending work and personal commitments through flexible access to leave



- The College's remote working timetable, successfully enacted in 2020, allowed for flexible and adaptable approaches to teaching and working, encouraging time away from the screen and an ability to balance the unique challenges of working from home
- Cultural connections were strengthened, supported by the continuation of Comfortable Catch Up Cuppas and building a connection to house for staff amongst others. These initiatives also encourage additional channels of communication for staff and continue into 2022
- Wellbeing initiatives included those which aimed to strengthen our workplace cultural connections, such as a refocus on House engagement for staff. The College delivered a refurbished gymnasium for staff access, continued to promote access to the Employee Assistance Program, and celebrated a much-needed gathering at our end of year Christmas party.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.1%
--------------------------------	-------

#### ALL STAFF RETENTION RATE

Staff Retention Rate	88.8%
----------------------	-------

#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	22.8%
Graduate	51.8%
Graduate Certificate	11.4%
Bachelor Degree	88.6%
Advanced Diploma	11.4%
No Qualifications Listed	4.4%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	142.0
Teaching Staff (FTE)	105.7
Non-Teaching Staff (Headcount)	86.0
Non-Teaching Staff (FTE)	73.0
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

In line with the College's *Strategy 2021 and Beyond*, the goals and intended outcomes for engagement with our College community are driven by the following strategic priorities:

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

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.

From an engagement perspective, 2021 proved to be another year of unrivalled challenges. However, throughout the pandemic the College continued to manage the necessary steps to refine and adapt our communications with the intended outcome of providing clarity and consistency for staff, students and families during times of great uncertainty.

### Achievements

With the ongoing lens of clarity and consistency, we further considered the necessary adjustments to our school communications and family engagement strategies, including:

- Timing of communications
  - Consistency of communications
  - COVID-19 and the impact on our families
  - Engagement, communications and potential risks
  - Digital and Alternative Approaches
- 
- Timing: During 2021, the College continued with the weekly cycle of the Principal's Update to our families, students and members of the College community. Outside this regular cycle of communications, we used brief SMS alerts to message our families with any urgent updates, advising them that an email would follow with full details. This was especially important prior to the pandemic lockdowns. 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.
  - Consistency of Communications: The Principal's updates were emailed on the same day and at the same time each Friday afternoon, and our families quickly grew accustomed to the consistent messaging. We then built on this by categorising the information into the same sections each edition
    - A message from the Principal
    - COVID-safe plan - highlighting any new updates in yellow for ease of reader review
    - What's new?

- The week ahead
- Future planning
- Congratulations
- Wellbeing
- Action Items
- Prayer
- Impact on our Families: This year, we continued to evaluate the many unexpected impacts that families were experiencing during the pandemic. We researched their capacity to engage with our information and remained cognisant of their ability to participate in our communications. At regular intervals we asked: were families facing economic impacts and/or limited access to technology? Were we able to reach them effectively through our existing platforms and provide the information they required, eg via email, SMS, parent portal and/or social media. Further, the College launched a new-look website in March. The migration project began following Adobe's announcement that its business catalyst content management system (CMS), as used by the College, would no longer be supported. We took the opportunity to revamp the former website design and to improve the browsing experience for our community. Increased responsiveness across devices and a focus on increased media-rich content provided a greater resource for the end-user. Online visitors can now navigate easily through the website, locate the content they require, and gain a better understanding of our school.
- Risks: We quickly realised the need to question any additional risks that engagement posed during the pandemic. This included mixed or confusing messages that could impact critical pandemic and operational communications, for example media reports conflicting with our COVID-19 updates to families. Further, we were vigilant not to email families too often, instead providing opportunities for them to tap into information via our website, social media platforms, parent portal or the weekly updates.
- Digital and Alternative Approaches - From the initial lockdown last year in March 2020, Sacred Heart College quickly identified the opportunities for online engagement that would replace face-to-face engagement activities. Sadly, many College events were postponed during the year; however, others continued in an online format via Zoom or live stream platforms, for example parent communication afternoons (formerly parent teacher interviews), Circle of Mercy evenings, and the Maguire Celebration.

## COMMUNITY ENGAGEMENT

Due to the pandemic, College events were kept to a minimum in 2021 to ensure the safety of our staff and students. However, COVID-19 continued to raise our gaze and challenged us to consider clever and creative ways to engage with our broader school community. We recognised that a trusting relationship between the College and our families would allow us to navigate together the many changes forced upon us - often with very little warning.

- Maguire Celebration: The annual Maguire Celebration was held onsite in February with only staff and students in attendance. The event was live-streamed to our College community and feedback indicated they appreciated the opportunity to be involved, albeit via a virtual platform
- Discovery Day: Our annual Discovery Day (formerly Open Day) was hosted over three days in March due to the limited number of visitors permitted onsite. The College was pleased to

finally open our doors to the community and welcomed over 300 prospective families as they toured the school at their own pace, discovering life at SHC. The revised event model proved a success, and the enrolment target for Year 7 2022 was quickly reached.

- **Geelong Design Week:** Hosted by the City of Greater Geelong, the College participated in Geelong Design Week in March. The onsite event encouraged visitors to open their minds to a world of possibilities, where design and creativity responded to the theme of 'unpredictable'. The College hosted an exhibition, workshops and talks in the Anthony Costa Innovation Precinct, highlighting how clever and creative designs can impact the way we deliver learning at SHC. Current families were invited, as well as prospective students, alumni and various maker space artisan groups from across Victoria.
- **Year 12 Graduation:** As the conclusion of the school year saw an easing of the harsh pandemic restrictions and lengthy lockdowns, the College was pleased to host the Year 12 Graduation onsite on St Stephen's Green. Over 250 students and their families joined in the celebration, made all the more special given it was not another event held via Zoom.

## COMMUNITY GIVING

For many, 2021 was another very challenging year with the effects of the global pandemic disproportionately impacting disadvantaged members in our community of Geelong.

We were therefore grateful for the ongoing efforts of our College community to meet the needs of those struggling and rising to these new challenges.

In 2021 we received donations totalling \$325, 558, as follows:

Fund	Donors	Total
Scholarship Fund – general	125	\$32,730
Scholarship Fund – Inclusion and Diversity	60	\$50,965
Building Fund - capital campaign pledge payments	17	\$225,813
Family Fund	14	\$12,050
Bequest	1	\$5,000
		<b>\$326,558</b>

## Annual Giving 2021

Annual giving gifts totalled \$93,137 from 95 donors with an average donation of \$980.39. We offered an easier way of giving this year 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 members generously gifted funds through fortnightly payroll deductions and families contributed on a regular basis.

### **Inclusion and Diversity Scholarships**

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 now 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.

Five donors supported full I&D scholarships, one provided 50% support, and another 54 donors gave generously through the 2021 Annual Giving campaign.

### **Thank You**

We thank all donors who have contributed over the past 12 months. It is through such generosity and goodwill that our funds continue to grow and to effectively help our school community.

## **VALUE ADDED**

### **Alumni Engagement**

As was the case in 2020, the decade reunions scheduled for this year were cancelled due to ongoing lockdowns and restrictions to on-site visitors.

The Sacred Heart Alumni Association Committee took the opportunity to re-focus their energies and develop a new strategic plan. A professional tender process was undertaken, and a qualified consultant was appointed. A strategic planning subcommittee was formed, and the large alumni community was surveyed seeking feedback on their vision for the future of the association. Subcommittee workshops were held to analyse the data with the aim of:

- Understanding the context from an SHC perspective, in order to connect with the College's strategic direction



- Determining what the alumni community seek from their association
- Considering the trends around the alumni association and what the future might look like
- Developing the draft detail for the strategic plan.

The new strategy will be presented to the alumni members early next year.

### **New Online Maguire Magazine**

The first edition of the new quarterly online edition of the Maguire Magazine was emailed to the alumni community in July 2021. In line with sustainability practices, the aim of the new paper-free publication is:

- Cost-effective publishing
- Alleviate the process of book creation
- Provide an interactive reading experience for our alumni
- A flexible editing platform, even post publishing
- Analyse distribution and end-user behaviours
- Enable a wider reach into our past student community.

## **PARENT SATISFACTION**

### **College Communications**

To avoid survey fatigue and address the burden already experienced by many families during the pandemic, we reduced the effort on the respondent's part by sending shorter surveys throughout the year. The pop surveys were specific to the purpose of increasing parent engagement, and determining parent satisfaction at regular intervals.

### **2021 Melbourne Archdiocese Catholic Schools - School Improvement Surveys (MACSSIS)**

In October, the Sacred Heart College community participated in the 2021 MACSSIS survey, a valid and reliable tool for garnering perception data from our students, families and staff (both teaching and non-teaching).

The MACSSIS survey, formerly known as CEMSIS, provided data that will inform Catholic school improvement and shared with us what our staff, students and families think and feel about the learning environment at Sacred Heart College.

## Future Directions

Inspired by Catherine McAuley who stated, "We must strive to do the ordinary things exceedingly well" our guiding questions for 2022 is:

*In this time of uncertainty and disruption, how do we ensure that we (staff and students) continue to do ordinary things exceedingly well?*

Our focus will be on the Mercy value of respect and the learner dispositions - committed to excellence (grit - passion, perseverance for long term goals, planning for mastery, savouring accomplishments and empowered).

Our priorities for 2022 will be to:

Develop a student centred, personalised curriculum that recognises each person's unique gift and talents.

Design, construct and deliver learning that is purposeful, accessible, engaging and sets high expectations for all learners

Key projects for 2022 include:

- Universal Design for Learning (UDL)
- Phase 4 of the redesigning learning process - Organisation of Time
- Capital works - Stage 5 of the Master Plan: The Sports and Wellness Precinct
- Iteration 2 of the Vertical Structure, Inclusion and Diversity Leadership and Learning and Teaching Leadership