



Sacred Heart College Kyneton

2022 Annual Report to the School Community



Registered School Number: 286

Table of Contents

Contact Details2

Minimum Standards Attestation2

Vision and Mission.....3

College Overview4

Principal’s Report5

Catholic Identity and Mission.....7

Learning and Teaching.....10

Student Wellbeing14

Child Safe Standards.....18

Leadership19

Community Engagement.....23

Contact Details

ADDRESS	94 High Street Kyneton VIC 3444
PRINCIPAL	Darren Egberts
TELEPHONE	03 5421 1200
EMAIL	principal@shckyneton.catholic.edu.au
WEBSITE	www.shckyneton.catholic.edu.au
E NUMBER	E1032

Minimum Standards Attestation

I, Darren Egberts, attest that Sacred Heart College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

01/05/2023

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

Vision and Mission

Education in Faith

We will strengthen the Catholic identity of the school in the tradition of the Mercy Sisters and in the context of a contemporary world.

Deepen the knowledge and understanding of all members of the school community in what it means to be a member of our Catholic school community.

Leadership and Management

We will be inspired by the College Mission and Vision, to build and sustain a vibrant learning community with exemplary leadership at all levels.

Build shared vision, leadership and professional responsibility and accountability at all levels. Create conditions where individuals and teams are empowered and are confident that they can and do make a positive impact on student learning and the life of the school.

Learning and Teaching

We will promote a learning and teaching culture of excellence for all.

Build the capacity of all teach staff in implementing innovative curriculum and pedagogy that embraces high expectations for all students, personalises their learning, and uses evidence-based approaches to improve teaching and learning.

Student Wellbeing

We will develop students as enablers of their own learning and wellbeing so that they can take their place in the world as responsible citizens.

Ensure a whole school approach to wellbeing that is characterised by a shared understanding of how wellbeing and learning and teaching are interconnected, and where we develop each student to be resilient, self-regulating learners.

Community

We will be an outward facing school by involving ourselves in our local and global communities adding value, depth and connectedness to these relationships.

Build and enrich community connectedness as a dimension of all policies, programs and practices, in order to become a more outward facing school.

College Overview

Catherine McAuley, foundress of the Sisters of Mercy, challenges all in Mercy schools to teach and embody the Good News revealed in Jesus Christ.

The mission of Sacred Heart College is to nurture the flourishing of each student – spiritually, physically, cognitively, emotionally, and socially.

This mission challenges Sacred Heart College students and staff to pursue excellence in learning and teaching, promote the growth of exemplary leadership while ensuring inclusive and safe environments for all.

In living our Mission and Vision, we are guided by the following Mercy Educational Values: Service Hospitality Justice Compassion Respect Courage.

The 2022 – 2025 Sacred Heart College Strategic Plan articulates ten strategic commitments:

- Nourishing the Catholic Identity and Mercy heritage of Sacred Heart College through encounter and action.
- Embracing diversity and difference as opportunities to promote the development of each young person.
- Continuously improving evidence-based professional practice.
- Developing engaging and challenging learning programs.
- Improving the capacity of all students to exercise agency in their learning.
- Creating a safe and inclusive learning environments.
- Nourishing a culture of exemplary leadership across all staff.
- Ensuring sustainable finances to facilitate capital development and improvements.
- Empowering our students and staff to take action on issues that impact people and our planet.
- Growing reciprocal and effective partnerships with parents, workplaces and community-based organisations.

Principal's Report

Although 2022 was a year when practices returned to normal in many ways, it was also been a year of significant and unexpected challenges. The College's 2022 theme was particularly apt, "Care for self, for others and for creation" with the challenges of living with Covid-19 foremost in all considerations.

Exploring the three elements of the theme in relation to the events of the last twelve months offers particular insights:

- Care for Self – Without self-care, self-reflection and an optimistic mindset, the challenges of living with Covid-19 become overwhelming. Many students and staff were required to isolate at home in the first three terms due to positive test results or being deemed a close contact. Such isolation was difficult particularly if symptomatic.
- Care for Others – This principle lies at the heart of the Christian tradition, looking after those around oneself as you would like to be looked after. At Sacred Heart College, this was reflected in constant communication with students and staff who were away from school and the care packages provided to staff in isolation.
- Care for Creation – Reflecting the call of Pope Francis in his 2015 encyclical, *Laudato Si'*, the past six months has seen sustainability embedded as a core strategic priority for Sacred Heart College.

As the year proceeded, it became clear that the periods of remote learning experienced in 2020 and 2021 would not be necessary, this ensured that students could return to a more normal educational program including assemblies, incursions, excursions and camps. The opportunities for a holistic education provided by these extracurricular activities had never been truly appreciated until they were unable to occur. Moving out of the classroom space (be it in person or online) was a constant joy with the enormous social and emotional benefits clearly evident.

An unexpected challenge in all Victorian schools including Sacred Heart College in 2022 was the need to respond to increased numbers of students struggling with the rigours of the classroom both in terms of routine and structure as well as socialisation with their peers. I would like to especially thank the College's homeroom teachers, year level leaders and wellbeing team for the extra time and effort that has been needed to address these concerns.

The last twelve months also saw the completion of Sacred Heart College's next Strategic Plan (2022 – 2025) with confirmation of ten strategic commitments that will drive school improvements over the next four years. These commitments address all areas of the college including Catholic Identity, Learning, Teaching and Wellbeing, Leadership and School Community.

Personally, I was privileged to enjoy two weeks enrichment leave completing the Aussie Camino – a pilgrimage in the footsteps of Australia's first saint, St Mary of the Cross MacKillop. The simple but profound action of walking long distances each day was deeply meditative and renewing.

Finally, I would like to offer a special thanks to Ms Annie O'Shannessy who with a number of other staff finishes her time at Sacred Heart College this year. Annie has been an extraordinary

member of staff over the past eighteen years and particularly in her position as Director of Faith and Mission over the last six years. I wish Annie and other staff who finished at the College in 2022 all God's blessings in the future.

Yours in Mercy

A handwritten signature in black ink, appearing to be 'D. Egberts', written in a cursive style.

Dr Darren Egberts

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals

To nourish the Catholic Identity and Mercy heritage of Sacred Heart College through encounter and action.

Empowering our students and staff to take action on issues that impact people and our planet.

To nourish the full flourishing of each student – spiritually, physically, cognitively, emotionally and socially.

Intended Outcomes

That students, families and staff experience opportunities for connection with the living faith of the College.

That our Religious Education program promotes an outward looking worldview, grounded in Catholic Social Teaching.

Achievements

Faith and Mission

Our new strategic plan offered fresh impetus for articulating the living faith of our community. We have continued to align the 6 Mercy Values with each of our 6 Year Levels. An example of this was our Year 11 Retreat program, which embedded the Mercy Value of “Service” into the itinerary for the Retreat. As part of this event, all Year 11s took part in acts of service in the local community, such as support work in our local primary schools, and assisting with local land care initiatives.

While our Mercy Day celebrations in September were cancelled due to inclement weather, it was a joy to be returning to regular liturgical celebrations throughout the year. Our Year 7 Welcoming Mass and Commissioning was a particular highlight for our Junior School. At this, and at other Masses throughout the year, we were blessed to have the gift of music and song provided by our talented musicians and choir, under the care of our music staff. We are also grateful to each of our college chaplains for their ongoing care for our community, especially in our times of liturgical celebration.

The heart of our faith has also been a source of solace and comfort throughout the community in times of sorrow and grief. Our college chapel and local parish churches have been important spaces for communal gathering during times of sadness and loss.

RE Curriculum

The past school year saw us consolidating our movement towards a school-based program for our Year 11 and Year 12 Religious Education curriculum. Moving away from offering a single unit of VCE Religion and Society over an academic year has afforded us greater freedom to build a senior Religious Education curriculum that speaks to our Mercy Charism and the local needs of our own community. The investment of the school in allocating day-long planning sessions for those preparing the new curriculum has been welcomed and appreciated. The increased use of student feedback as a means to review and evaluate each unit of study in our

Junior School RE classrooms has continued to provide useful wisdom. Drawing from the insights offered by our students, we have been able to continue refining both our RE program and our culture of prayer. Drawing from the insights gained through the Prayer Collective, we have also experienced a growth in confidence amongst our staff in terms of their comfort leading prayer in the classroom. As we move into the new school year, we will be continuing to evaluate our school-wide culture of prayer.

Justice and Service

Our annual participation in Caritas Australia’s Project Compassion campaign was the focus of our college-wide awareness raising and fundraising in Term 1. The movement towards the online collection of donations was consolidated, with an increasing familiarity among the community for participating in this way. The introduction of a dedicated “Caritas Ks” event for all Year 7 students was well-received, and was a contributing factor to an increase in total donations. Over the course of this event, our Year 7s walked a total of 570 laps of the oval in solidarity with those who must walk to access clean water, which is equivalent to approximately 285 km.

Our annual Makarrata Assembly was celebrated in May, as a lead-in to our commemoration of National Sorry Day and our participation in National Reconciliation Week. The central focus of this special whole-school assembly was on truth-telling and promoting the many achievements of First Nations Australians.

Our staff payroll giving campaign continued to provided regular donations to MercyWorks, McAuley for Woman and Children, Caritas Australia and the Asylum Seeker Resource Centre. We have continued to experiment with our “Pantry” program for the Asylum Seeker Resource Centre, whereby students, families and staff are invited to bring in specific food items to be donated to the ASRC.

At Easter and Christmas time, students wrote and delivered greeting cards for the residents of our local aged care homes. In all cases, these were very happily received.

Immersion

With great joy we were able to resume our annual visits to the community at Jarlmadangah Burru, following the interruptions posed by the pandemic. As in previous years, 8 students and 2 staff members travelled to Jarlmadangah Burru via Broome, and spent time immersed in the community. The special relationship of friendship between our two school communities remains strong, and our traveling group were made to feel very welcome for the duration of their immersion. On their return from the immersion, our traveling group shared stories of their experiences with the wider school community, serving as advocates and allies for our First Nations brothers and sisters.

VALUE ADDED

Our faith formation and development program for students was augmented by time spent in the company of high quality guest presenters, including: Gen Bryant (Year 8 Reflection Day),

Youth Mission Team (Year 9 Reflection Day), Chris Doyle of Karis Ministries (Year 10 Reflection Day) and Tomorrow Man/Woman (Year 11 and Year 12 Retreats). In each case, our presenters offered our students new avenues for understanding and articulating our living faith. On each of our Year Level camps, time was provided for students to come together in a spirit of prayerful reflection to participate in a liturgy. While each of these occasions were special in their own right, notable amongst them was the inaugural Year 9 Camp to lutruwita/Tasmania, with the liturgy on this camp being the first Year Level liturgy to be held interstate.

Learning and Teaching

Goals & Intended Outcomes

Goals & Intended Outcomes

- 1 Continuously improving evidence-based professional practice
- 2 Developing engaging and challenging learning programs
- 3 Developing all students' capacity to exercise agency in their learning
- 4 Creating a safe and inclusive learning environment

Intended outcomes for 2022:

1.1 - This is evident when the teacher:

- Uses explicit criteria and data (NAPLAN, PAT etc) referenced against the achievement standards and learning goals
- Makes consistent judgements validated by moderation in learning area teams
- Uses peer and student and feedback

1.2 - This is evident when the teacher:

- Links student achievement data to their own Performance Development goals
- Anchors their professional learning goals in Performance Development Plans (PDP)
- Works collaboratively with colleagues on shared development goals

2.1 - This is evident when the teacher:

- Works in Learning Area teams to design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities
- Designs learning programs that are developmental and scaffolded to meet students' needs, including the needs of disengaged students in the middle years
- Implements assessment strategies that meet the Achievement Standards for Learning Areas and Capabilities

3.1 - This is evident when the teacher:

- Assists students to take ownership of their learning by identifying strategies that support them to attain learning goals
- Assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks
- Provides opportunities for students to reflect on the effectiveness of their learning and plan for future development
- Enables students to negotiate assessment methods and criteria matched to their learning goal

3.2 - This is evident when the teacher:

- Analyses a range of student data to design learning programs with multiple entry points

- Selects and uses a range of resources, including digital tools, to enhance learning
- Incorporates real life contexts and learning beyond the classroom
- Includes students in curriculum planning

4.1 - This is evident when the teacher:

- Ensures the learning program is relevant to student needs, interests and learning goals
- Ensures learning experiences explore and extend intercultural connections and awareness (Intercultural Capability, Victorian Curriculum F 10)
- Co-designs learning plans with students and seeks input from parents/carers
- Ensures targeted supports for individual students are in place and effective

Achievements

2022 began with the launch of the learning, teaching and wellbeing goals for the next four years:

- Continuously improving evidence-based professional practice
- Developing engaging and challenging learning programs
- Developing all students' capacity to exercise agency in their learning
- Creating a safe and inclusive learning environment

The overriding purpose is to keep the interconnection between student wellbeing, and learning and teaching central to our courses. The PL Day in April afforded our teachers the opportunity to work on the 2022 actions that support the goals, ensuring that we are on track to their achievement. Progress in the achievement of the goals was measured against the intended outcomes as stated above.

Another initiative in 2022 was the trial in Semester Two of the Year 10 Certificate.

The aims were:

1. To recognise the achievements of all students who have completed all assessment tasks and achieved the success criteria for all topics
2. To develop sound work habits prior to VCE

This proved to be successful with increases in the completion rates of assessment tasks throughout Semester Two. Year 10s were better prepared for VCE or VCE/VM. The Year Ten certificate is being retained in 2023.

Sacred Heart's Teacher-Librarians conducted a Diversity and Inclusiveness Audit of our library collection. Their findings stated: ' Overall our collection is well represented and this was a very worthy exercise. We can feel confident that all students can see themselves represented in books in the college collection and can read about other people's experiences that may not reflect their own.'

STUDENT LEARNING OUTCOMES

Our VCE results were sound again, and the achievement of a 30 median study score was evidence of the support and high-quality teaching provided for our senior students. 94% of VCAL units were successfully completed as well.

Both NAPLAN and Progressive Achievement Tests (PAT) were undertaken in 2022. It is our practice to conduct the PAT tests during the end of year examination period looking for growth each year. Thorough analysis of all testing results was conducted that allowed our teachers (especially the English and Mathematics teachers) to target areas of concern in classes.)

Year 7 students had their final years of Primary School disrupted due to the Pandemic, therefore their lower NAPLAN scores in both literacy and numeracy compared with previous Year 7 cohorts was to be expected. Teaching programs were adjusted to ensure consolidation of fundamental aspects of both literacy and numeracy throughout Years 7 and 8.

MEDIAN NAPLAN RESULTS FOR YEAR 9

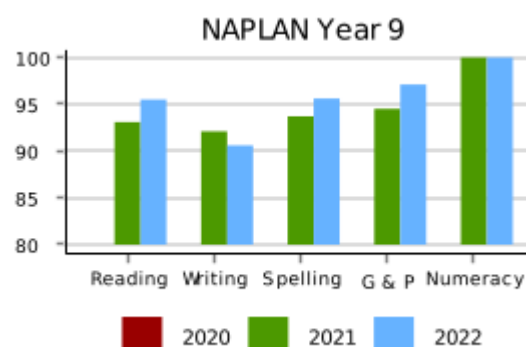
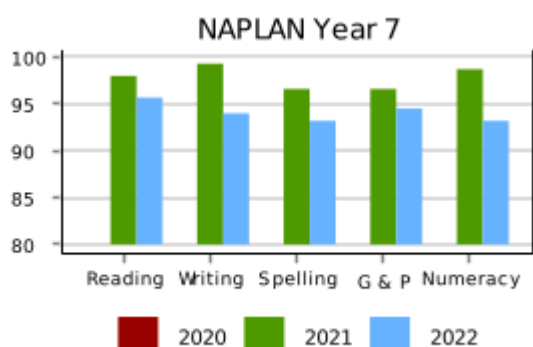
Year 9 Grammar & Punctuation	599.6
Year 9 Numeracy	578.6
Year 9 Reading	598.6
Year 9 Spelling	584.1
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	96.6	-	94.5	-2.1
YR 07 Numeracy	-	98.7	-	93.2	-5.5
YR 07 Reading	-	98.0	-	95.7	-2.3
YR 07 Spelling	-	96.6	-	93.2	-3.4
YR 07 Writing	-	99.3	-	94.0	-5.3
YR 09 Grammar & Punctuation	-	94.5	-	97.1	2.6
YR 09 Numeracy	-	100.0	-	100.0	0.0
YR 09 Reading	-	93.1	-	95.5	2.4
YR 09 Spelling	-	93.7	-	95.6	1.9
YR 09 Writing	-	92.1	-	90.6	-1.5

* 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

Our aim for Sacred Heart College Kyneton is for it to be a safe and inclusive school where all students feel supported and valued. Feeling included is an important element of child safety and has been the Wellbeing focus for both students and staff in 2022. This has entailed reviewing our policies, practices, and procedures to ensure everyone is considered and feels heard. Our Diversity at Sacred Heart (D@SH) group has grown, providing opportunities for student input in how we act inclusiveness. Staff focused on Inclusive Workplace workshops to ensure all curriculum and administration documentation is viewed through the lens of inclusion. We will build on these beginnings and with greater and broader student input. We have exciting hopes for this important area of College life.

Achievements

- Return to school events, celebrating as the whole Sacred Heart College Community. This required revisiting protocols for whole school gatherings for students, and prioritizing the importance of such events. Parents were once again able to attend. Major accomplishments were the whole school ANZAC Service, the school Production, and the return to the wonderful MAD (Make A Difference) and EXPO Exhibitions.
- Increased combination of on-line and in-person teaching and learning strategies introduced as a result of remote schooling reviews.
- Return to at-school Homeroom support structure, providing greater capacity for visual wellbeing check- ins, allowing immediate Learning and Wellbeing support to our most vulnerable students.
Revisiting of College expectations and processes through Newsletter and written communication, strengthening the relationship between Sacred Heart College and parents/carers.

VALUE ADDED

- Expansion of Student Leadership structure to include new portfolios of Junior and Senior Sustainability Leaders
- Preliminary discussions held with Catherine McAuley College Bendigo regarding a combined Student Leadership Forum 2023
- Learning HQ firmly established as an Independent Learning Space that supports all learners at Sacred Heart
- Parent Engagement Program gaining momentum with increasing support from the SHC parent body
- Teen Mental Health moved to Year 10 with great success

STUDENT SATISFACTION

Student forums were held on return to on-site learning to gauge the positive and negative learnings by students. Students still felt they had been supported by their teachers and Learning Support staff. They generally still felt connected to their cohort through Zoom classes and Homeroom sessions, though this was not as strong as the year before. Students appreciated the work that teachers had developed and understood some of the difficulties the move to remote learning posed. Students commented on how they enjoyed having shorter lessons, more independent working time and larger breaks. They felt their skills with technology had improved, and wanted some of these new processes to remain. They felt however that their social skills had declined and that coming back to school had proven stressful.

Most enjoyed spending time with their families. This enhanced their sense of wellbeing in uncertain times. Students who accessed Wellbeing felt supported and were able to maintain their relationship with their counsellor. Communication from the College to families was regular and informative, and this continued after the transition back to school. This was greatly appreciated by parents.

Students found it challenging at first to return to on-site learning. Many events had to continue online, and there was not the opportunity to gather as a College Community. Students were involved in the live streaming and videoing of presentations and graduation ceremonies when back at school. The holding of major events such as Expo and MAD in a COVID friendly way was an exciting experience for students and enabled the showcasing of their hard work. Families were very grateful for the processes the College had put in place during this difficult time.

STUDENT ATTENDANCE

Rolls are taken at the beginning of the day during Homeroom, and during each class throughout the day.

If a student does not attend Homeroom, parents are notified via SMS, and they are expected to contact the school to confirm. Parent confirmation or non-contact is recorded on Simon.

Students not in attendance two days in a row are contacted by Homeroom teacher to determine the reason. If the reason is concerning, this is passed on to the YLL, who will make contact home

If the absences continue, the Head of School will become involved, College Wellbeing support will be accessed, and parent meeting organised. If no improvement, student may enter the Student Support System. Department of

Education is notified, external agencies such as the Navigator Program and Orange Door may be engaged for additional support for the students and their families

During remote learning, attendance was monitored in the following way:

- College timetable remained in place and staff marked attendance for each lesson. Attendance was visible for parents through the Parent Access Module Homeroom teachers contacted student and home if student did not attend a day's lessons
- Year Level Leaders contacted if no response or absences continued
- Heads of School then contacted home and Zoom meetings held with parents and student for possible school refusers or ongoing attendance issues

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	77.6%
--------------------------------------	-------

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	85.7%
Y08	85.4%
Y09	86.5%
Y10	84.5%
Overall average attendance	85.5%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	98.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	58.0%
TAFE / VET	13.0%
Apprenticeship / Traineeship	14.0%
Deferred	8.0%
Employment	6.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%

Child Safe Standards

Goals & Intended Outcomes

Our Child Safety priority for 2022 at Sacred Heart College has been to align our current policies and procedures with the new eleven Child Safe standards, ensuring that the elements focusing on improving school culture were at the forefront. Tying in with our Strategic Plan, all updates and new initiatives are seen through the lens of Inclusion. Even though we have returned to on-site learning, our online Child Safe presentations and acknowledgements for staff, students and parents have continued with plans to further develop the Child Safety area of the website in 2023

Achievements

- Embedding of Child Safety Week on the College Calendar, providing a scheduled regular, annual update and refresher of all things Child Safe to students, staff and parents
- Continued auditing and upgrading of environmental Child Safe requirements and concerns
- Continual reviewing of Child Safe components in all College documentation
- Revision of College Policies to ensure provision of Aboriginal and Torres Strait Islander considerations
- Whole College focus on Inclusion and Diversity, to ensure a greater understanding and the importance of both in developing a safe and inclusive school environment

Leadership

Goals & Intended Outcomes

To nourish a culture of exemplary leadership across all staff

Ensuring sustainable finances to facilitate capital developments and improvements

Achievements

- A review of the College Position of Leadership structure was completed. The process for applications was conducted in a timely manner and there was high interest shown with most positions filled internally.
- Empowering Leaders Program was completed with 8 middle leaders conducting 360-degree review process. This enabled them to build capacity in their own leadership styles.
- The College initiated a new position of Office Manager to lead the team of Administrative Support Officers; this position enabled further development of our processes and policies.
- Conferences conducted for school Leaders by AMSSA, VCSSDPA, PAVCSS and Mercy were attended offsite for the first time post-COVID.
- Network meetings for school leaders in various specialty areas, such as Individual Differences resumed face-to-face, and attendance was actively encouraged.
- The development of the Senior Pathways Team enabled VCE, VCAL, Wellbeing, and Careers representatives to work together and lead the programs on offer effectively.
- Leading for Change project for POL holders completed. All members developed an elevator pitch for a project, with an overall plan for implementing a program or event. Examples included: Online Parent Workshops, Junior School Showcase Evening, Teacher analysis of PAT and ACER, and building Collective Teacher Efficacy.

- There was continued underlying improvement in the recurrent financial position of the College. This was underpinned by solid enrolment numbers, more effective debt recovery procedures and more robust month-on-month budgetary analysis.
- Challenges to the 2022 budgetary position included the new Victorian Catholic Schools Multi-Employer Agreement (particularly the changes to face-to-face teaching time) and the teacher shortage issues across all Victorian schools.
- The College completed the preparation of the 2022 – 2025 Strategic Plan and began significant work on the development of the next Sacred Heart College Kyneton Master Plan.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Professional Learning days at Sacred Heart focused on:

- Learning & Teaching – Building further capacity in HITS & Data analysis
- Wellbeing – Diversity & Inclusion

There was an increase in the uptake of Professional Learning with the resumption of external conferences and training opportunities in addition to an ongoing trend of webinars on offer:

- MACS Lent
- Professional Association Conferences
- VCAA Senior Secondary Certificate Reform Webinars
- VCAA VCE Meet the Assessors Webinars
- NAPLAN Online Training
- Coaching in Education Conference
- MACS Partnering to Learn
- MACS Prayer Collective
- Mercy Deputy Principal's Conference
- Yellow Ladybugs ADHD and autism Conference [online]
- VCE English Mini-method
- Leading effective classrooms [online]
- 2022 National Catholic Education Conference

Number of teachers who participated in PL in 2022	110
Average expenditure per teacher for PL	\$350

TEACHER SATISFACTION

Due to ongoing disruptions with extended absences of staff and students, official CEMSI data was not collected in 2022. However, the school participated in the Youth Resilient Survey which provided the opportunity to gather data on staff resilience. 80 staff members completed the survey. The data showed that the majority of the staff felt that the school climate is encouraging and supportive (90% of respondents), and that People treat each other with respect and consideration in our workplace (90% of respondents). An area for improvement is in communicating feedback and accountability; evidenced by: The person I report to provides helpful feedback on my performance (71% of respondents agreed).

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.7%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	91.5%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	1.5%
Masters	17.9%
Graduate	56.7%
Graduate Certificate	7.5%
Bachelor Degree	68.7%
Advanced Diploma	7.5%
No Qualifications Listed	6.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	81.0
Teaching Staff (FTE)	70.4
Non-Teaching Staff (Headcount)	53.0
Non-Teaching Staff (FTE)	46.3
Indigenous Teaching Staff (Headcount)	2.0

Community Engagement

Goals & Intended Outcomes

Strategic Commitment

Empowering our students and staff to take action on issues that impact people and our planet.

Achievements

This aspect of College life was particularly prominent in 2022 as the capacity for co-curricular activities and the opportunities to welcome parents, families and the broader community into the life of Sacred Heart College had been significantly diminished since 2019.

Amongst the highlights of 2022 were:

- An expanded Year 7 Transition Program that included a day at Melton Wave Pool, scavenger hunt and tabloid sports.
- The fundamentally important return to inviting parents and family members to College celebrations such as College Masses, assemblies and other significant events.
- In May, the College held the second annual Makarrata assembly that brought our College community together to reflect upon our nation's history with our First Nation's peoples.
- The College returned to inviting parents and siblings to celebrate the annual Mothers and Father Day Breakfasts.
- After three years, the College was able to renew its relationship with the Jarlmadangah community in Western Australia which included time in the community as well as visits to Broome and Beagle Bay in the Kimberley.
- The College was able to reinstitute a full program of camps and retreats including (for the first time) a week-long Year Nine Camp to Tasmania.
- The College's long history of supporting the Great Victorian Bike Ride was re-established with a group of students and staff completing the nine-day trip along the Great Ocean Road to Ballarat.
- The easing of Covid protocols also allowed the return of Galway Debating to Sacred Heart College with students from eight other independent secondary schools competing over three days in terms two and three.
- Confirming the College's Strategic Commitment to Sustainability, identifying a number of actions that explore this as well as appointing key staff and student leaders in this area.

VALUE ADDED

For the first time since 2018, Sacred Heart College put on stage a College Production. Bringing together elements of Drama, Music, Voice and Dance, “The Dream” was a contemporary re-imagining of Shakespeare’s A Midsummer Night’s Dream; it brought great joy to the students and staff involved as well as the packed audiences each evening in the Mary Moloney Theatre.

PARENT SATISFACTION

Due to technical issues plus continued disruptions as a result of the pandemic, Sacred Heart College was unable to complete the CEMSSIS surveys with parents in 2022. However, feedback from parents as the school transitioned out of Covid-times as well as the very strong enrolment growth indicate strong parent and carer satisfaction with the College.