

**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2018



SACRED HEART COLLEGE, YARRAWONGA

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Contact Details

ADDRESS	Witt Street Yarrowonga VIC 3730
PRINCIPAL	Mr Lew Nagle
PARISH PRIEST	Fr Stephen Bohan
SCHOOL BOARD CHAIR	Mrs Samantha Ridley
TELEPHONE	(03) 5742 1300
EMAIL	principal@shcy.vic.edu.au
WEBSITE	www.shcy.vic.edu.au
E NUMBER	E3014

Minimum Standards Attestation

I, Lew Nagle, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

1st May 2019

Our College Vision

At Sacred Heart College, we believe that:

- The College is a child safe learning community where students, teachers, parents and community members work in partnership to contribute to the development of the individual,
- Learning in Catholic education helps individuals understand what it means to live in God's image and to serve as stewards of our community,
- Education empowers individuals to be responsible for their lives and to contribute to society,
- A holistic Catholic education community, in which the life-giving values of Jesus and the Catholic ethos are taught and lived, enables the integration of Faith, Life and Culture,
- A dynamic and relevant Catholic education is faithful to the past but attentive to the needs of the future. Sacred Heart College is a welcoming, child safe, Christian community devoted to educating the whole person whilst striving to be always faithful to its Catholic and Mercy heritage.

Inspired by John 10:10, "I came that they may have life to the full," at Sacred Heart College, our graduates should be

- Individuals who act with honesty and integrity and who have the courage to be always faithful to themselves,
- Equipped with the skills and abilities to contribute enthusiastically and successfully to the wider community,
- Confident, compassionate, articulate and resilient people who are responsible and respectful,
- Self-directed, life-long learners who aspire to be more rather than have more,
- Environmentally and socially responsible,
- Reflective, creative, and holistic thinkers who solve problems and make responsible decisions with a moral conscience informed by the Catholic tradition,
- Discerning believers formed in the Catholic faith and affirmed in the Mercy tradition.

Respect

Honesty

Integrity

College Overview

Sacred Heart College stands on the land of the Kwat Kwat people. We acknowledge and pay respect to the Kwat Kwat people, the original and on-going custodians of the land on which our College undertakes its work in the education of our youth. At Sacred Heart College we commit ourselves to actively work alongside Aboriginal people for reconciliation and justice.

Sacred Heart College is a progressive coeducational Catholic secondary school based on the traditions of its Mercy foundation. The College provides education for students in Years 7–12 and is part of the Sandhurst Diocese. It has strong links with the Parish Priest, the Sacred Heart Parish, the Sisters of Mercy and the wider community.

In the rich traditions of the Sisters of Mercy, the Sacred Heart Parish and the Catholic Church, social justice teachings underpin the life of the College and all students participate in meaningful social justice activities.

The College is situated in a picturesque location, one block away from Lake Mulwala. It enjoys excellent teaching and learning facilities including ready access to the up-to-date ICT resources. The College is situated in close proximity to the town centre, recreation areas and many of the town's excellent sporting facilities.

The College enrolment catchment includes the townships of Yarrawonga, Mulwala, Bundalong, Corowa, Rutherglen, Tungamah, Savername and surrounding rural communities.

Student well-being, growth and learning is a priority at the College - students cannot learn effectively if the conditions are not right. Student learning is supported and facilitated by a range of programs including the Learning Advisor groups and the student Wellbeing and Chaplaincy programs. Learning support services are also provided to support students with special learning needs.

Sacred Heart College also provides a wide variety of co-curricular programs to engage students beyond the classroom. The extensive co-curricular program provides students with the opportunity to participate in a range of activities including: camps, retreats, sport, debating, junior council, chess, school productions and homework club.



Principal's Report

The last 12 months have been a period of growth for the College with the enrolment growing from 266 on the 2017 February census to 274 in 2018. The year 7 intake of 60 students was identical to 2017. Enrolments at other year levels have been the highest in recent times, with more families with school age students moving to the area. The College continued to work hard to develop connections with the Corowa and Rutherglen open parishes and this is paying dividends with 10 students now using this service. The College has worked hard to promote the achievements of our students and has concentrated on ensuring events such as information nights and major College events were well organized and advertised. I am very pleased to report that these events have been very well attended and well received by our students and their families. The combined celebration of the Feast of the Sacred Heart with Sacred Heart Primary School continues to be a highlight with approximately 900 people gathering in the Multi-Purpose Building.

Over the past 12 months we have seen the recruitment and development of a well-balanced and cohesive teaching team. Towards the end of 2018 the College consulted on and developed a new Position of Leadership structure to carry the school forward for the next 3 years. It was very pleasing to note the level of leadership aspiration within our staff with multiple candidates for most positions. After a thorough discernment process, a new leadership team has been appointed and we are very excited about the future in this regard. The College continued to develop the mastery approach to teaching, focusing on developmental rubrics, learning intentions, success criteria and key vocabulary. Documentation of curriculum on the learning management system SIMON remained a focus as well as developing the capacity of our learning teams within each Key Learning Area. The College, with the assistance of Helen Ramsdale from the Catholic Education Office, has consolidated all of its data sets which gives a solid evidence base to measure improvement in student learning and to inform teaching practice. Helen's assistance has been invaluable in the area of learning measurement and we acknowledge her excellent service to both Sacred Heart schools and to the Diocese in general. The College has made significant gains in students experiencing high growth in numeracy and literacy. The extent of this growth has recently been reported by the Australian Curriculum Assessment Reporting Authority (ACARA), with Sacred Heart College reliable data sets demonstrating the College is on a positive trajectory in these targeted areas. I would like to acknowledge the dedicated leadership of Fleur Linehan, Deputy Principal – Learning and Teaching.

The College continued to develop and consolidate initiatives such as the partnership with Murray Conservatorium of Music to develop the College's Music program. This program has facilitated opportunities for students to perform at assemblies as well as competitions run by the Moira Shire. A new partnership between Yarrawonga Health, Yarrawonga P12 and the College to provide VET Health has started well and has the potential for many flow on benefits for the students and the wider community. The College also had the opportunity to work with Australian Munitions, receiving a grant for the purchase of equipment as well as access to their laboratories for our VCE Chemistry students. The College continues to offer a wide range of VET subjects which has provided another avenue for student engagement, vocational opportunities as well as scored assessment contributing to their VCE.

The College is in a sound financial position. This was the result of higher levels of funding than originally anticipated and the strong leadership in stewarding the College resources by Business Manager Jenny Loughnan. The College continues to work hard in this area in a climate that is often turbulent with increasing numbers of families experiencing hardship through a range of factors including drought.

Our camp program was very successful with students having a range of experiences at different year levels. At Year 9, the Northern Territory Camp was once again very popular with the students who were engaged with a range of once in a-lifetime activities. The Canberra Leadership camp entered its fourth year in partnership with FCJ Benalla. The sustainability of this program has been assured with the ongoing support of Yarrowonga Mulwala Rotary Club. The response by students to the Malabago immersion in the Philippines was over whelming with over 40 expressions of interest for 5 positions. This immersion is being conducted in partnership with FCJ College Benalla and Catholic Mission Australia. In addition, a further 8-10 students will be participating in the G'day USA Program conducted over the 2019/20 summer holidays.

The Charter of Sandhurst School Improvement cycle saw the College prepare for and participate in a review of Learning & Teaching. The panel agreed with the College's assessment in the different areas and supported the future goals that have been established. The work undertaken in this area as well as Pastoral Wellbeing places the College in a good position as we prepare for the Full School Review in October 2019.

The Blue team continues to develop the framework for School Wide Positive Behaviour and is being supported by Jamie Edwards. Thanks to Deputy Principal Marcus Cummins for his work and leadership in the area of positive behaviour.

The College continued to receive excellent support from the hardworking Parents & Friends Association who have continued to raise funds to assist both Sacred Heart schools. The continued success of the Multi-sports event is very exciting for the future and a testament to the dedication of this hardworking group. Their support has enabled the purchase and installation of air conditioning in the Multi-Purpose Building which has benefited both schools as well as the wider community.

Personally, I have received great support from Fr Steve Bohan, the College Leadership Team and College Board. I thank everyone for their wisdom and hard work and I appreciate their willingness to assist the College moving forward.

Thank you.

Lew Nagle
Principal

College Board Report

Board Chair Report:

Thank you to the Board for another great year. It was fabulous to have the support of Helen Ramsdale from the CEO who guided us so well through data sets.

A massive thank you to Lynda White for being board representative for the P&F for four years, a big job attending both meetings.

Thank you to Lew for guiding us through the very interesting path of the Old Presbytery site.

This will continue to be a focus for the Board and we will support Lew through this process. The new crossing and associated upgrades have been well received.

Thank you to the Parents and Friends and Multisport committees for their continued support, particularly the upgrade to the air-conditioning in the MPB.

Education in Faith

Goals & Intended Outcomes

Goals and Intended Outcomes

- Reigniting Mercy Charism at SHCY
- Curriculum redevelopment to encompass ethical capabilities
- Increase prominence of prayer in LA and School Camps
- Continue targeted PD Accreditation to teach in a Catholic school

Achievements

The College made good progress against the key areas outlined in the Annual Action Plan, with a number of staff completing the requirements for Accreditation to Teach in a Catholic School. Professional development was strategically targeted to the areas where teachers required hours to gain accreditation and to engage with deeper understanding of the Mercy Charism. During Staff Days at the commencement of 2018, staff engaged in Liturgy with a Mercy focus. Cups and saucers and doilies were used as symbols of Catherine McCauley's vision in developing relationship through taking time to share with one another. These were later created as candles and distributed to LAs, along with posters of the Mercy Vision for Education and prayer, to be used during prayer in LA time every morning. There was a further focus on prayer and a purposeful, conscious inclusion of it in camps and retreats in 2018. Fr Steve Bohan introduced staff to the Gospel of Mark to frame the year's liturgical journey. At the Staff Retreat, the Mercy Charism and values were framed in light of the visions of the Yarrowonga Catholic community, the first Sisters who travelled from Ireland to establish a Mercy Education, and current staff shared understanding and role in contributing to the Mercy vision. Staff reflected on how this Charism influences their approaches with students, fellow colleagues, the curriculum and their own growth. Sr Eileen Dowling presented as an invaluable resource in guiding deeper understanding of the Mercy Charism in the REC's first year at SHCY.

Full staff PD was provided during Monday meetings with David Walker which focused on a broad understanding of developing curriculum and relationships within a Catholic framework, including the across-curriculum application of the Shared Christian Praxis. Kylie Smith and Bernadette Casey led the training of three more staff members in becoming Ministers of the Eucharist.

The values of honesty, respect and integrity that feature in our Vision and Mission were given greater prominence and communicated strongly to our College community. The College focus for 2018 was the Mercy value of Respect, and this supported initiatives in Wellbeing and the BLUE Team's positive behaviour strategies. This value was reinforced in school liturgies, assemblies and LAs and through broader student participation in activities such as Caritas, ANZAC liturgy and Sacred Heart Day. Every year we will continue to focus on a key value to nurture as part of student and staff personal and spiritual growth.

Our College continued to connect with the parish facilitated by combined Eucharistic Celebrations such as Sacred Heart Day, Opening Mass, Staff Day PD on Mark's Gospel. A definite highlight of 2018 was the capacity crowd of 900 people who attended the Feast of the Sacred Heart at the Multipurpose Building with SHP, Choir, SHCY Band and Singers contributing to the Feast Day

celebration. At this event, Deputy Director of Sandhurst, Ms Cath Dillon, awarded the Bishop Joe Grech Scholarship to recipients, Brooklynn Dowling and Abby Payet.

Another notable happening was the Ablaze event held at Wodonga which involved all students from Year 7-11 across the Diocese. Further to this, students in Faith and Ministry attended the Justice Matters Camp, Stronger Rallies, Vinnie's Sleepout and Stronger Retreat, providing foundations to continue building justice and faith practices at school.

The RE teaching team met regularly on Wednesday afternoons to review and rewrite the RE curriculum to encompass ethical capabilities and Shared Christian Praxis under the guidance of David Walker. Source of Life documents were used under the critical lens of establishing connections with the students to build on the development of SHCY as a Dialogue school, preparing for the vision for a stronger 'faith in action' program in 2019. Religious Education teachers undertook this process voluntarily as part of their professional growth and commitment to their vocation. Catholic Identity and REC Network Meetings were attended by the REC, informing approaches to Catholic identity and the RE curriculum, connecting with others to draw upon the broad knowledge and resources available. Teachers of Religious Education were also encouraged to undertake Professional Development to enhance their knowledge and teaching practice. They attended the various camps, rallies and other student-based events to gain insight into the ways the Diocese guides faith-based practices and also applied for courses of study in Catholic Education studies to be undertaken in 2019.

VALUE ADDED

The following programs and initiatives have run during 2018 and have added value and opportunity to our students:

- Social Justice Group
- YCS Group
- Faith and Ministry Group
- Stronger Retreat/Rallies
- Youth Supporting Others Group
- Friends in Common
- Rosemary Cullen Foundation
- St Vincent De Paul fundraising
- Social Justice Camp
- Caritas 'Goat-itas' LA Activity fundraising
- Sacred Heart Day – and Combined SHP & SHCY Mass
- Opening Mass
- Graduation Mass
- Year 12 Retreat
- Bishop Joe Scholarship
- Ash Wednesday Liturgy
- ANZAC Liturgy

Learning & Teaching

Goals & Intended Outcomes

- Embed the use of developmental rubrics and mastery of skills approach from Year 7 to 12
- High impact teaching strategies embedding the use of Learning Intentions, Success criteria and Key Vocabulary
- Prepare for Learning & Teaching Domain review
- Continue Helen Timperley Inquiry Mindset program across all domains

Achievements

Within the school, staff continued to develop the mastery approach to teaching focusing on designing developmental rubrics and formative assessment. A clear focus was utilising the Department of Education High Impact Teaching Strategies with learning intentions, success criteria and explicit teaching of key vocabulary prioritised in every classroom. The work undertaken in focusing on student growth along the learning continuum rather than arbitrary grades has increased the effectiveness of learning and teaching at the College. Skills are being taught in context and teachers have a deep knowledge of the curriculum and of each student's individual learning path. Students are aware of where they are at on their learning journey and what is needed to progress to the next level. There is greater evidence of teachers working collaboratively to plan and deliver curriculum using consistent documentation as well as team-based approaches to reflect on the effectiveness of their practice.

In addition, the College completed the Helen Timperley Inquiry Mindset project during 2018. This program which began in 2017, focused on improving student writing across all learning area with a particular focus on expanding student understanding and application of subject specific academic vocabulary through explicit instruction. The impetus for the focus of the project was born out of a range of data sets which the team immersed themselves in. The College has continued its commitment to using evidence-based practices with a focus on using data to improve student learning. With the assistance of Helen Ramsdale from the Sandhurst Catholic Education office, the College has consolidated all of its data sets which gives a solid evidence base to target teaching and measure improvement in student learning. The College's ongoing commitment to focusing on student growth and using evidence-based practice was recently recognised by ACARA. Students at Sacred Heart College Yarrowonga demonstrated significantly above average high growth in numeracy and reading in the 2018 Naplan results. I would like to thank Deputy Principal Fleur Linehan for her dedication and leadership of the learning and teaching area.

STUDENT LEARNING OUTCOMES

An analysis of the data over the past 3 years indicates the following trends:

Year 7

- Grammar & Punctuation fluctuates over 3 years with 3.2% growth in 2018
- Reading saw significant improvement with 100% of students meeting minimum standards
- Writing slightly above state
- Spelling significantly below state
- Numeracy a decline (4.15%) off the 2 previous years of 100% of students meeting the minimum standard

Year 9

- Grammar & Punctuation fluctuates over 3 years with 1.1% decline in 2018
- Reading has fluctuated during the past year declining by 6.1% off 100% in 2017
- Writing noticeable improvement with a 5.6 % gain on 2017
- Spelling has fluctuated during the past year declining by 6.1% off 100% in 2017
- Numeracy sustained improvement with 100% of students meeting minimum standards for the second consecutive year

Plans for the future

The College has received positive feedback from the Australian Curriculum and Reporting Authority (ACARA) for being a high growth school in Numeracy and Reading. The College will continue with initiatives such as Maths Pathways which the data indicates is resulting in a significant number of students, (29%), experiencing high growth. The College's focus on improving writing by focusing on vocabulary has had positive outcomes and will continue into the future. The 2018 Year 7 Reading statistics will require further investigation as the data indicates that there is significant room for growth within the cohort.

Student Wellbeing

Goals & Intended Outcomes

- Development and implementation of the Student Wellbeing Positive Behaviour In Schools Framework at Sacred Heart College
- Respectful Relationships implementation

Achievements

The Student Wellbeing Positive Behaviour In Schools Framework (**SWPBIS**) continues to gain momentum in its development. The Blue Team, as they are known, continue to work to bring about positive changes in how we grow positive behaviour in our students, which can lead to better outcomes for students, staff and parents.

Positive behavioural interventions and supports (SWPBIS) is a way for our school to encourage good behaviour. With SWPBIS our aim is to teach students about behaviour, just as we would teach about other subjects like reading or math. The focus of SWPBIS is prevention, not punishment.

The team has worked extremely hard in developing the implementation of SWPBIS in order to improve school safety and promote positive behaviour. The team have produced written expectations such as, **Always be Respectful, Always be Responsible and Always do your Best** along with plans of how, through a whole school approach, this can be achieved in the classroom, in the yard and in the community.

At its heart, SWPBIS calls on schools to teach students about behaviour, just as they would teach them about any other subject—like reading or math and recognizes that students can only meet behaviour expectations if they know what the expectations are. A hallmark of a school using SWPBIS model is that everyone knows what's appropriate behaviour throughout the school day be it in class, on the yard or on the bus.

The team is currently designing implementation lessons which will be given to staff for feedback and then presented to students during Learning Advisor sessions.

According to several studies, SWPBIS leads to better student behaviour. In many schools that use the SWPBIS model, students receive fewer detentions and suspensions, and get better grades. There's also some evidence that SWPBIS may lead to less bullying.

The team is to be congratulated on their dedication to the implementation of SWPBIS at Sacred Heart. They have been meeting once a fortnight with the support of Jamie Edwards (psychologist) from the Catholic Education Office to make sure that the SWPBIS program has a solid and firm base to support its implementation for a successful future.

Child Safety has always been given number one priority at Sacred Heart College. Time has been spent comparing the policies which we had written with regard to Child Safety, to that of CompliSpace and making any necessary adjustments.

The College also had its review of Student Wellbeing by both the VRQA and the Sandhurst Diocesan Review Team which involved the thorough investigation of policies and procedures and the embedding of these practices in the everyday life of the College.

Staff, students and parents, continue to be made aware of the Child Safe guidelines and trained in the use of CompliSpace in order to locate policies and procedures used by the College as well as all staff receiving training with respect to their obligations and responsibilities for managing child abuse, understanding child abuse risks in the school environment and the Child Safe Standards.

All staff completed the online E-module for mandatory reporting and the College applied best practice standards in the recruitment and screening of staff and took all reasonable steps to ensure that it engaged the most suitable and appropriate people to work with the students. The College ensured that staff induction in the area of Child Safety was a vital part of our commitment to safeguarding children and young people from abuse and neglect.

The College is part of Victoria's **Respectful Relationships** initiative which is designed to support school leaders, educators and our communities to promote and model respect and equality – and to teach our children how to build healthy relationships, be resilient and be confident.

We were provided with the necessary resources to assist us in implementing a whole school approach to Respectful Relationships using the strategies and tools provided.

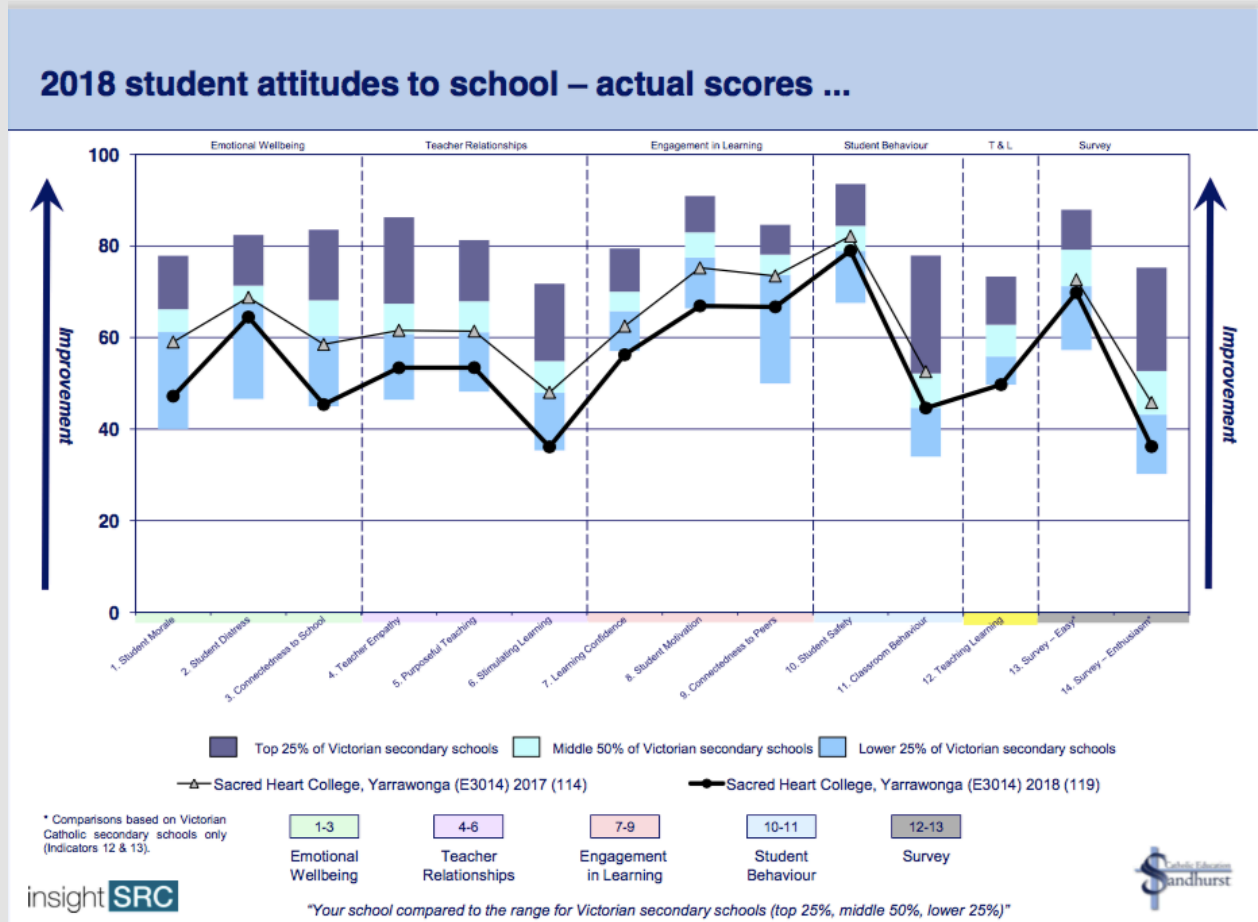
Research shows there are clear advantages to using existing school staff to deliver ongoing and sequenced programs and that this helps facilitate a whole school approach. Based on this research we had our Health and PE staff trained in Respectful Relationship training so as to incorporate Respectful Relationships into our Health component of an already crowded curriculum. By using this model, staff were able to demonstrate appropriate non-violent, respectful behaviours, challenge inequitable gender norms and are available for follow up pastoral activities with students.

The College was also able to engage external service providers such as the community nurse to assist with implementation of the program.

VALUE ADDED

- Year 10, 11 and 12 have a program called “My Body, My Responsibility” which was introduced in 2016. This program is run in conjunction with the local Community Health Centre. Programs such as P.A.R.T.Y Road Trauma Programs, Drive Smart, Look After Your Mate, Fit to Drive and Keys Please are an example of some of the wellbeing programs hosted by the College.
- The effective targeted use of outside expertise such as psychologists and various community agencies to assist with a variety of student wellbeing issues.
- The College continues to benefit from the NCSPW scheme which facilitates home school liaison
- Development of Career Action Plans for all students beginning at Year 7.
- The introduction of the “Building Better Men” and “Empowering Young Women” programs at Year 9.
- Programs that support proper and informed choices about drugs and alcohol, mental health issues and sexual health education are provided at each year level so that students can make informed decisions.
- Year 9 programs such as Help 4 U and Party Safe programs are provided, which incorporate speakers from various services such as Ambulance, Police, Mental Health Providers, Local General Practitioners and Drug and Alcohol Counsellors.
- Year 11 Leadership Camp to Canberra

STUDENT SATISFACTION



The graph indicates a decline in most areas, however, when this is overlayed with the significant increases in school climate, as well as the 4 key pillars of Clarity, Empathy, Engagement and Learning, it is our assessment that we have received some push back from the students due to the increased rigor and accountability measures that have been initiated.

STUDENT ATTENDANCE

How attendance is managed:

Office administration is responsible for contacting parents to explain the reason for a student absence. The use of an automated texting service has been very effective in these circumstances.

Learning Advisors are the first port of call when dealing with unsatisfactory patterns of attendance of students. The Learning Advisor contacts home to see what the reason is for continual non- attendance.

If the situation continues, the Level Leader becomes the next person to become involved. This may include making contact with the parent/guardian and organising a meeting with all

parties involved. If the situation still continues, all documented evidence of the above is passed onto the College's Wellbeing Leader to follow up on. This may mean home visits, further meetings, and/or involvement of outside agencies.

If the student still shows non-attendance and is of the age allowed to leave school, then an appointment with the Careers Counsellor will be organised to provide pathways and or direction to becoming an independent member of society.

Child Safe Standards

Goals and Intended Outcomes

- Development and implementation of the Positive Behaviour Framework
- Embed policies and practice relating to Ministerial Order relating to Child Safety

Achievements

The embedding of policies and commitments into everyday practice

The College had an annual review of Pastoral Wellbeing by both the VRQA and Sandhurst Diocesan Review Team which involved the thorough investigation of policies and procedures and the embedding of these practices in the everyday life of the College.

Training of teachers, non-teaching staff and volunteers

All staff undertook the online learning module on mandatory reporting with all new staff being inducted with the policies regarding Child Safe Standards and Staff Code of Conduct. All staff received training with respect to their obligations and responsibilities for managing the risk of child abuse, child abuse risks in the school environment and the school's child safety standards.

The use of CompliSpace by the College as an on-line program incorporates a comprehensive and practical Child Protection Program which is maintained and up-to-date with legal and regulatory changes as they occur. This allows the College to focus on the practical management of their child protection risks on a day to day basis. The College website is continually updated with regard to Child Safety policies and procedures.

Consultation with the community

Consultation with the community was undertaken during the review process. The review of existing strategies and processes which were currently in place such as systems, policies, procedures, practices to better mitigate the level of risk were reviewed and where necessary, changes made. The community was informed of any changes made via the College newsletter and the College website.

Human Resources practices

The College applied best practice standards in the recruitment and screening of staff and took all reasonable steps to ensure that it engaged the most suitable and appropriate people to work with the students. The College ensured that staff induction in the area of Child Safety was a vital part of our commitment to safeguarding children and young people from abuse and neglect.

Student participation and empowerment strategies

The continued addressing of Child Safety within the classroom context and the use of visiting guest speakers such as the local police to speak about Cyber safety and safety on line. Programs such as Building Better Men and Empowering Young Women on areas of respect and resilience were also employed.

Child safety – Risk Management approaches.

The embedding of the Staff Code of Conduct formed part of our Risk Management approach with regard to Child Safety. Other ways we addressed risk management was by reducing the likelihood of occurrence (e.g. visual vest for yard duty supervision), having strong internal reporting and investigation systems through the use of SIMON and by avoiding the risk by deciding not to proceed with an activity if it posed an unacceptable risk.

Leadership & Management

Goals & Intended Outcomes

- Develop new strategic plan for the next 3 years 2019-2021
- Develop the leadership capacity of staff through participation in the Pipeline program
- Substantive appointment of Deputy Principal Students and Organisation
- Consult on new POL structure to commence 2019
- Assist Graduate and early career teacher transition from provisional to full registration
- Prepare for Learning & Teaching Domain review

Achievements

As Sacred Heart College continues to grow, we were pleased to welcome a comparatively large number of new staff to the College. The College introduced Music in Year 7 which was well received by the community and sessional music tuition was made available after school. College leadership consulted on and developed a new Position of Leadership structure. These positions were advertised and filled and it was pleasing to see the number of applicants aspiring for leadership positions.

Staff from middle leadership participated in the Pipeline Leadership Program, a joint venture between the Sandhurst Diocese and the Country Education Project. The College continued with the Helen Timperley Inquiry Project focusing on improving writing through developing vocabulary across all domains. The College's facilities continue to be maintained and improved with significant work being completed on the Science laboratory and the redevelopment of a new Music facility.

Master planning focused on the development of a new administration building and College library. The proposed building will be centrally located creating a new front of school area and a centrally located student services area. There was a significant increase in expenditure on Professional Learning. This included an opportunity for all staff to participate in a full day professional development with growth Coach International. The College also conducted a Retreat for all staff during Term 1 focusing Schoolwide Positive Behaviour and reconnecting with our Mercy Heritage. The College made the substantive appointment of Deputy Principal Students and Organisation appointing Marcus Cummins to the position.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

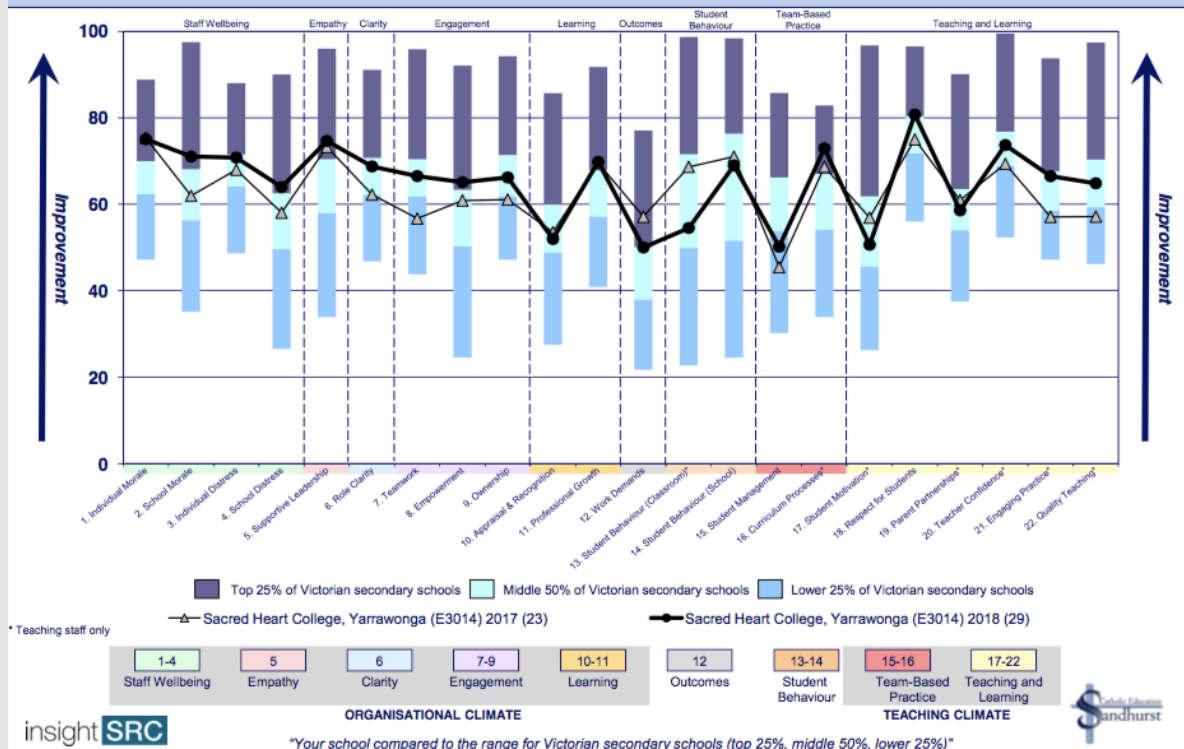
DESCRIPTION OF PL

- Inquiry Mindset
- Growth coaching (full staff)
- Pipeline Leadership Program
- CPR update
- Critical Incident training
- VCAA Data Service
- Staff Retreat
- Maths Pathways
- School Wide Positive Behaviour
- STEM
- ACHPER conference

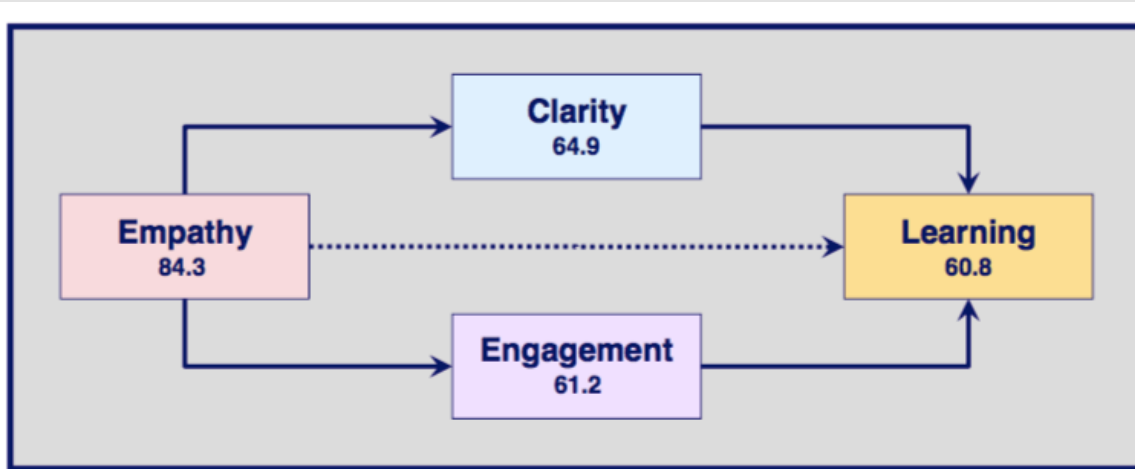
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	34
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,695

TEACHER SATISFACTION

2018 school climate – actual scores ...



Four Cultural Pillars



The data demonstrates significant gain in Clarity and Engagement which encompasses teamwork, empowerment and growth.

College Community

Goals & Intended Outcomes

- Raise the profile and quality of College major events and celebrations
- Provide opportunities for students to access quality programs for leadership development
- Develop social justice immersion activities
- Strengthen partnerships with community organisations

Achievements

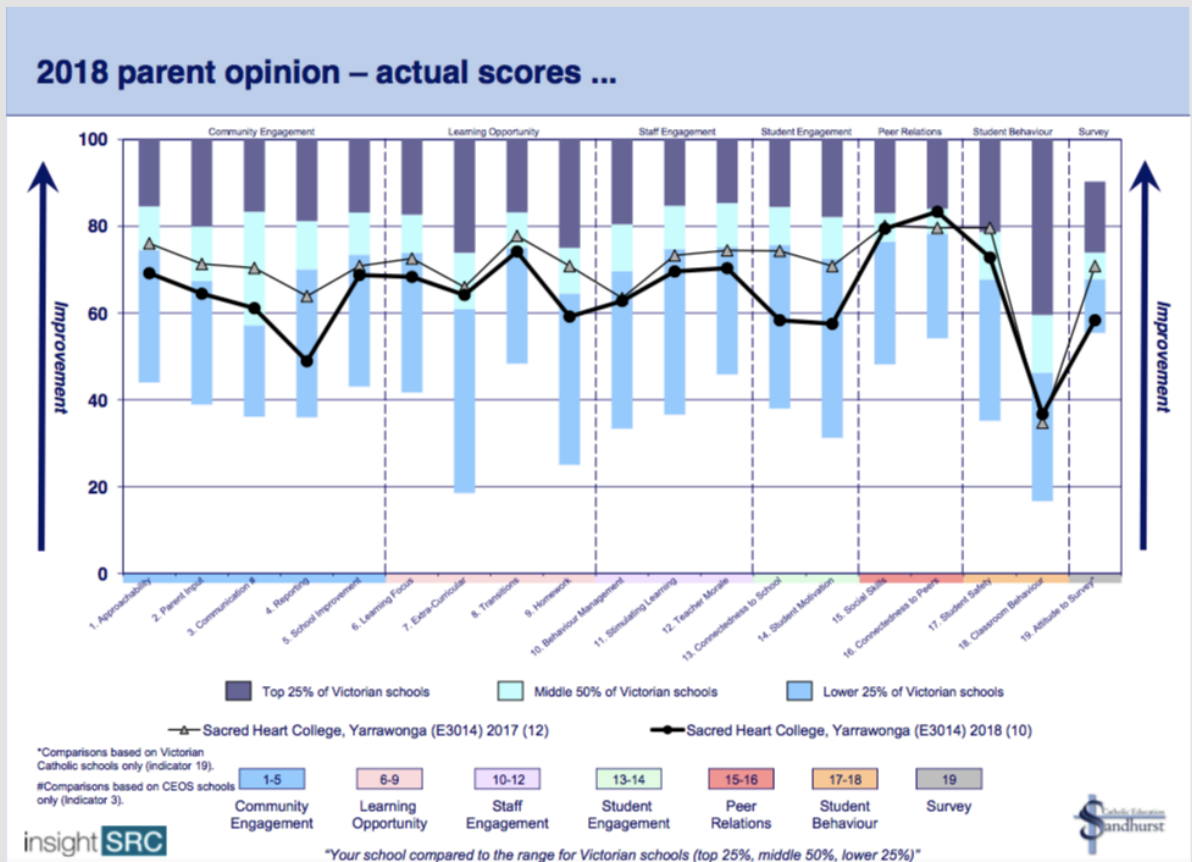
- Recognition from Australian Curriculum and Reporting Authority (ACARA) as a “high growth” school in numeracy and reading
- Excellent attendance levels by parents and friends at College events such as Information Evenings, Sacred Heart Day, Opening Mass and Valedictory Dinners
- Development of partnerships with FCJ College Benalla, Catholic Mission, Country Education Project and Rotary to provide additional opportunities such as the Canberra Leadership Camp, Philippines immersion, Portsea Camp and Youth Ambassador Program
- Sharing guest speakers, performing artists and professional development with colleagues at Sacred Heart Primary School
- Outstanding achievements in regional and state level sport
- Increasing enrolments for the past 2 years

VALUE ADDED

- Year 7 Kyneton Camp
- Year 8 Surf Camp
- Year 9 Northern Territory Camp
- Year 10 Rail Trail
- Year 11 City Camp
- Year 12 Harrietville retreat
- Canberra Leadership Camp
- Portsea camp (Rotary)
- Ovens & Mitta Sport, VSSSA
- Philippines Immersion
- Country Education Project Student Ambassador Program

Very strong relationships with Parents and Friends Association, Rotary, NSW Club Grants scheme, CWA, CWL, Saint Vincent de Paul, Friends in Common, Rosemary Cullen Foundation, St Vincent De Paul fundraising, Social Justice Camp, Caritas k's, Sacred Heart Day, Opening Mass, Graduation Mass, Bishop Joe Scholarship, Yarrowonga P-12, North East Health Wangaratta.

PARENT SATISFACTION



Keeping in mind the small sample size (10), the data reflects a similar pattern to student attitudes. When this is overlaid with the significant increases in school climate, as well as the 4 key pillars of Clarity, Empathy, Engagement and Learning, it is our assessment that we have received some push back from the parents due to the increased rigor and accountability measures that have been initiated.

School Performance Data Summary

The School Performance Summary reports on data in the following areas:

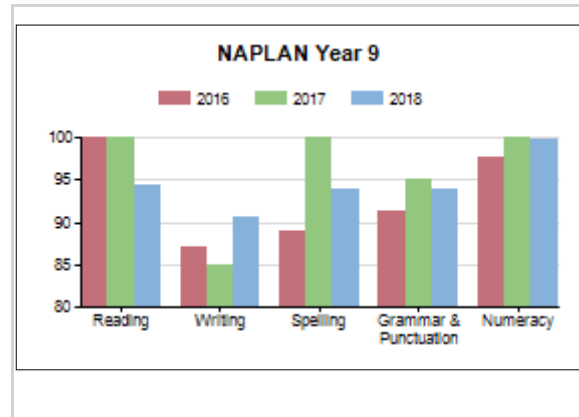
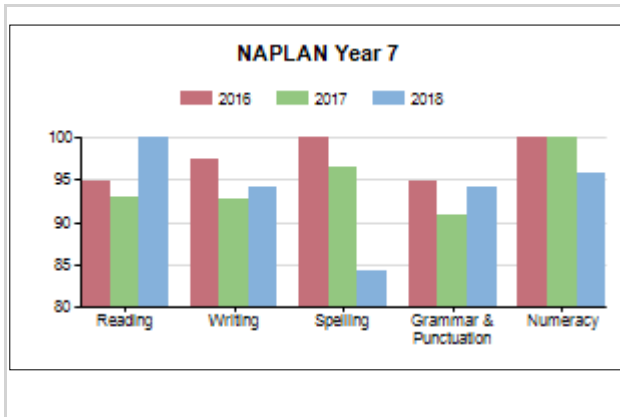
- Proportion of Students Meeting the Minimum Standards
- Median NAPLAN Results for Year 9
- Senior Secondary Outcomes
- Post-School Destinations as at 2018
- Year 9-12 Student Retention Rate
- Average Student Attendance Rate by Year Level
- Teaching Staff Attendance Rate
- Staff Retention Rate
- Teacher Qualifications
- Staff Composition

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

E3014
Sacred Heart College, Yarrowonga

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	94.9	90.9	-4.0	94.1	3.2
YR 07 Numeracy	100.0	100.0	0.0	95.9	-4.1
YR 07 Reading	94.9	92.9	-2.0	100.0	7.1
YR 07 Spelling	100.0	96.4	-3.6	84.3	-12.1
YR 07 Writing	97.4	92.7	-4.7	94.1	1.4
YR 09 Grammar & Punctuation	91.3	95.0	3.7	93.9	-1.1
YR 09 Numeracy	97.8	100.0	2.2	100.0	0.0
YR 09 Reading	100.0	100.0	0.0	94.4	-5.6
YR 09 Spelling	89.1	100.0	10.9	93.9	-6.1
YR 09 Writing	87.0	85.0	-2.0	90.6	5.6



YEARS 9 - 12 STUDENT RETENTION RATE	
Years 9 to 12 Student Retention Rate	63.8%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	90.3
Y08	86.0
Y09	87.3
Y10	89.2
Overall average attendance	88.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.8%

STAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.0%
Graduate	48.0%
Graduate Certificate	0.0%
Bachelor Degree	76.0%
Advanced Diploma	12.0%
No Qualifications Listed	4.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	29.0
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	9.4
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	583.2
Year 9 Numeracy	603.2
Year 9 Reading	599.6

Year 9 Spelling	579.3
Year 9 Writing	564.2

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28
VCE Completion Rate	100%
VCAL Completion Rate	95%

POST-SCHOOL DESTINATIONS	
TERTIARY STUDY	24%
TAFE / VET	4%
APPRENTICESHIP / TRAINEESHIP	16%
DEFERRED	24%
EMPLOYMENT	32%

Sacred Heart College monitors its compliance with the minimum standards in an ongoing manner. Compliance is confirmed as part of the preparation for this report.