

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2019



SACRED HEART COLLEGE, YARRAWONGA

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

27th April, 2020

Our Purpose

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.

“Show your instructions in your actions as much as you can.” Catherine McAuley.

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.

Our Graduate Outcomes

As a graduate of Sacred Heart College, I:

- am called to live out the **Marcy values** and **follow the teachings** of Jesus
- know that I am **loved by God**
- am **empowered** as a learner to achieve my best
- am a **curious** and **creative** learner who seeks **growth** through challenge
- have the courage to **act with integrity**
- **contribute positively** to the community
- am **responsible, respectful** and **inclusive**
- am attentive to my **spiritual, physical, academic** and **emotional** growth.

College Overview

Sacred Heart College stands on the land of the of Yorta Yorta Nation, we recognise them as the traditional and ongoing custodians of the land on which we gather, and we recognize that it continues to be sacred to them. At Sacred Heart College we commit ourselves to actively work alongside Aboriginal people for reconciliation and justice.

Sacred Heart College is a progressive co-educational 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, Savernake 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 diverse 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 the Philippines Immersion, G'Day USA exchanges, camps, retreats, sport, talent quests, junior council, chess and homework club.



Principal's Report

Reflecting on the past 12 months it is pleasing to see significant growth in all aspects of College life.

Some of the achievements in that 12 months include:

- Development and renewal of College core documents including Identity, Vision, Graduate Outcomes and Learning and Teaching Philosophy
- Being acknowledged as a high gain school in NAPLAN by the Australian Curriculum Assessment and Reporting Authority (ACARA)
- Progressing the redevelopment of the Old Presbytery site despite numerous challenges
- Preparation for a successful Victorian Regulations and Qualifications Authority (VRQA)
- Hosting a large delegation of Sandhurst Principals and Deputy Principals for a 2-day conference
- Successful completion of the first Philippines Immersion and the subsequent development of a stand-alone immersion program to commence in 2020 and run every 2 years
- Initiating and developing community partnership with Yarrowonga Health to deliver VET Health
- Coordinating the G'day USA exchange for our students
- Hosting 60 Minutes for a story on past pupil, Kewal Shiels, Australia's tallest man
- Review of College camp program and the re-introduction of the Year 10 snow camp
- Adoption of the Ministerial Order regarding the use of mobile phones
- Introduction of the Parent Guardian Code of Conduct
- Safely negotiating the first Code Red day for catastrophic weather conditions
- Growth in student achievement and excellent outcomes for our graduating students
- Continued improvement in the organizational health of the College reflected in Insight data
- Improved financial position of the College.

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. This event, combined with the Caritas K's, provided a great opportunity for students from all year levels to come together in solidarity and raise funds for marginalised people in our own community as well as around the world. The Year 12 Retreat and Social Justice Camp were received very well by the students. I would like to acknowledge the work of Lucienne Camenzuli, Catholic Identity and Religious Education Leader, for the coordination of these events as well as reviewing the Year 7-10 RE curriculum.

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. The partnership between Yarrowonga Health, Yarrowonga P-12 and the College to provide VET Health has continued to develop and the program is fully subscribed for 2020. 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. Our Year 12 Graduating class achieved excellent outcomes with a number of students taking up

offers from University of Melbourne as well as transitioning to apprenticeships and the workplace. I would like to acknowledge Deputy Principal, Fleur Linehan, for her excellent leadership of Learning and Teaching at the College.

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 in a range of once in a life time activities. The Canberra Leadership camp entered its fifth year in partnership with FCJ Benalla. The sustainability of this program has been assured with the ongoing support of Yarrowonga Mulwala Rotary Club. The Malabago immersion in the Philippines was an overwhelming success and has led to a stand-alone immersion to be conducted in 2020. In addition, a number of students participated in the G'day USA Program conducted over the summer holidays.

The Blue Team continues to develop the framework for School Wide Positive Behaviour. The team meet regularly and are supporting staff with resources and lesson plans. Thanks to Deputy Principal, Marcus Cummins, for his work and leadership in the area of positive behaviour. More broadly, in the area of student wellbeing, links have been established with Live4Life to develop youth mental health services. In addition, the College has access to a psychologist on a part time basis which has been a great support to our community. I would like to acknowledge Marg McKay, Wellbeing Leader, for her great leadership of this important aspect of College life.

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. Their support has enabled the purchase and installation of air conditioning and additional seating 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

It is so pleasing for the Board to see the tremendous amount of work and growth in many facets of the College over the last 12 months.

The College staff have successfully negotiated their way through many firsts and the implementation of new programs and initiatives. The proposal for the new administration and library building was developed and permits were issued for demolition which was a great achievement. In 2020 we will look forward to the commencement of this construction which will serve as a new front entrance for the College. In addition, the Master Planning Sub Committee was formed to assist with the development of a new master plan to take the College into the future.

The acknowledgement by ACARA of the College's achievement of being a high gain school in NAPLAN was received very well by our community and provided excellent recognition for the hard work and dedicated staff. This work was also reflected in the excellent outcomes for our Year 12 Graduates. As a Board we are very grateful for their dedication of the Sacred Heart College Staff.

I would like to thank my fellow Board members, Jenn Donovan, Paul Nieuwenhout, Michael Dare and Andrew Kennedy and also thank you to Lew Nagle and all College staff, Father Stephen Bohan and Ashley Marsh from the CEO.

Samantha Ridley
College Board Chairperson

Education in Faith

Goals & Intended Outcomes

- Promote opportunities for staff to have a deeper understanding of Catholic Identity
- Increase prominence of prayer in Learning Advisor and College events
- Expand upon Mercy Charism - Value Hospitality and Luke's Gospel
- Support Accreditation of staff to teach in a Catholic school and teach Religious Education
- Revise RE curriculum from Years 7-11

Achievements

The College continued to make good progress against the key areas outlined in the Annual Action Plan, with an increased number of staff completing the requirements for Accreditation to Teach in a Catholic School and others working to complete accreditation. Professional development was again strategically targeted to the areas where teachers required hours to gain accreditation and to engage with deeper understanding of the Mercy Charism, Catholic Faith beliefs and practices and their Curriculum applications. A specific focus was on prayer and the role of prayer at SHCY.

During Staff Days at the commencement of 2019, staff engaged in Liturgy with a Mercy focus on Hospitality. Cups and saucers and doilies were again used as symbols of Catherine McCauley's vision in developing relationships through taking time to share with one another and as a symbol of hospitality. These were again used 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. Fr Steve Bohan introduced staff to the Gospel of Luke to frame the year's liturgical journey. This followed the joint Sacred Heart College and Sacred Heart Primary (SHP) School Staff Mass. In 2019, there was a further focus on prayer and a purposeful, conscious inclusion of varieties of prayerful activities in camps, assemblies and retreats with students taking more responsibility in the leadership and delivery.

Full staff professional development was provided during Monday meetings with Kylie Smith presenting on Understanding Catholic Faith and Dr Treehna Hamm and Louise Levy offering insight into Aboriginal Spirituality. Bernadette Casey provided a series of six one-hour workshops on Forms of Prayer and Leadership in prayer. David Walker continued to support growth of the Religious Education teachers through ongoing support with curriculum planning and revision.

The Vision and Mission were reviewed and re-envisioned through the guidance and leadership of Sr Geraldine Larkins and the importance of a Catholic education was given greater consideration and re-established as pivotal to the lives of our students and community. This message has also been communicated strongly to our College community. The College focus for 2019 was the Mercy value of Hospitality, and this was supported through initiatives in the Faith and Ministry Student group who held breakfasts on Friday mornings for Terms 2 & 3. 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. 2020 will focus on Service.

Our College continued to connect with the parish, facilitated by combined Eucharistic Celebrations such as Sacred Heart Day, Opening Mass, Staff Day PD on Luke's Gospel. Highlights of 2019 included the ANZAC Liturgy with a special Flag Presentation by Student Cadets; The Graduation Mass with Montanah Moon and Alex Byrne contributing their version of 'Oceans' as a gift; and a capacity crowd of people who attended the Feast of the Sacred Heart at the Multipurpose Building with SHP, the College Choir and singers and musicians contributing to the Feast Day celebration. At this event, Deputy Director of Sandhurst Diocese, Sr Geraldine Larkins, awarded the Bishop Joe Grech Scholarship to recipients Tyler Barnes, Gabrielle Dobson and Annabelle Binnie.

Another notable event was the Caritas Presentation from Kerry Stone with Guest from Zimbabwe, Super Dube, who addressed Year 7-8 from SHCY and Years 5 & 6 from SHP about the importance of fundraising to support access to water. Further to this, students in Faith and Ministry attended the Vinnie's Sleep-out and Stronger Retreat, providing foundations to continue building justice and faith practices at school.

This year the vision for a stronger 'faith in action' program began with students engaging in a deeper understanding of stewardship, hospitality, and practicing faith through serving the community. For example, Year 8 students regularly supported Parish based activities including attending Masses at aged care homes, serving and entertaining at Parish community morning teas and assisting parishioners in maintaining the church buildings.

The RE teaching team met in small year level teams during shared planning and preparation lessons to review and rewrite the RE curriculum to focus on Recontextualisation, encompass ethical and cultural capabilities, and Shared Christian Praxis with guidance from David Walker at key points. Source of Life documents continue to be used under the critical lens of establishing and maintaining relevant connections with the students and to continue to build on the development of SHCY as a Dialogue school. 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 Catholic Identity & Religious Education Leader, with some RE teachers choosing to attend when appropriate. These network meetings continued to inform approaches to Catholic identity and the RE curriculum, especially in Recontextualisation and preparing for the soon to be released new Source of Life Curriculum. Networking and connecting with others to draw upon the broad knowledge and resources available adds value to inform planning and teaching.

Teachers of Religious Education were also encouraged to undertake Professional Development to enhance their knowledge and teaching practice. They attended staff and student-based events to gain insight into the ways the Diocese guides faith-based practices and also undertook courses of study in Catholic Education studies.

By the end of 2019, SHCY had committed to increase the time timetabled for Religious Education across year levels and approved a new school-based RE Course for Senior students – The Search for Meaning. 'Understanding Faith' is a web-based resource that supports a multimedia approach to Religious Education. This resource was approved for use in 2020 after RE teachers reviewed its relevance and potential to support Recontextualisation and meaningful connection of Catholic social teaching in the classroom.

Significantly, 2019 saw the inclusion of commitments to Faith, Tradition, Spirituality and Community in the SHCY Learning and Teaching Philosophy, further embedding Catholicity and the Mercy Charism as daily enculturated practice.

VALUE ADDED

The following programs and initiatives have run during 2019 and have added value and opportunity to our students:

- Faith and Ministry Group
- Stronger Retreat
- St Vincent De Paul fundraising
- Social Justice Camp
- Caritas Joint SHP and SHCY Caritas Ks and Barbeque
- Sacred Heart Day – and Combined SHP & SHCY Mass
- Opening Mass
- Graduation Mass
- Year 12 Retreat
- Bishop Joe Grech Scholarship
- Ash Wednesday Liturgy
- ANZAC Liturgy
- Pancake Tuesday
- Friday morning Hospitality Breakfasts

Learning & Teaching

Goals & Intended Outcomes

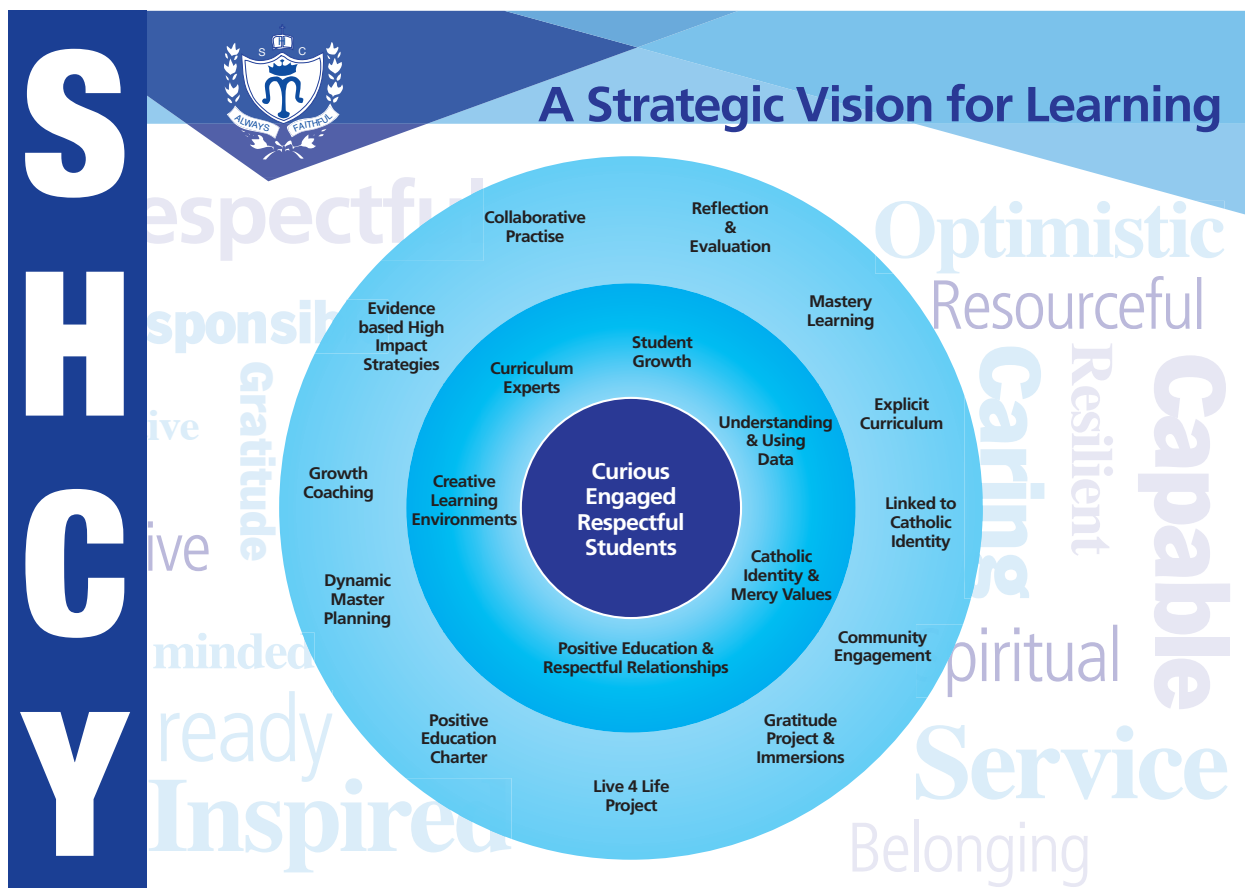
- Develop learning and teaching philosophy
- Continue implementation of formative rubrics, targeted teaching and timely, meaningful feedback
- Embed the use of High Impact Teaching Strategies
- Review student pathways
- Develop a sustainable engaging language program

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.

A significant focus of the 2019 year was the development of a contemporary and aspiration Learning and Teaching Philosophy which articulates an aspirational vision for learning and teaching at the College and is clearly supported by strategic, consistent and collaborative learning and teaching practice.

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 in April 2019. 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 Learning & Teaching, Fleur Linehan, for her dedication and leadership of the learning and teaching area.



STUDENT LEARNING OUTCOMES

Student progress overtime from 2017-2019 shows significant growth in Reading, Writing and Numeracy. Sacred Heart College has a significantly higher representation in high relative growth compared to the state. The year 9 cohort spread is within performance of the state cohort, with high representation at the upper end of the state spread. Mean scores were at or above the state in Reading, Writing and Numeracy. The trend with Numeracy, whilst above state, indicates a decline over the last 12 months.

Sacred Heart College identified specific approaches such as mastery learning, formative assessment and the consistent use of high impact teaching strategies (HITs) as practices contributing to student progress. These practices will remain a priority in 2020. Year 7 data indicates that the cohort performance is lower than state with lower mean scores. Over time Reading, Writing and Numeracy have trended downwards. The College is focused on investigating and identifying students who have not made the desired progress and tailor instruction to the needs identified.

Student Wellbeing

Goals & Intended Outcomes

- Continue implementation of School Wide Positive Behaviour Framework
- Continue education on Child Safe Standards and embedding practices
- Continue development of Learning Advisor Program
- Develop and implement a sustainable network to support mental services for our community

The Wellbeing Team at Sacred Heart College exists to provide for and respond to the needs of students, be they social or emotional. It endeavours to uphold and sustain those policies and practices which foster the values of mutual respect, responsibility and to always do your best. Sacred Heart College promotes positive relationships between students, staff and parents/guardians through a restorative justice framework. Restorative Justice is a whole school approach to developing and sustaining positive relationships. At its core are the values of respect and responsibility which are part of our School Wide Positive Behaviour Framework.

Achievements

The Student Wellbeing Positive Behaviour In Schools Framework (**SWPBIS**) continues on its path of 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 (PBIS) is a way for our school to encourage good behaviour. With PBIS 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 with all stakeholders to develop a Matrix for the College focused on our SWPB 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. The framework recognises 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 is appropriate behaviour throughout the school day, be it in class, on the yard or in the community.

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 thanked for their contribution to the implementation of SWPBIS at Sacred Heart. They have been meeting intermittently with the support of Jamie Edwards (psychologist) from the Catholic Education Office to make sure that the SWPBIS program is implemented for a successful future.

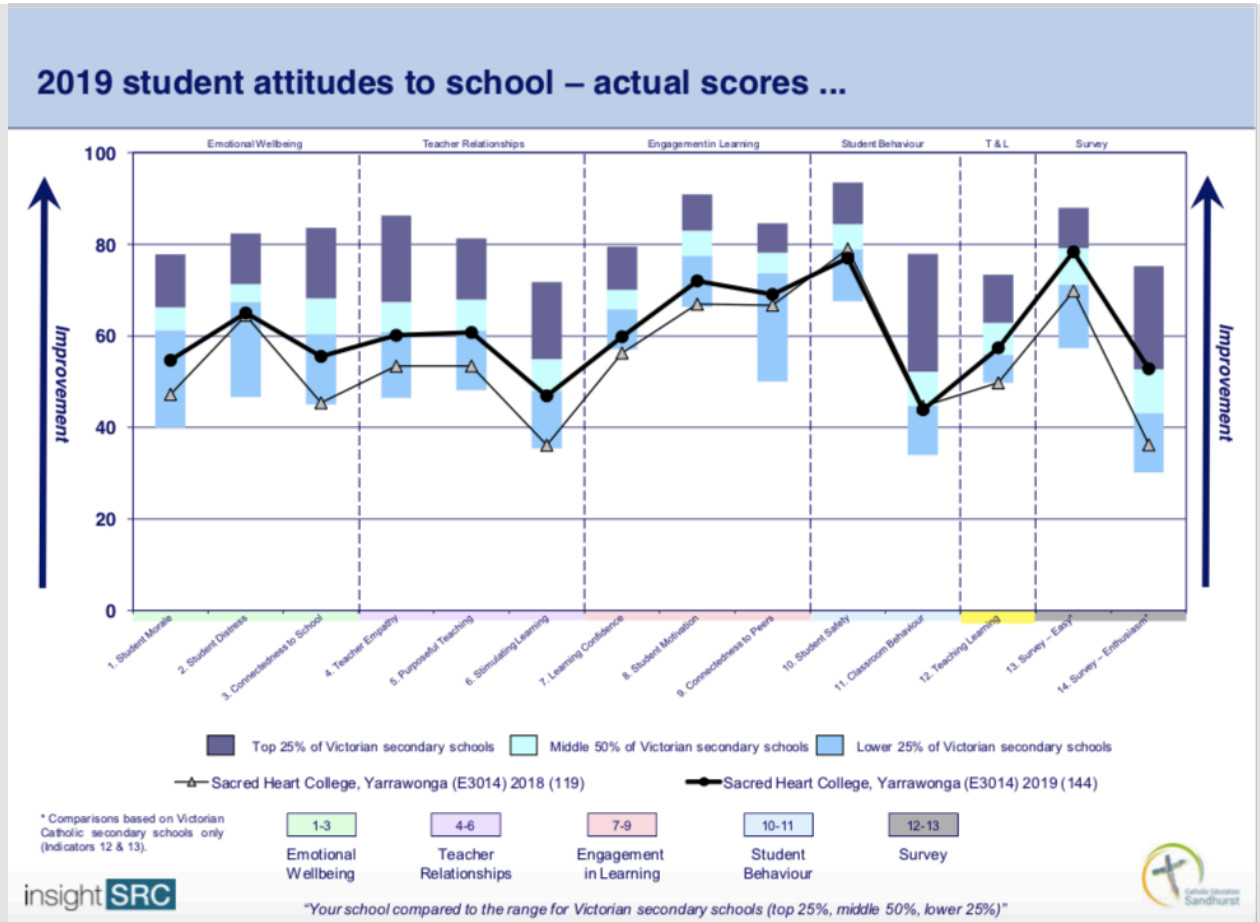
The Wellbeing team promoted a range of wellbeing initiatives which included the free flu vaccination program for all staff, and the introduction of the Be You program to support staff mental health through online training. The College also employed a psychologist one afternoon per week to assist in the wellbeing area and to provide educational assessments, when required, for students at no charge to the parents.

The College also formed a partnership to introduce the FIT 4 LIFE program into the College in 2020. This program supports and informs students in Year 8 and Year 11 on dealing with mental health issues and where to get assistance for themselves or their friends. The College joined with various agencies, including the Moira Shire and eight other secondary school in the Shire, to commence the implementation of this project. Three staff received training as Mental Health First Aiders and will support the facilitators who have been trained throughout the Shire to provide the program to students. This is in the planning stage and is very exciting in supporting our community to better understand mental health.

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.
- Formation of the CREW in support of next year’s Live4Life initiative.
- Year 11 Leadership Camp to Canberra
- Year 7 camp to Phillip Island
- Year 8 Bike camp to Bright
- Year 9 camp to the Northern Territory
- Year 10 Snow camp to Harrietville and Mt Hotham
- Year 11 Melbourne CBD camp
- Year 12 retreat to Harrietville

STUDENT SATISFACTION



The data collected from Insight SRC reflects positive growth in the emotional wellbeing, teacher relationships, teaching and learning and engagement in learning. Attitudes to student behaviour are consistent with the previous year. This data shows positive growth and reflects the benefits of our hard-working Year level Leaders as well as the great care shown to students by Learning Advisors and our Wellbeing Leader, Marg McKay. Students indicate they are more engaged in their learning which is very positive and demonstrates the benefit of the mastery approach to learning and formative assessment delivered by teaching staff who have a deep knowledge of the curriculum.

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

Goals and Intended Outcomes

- Continue implementation of School Wide Positive Behaviour Framework
- Continue education on Child Safe Standards and embedding practices
- The embedding of policies and commitments into everyday practice.

Achievements

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.

PROTECT Identifying and responding to all forms of abuse

We all have a shared commitment to the safety, health and wellbeing of children in Victorian schools and work together on many areas of mutual interest and responsibility.

Through PROTECT we have provided clarity for roles and responsibilities, the sharing of information and reporting cases between schools and Child Protection and Child and Family organisations such as DHHS and Victoria Police, Referral and Support Teams (Child FIRST) / The Orange Door. We also use Protect for resolving disputes and escalation mechanisms for issues, such as disagreement regarding responses to a report to Child Protection, or, information sharing between the organisations.

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.

Principles of Inclusion:

Sacred Heart College support is guaranteed and fully resourced across the whole learning experience. All learners need friendship and support from people of their own age. All children and young people are educated together as equals in the college community.

At Sacred Heart College, we believe that decision-making is enhanced through diversity. Diversity means valuing an individual's right to identify with race, colour, gender, age, religious belief, ethnicity, cultural background, marital or family status, economic circumstance, human capacity, expression of thought and sexual orientation as well as their experiences, skills and capabilities.

Child Safety Team Committee: The **Child Safety Team** is made up of the Deputy Principal (Student and Wellbeing) the Wellbeing Leader and the Year Level Leaders. The team meet on a regular basis to address any issues arising regarding student wellbeing and child safety and to facilitate on going learning.

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

The Annual Action Plan identified the following for 2019:

- Review and renew Identity, Vision and Graduate Outcome
- Develop the leadership capacity of middle leaders through participation in the Pipeline program
- Facilitate transition to Compliance
- Implement Coaching and feedback framework
- Redevelop Old Presbytery site

Achievements

Sacred Heart College undertook a significant period of consultation to redevelop and renew the Identity, Vision and Graduate Outcomes. This process was facilitated by Deputy Director, Sister Geraldine Larkin, from the Sandhurst Diocese. This was a thorough process and resulted in the production of core documents that everyone at the College can be proud of and aspire to.

Staff from middle leadership participated in the Pipeline Leadership Program, a joint venture between the College and the Country Education Project. This project was aimed at investing in our middle leaders by providing input and coaching for experts in the educational field, John Marks and Wendy Graham. This investment was well received by our middle leaders

Growth coaching using the Growth Coach International model continued with staff having 2 opportunities per term to practice their peer coaching as well as developing their questioning skills. This was well received by staff and is reflected in the improved data on the organisational health of the College as reflected in the Insight data.

A major focus of 2019 was advancing the plans for the redevelopment of the Old Presbytery site. Significantly, the application to demolish was granted after a period of consultation with the Moira Shire and Heritage advisers. Demolition of the existing structure was set for the December school holidays. It is envisaged that construction of the new administration and library building will commence during the 2020 school year.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

Some of the PD teachers participated in included:

- Certificate IV Face to Face
- STEM X Academy
- Units 1 & 3 Visual Arts seminar
- Various conferences including Zart Art, LabTech, VCE mini, MAV19, ACHPER, History
- Improving reading comprehension and inference skills
- Address Adult Language
- Mental Health Academy
- Working together
- Cert iv in Training and Assessment
- The Active Funshop

- Work Related Skills
- Creating Work Ready Students
- Foundation of Coaching
- Provide CPR
- Provide First Aid

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

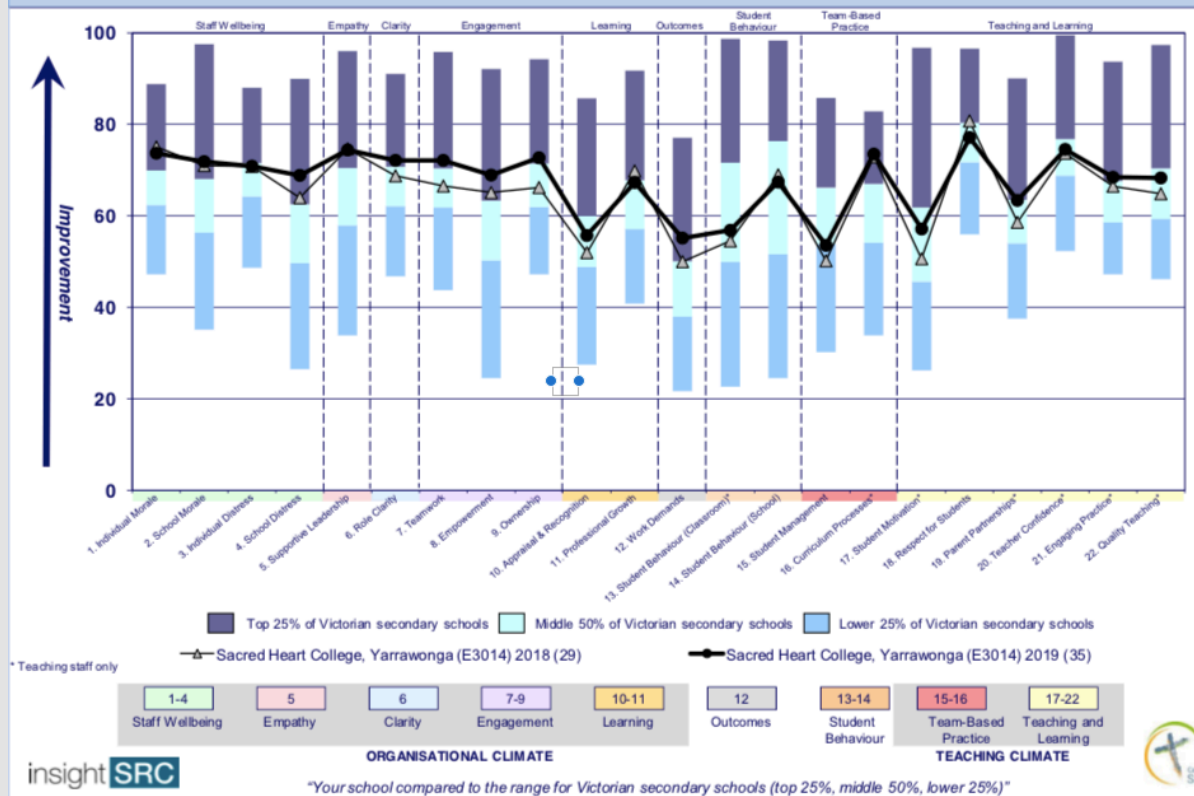
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AVERAGE EXPENDITURE PER TEACHER FOR PL

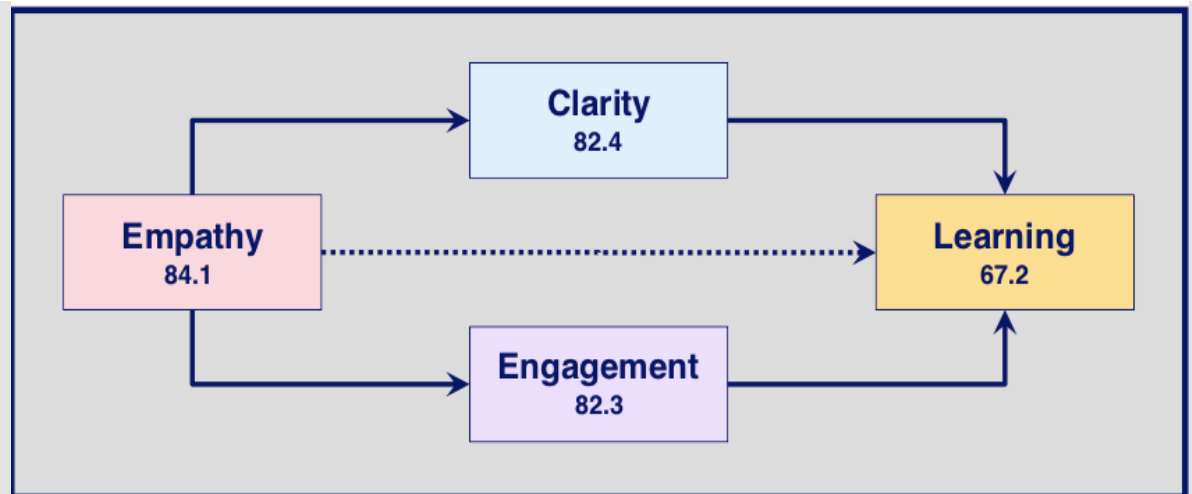
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TEACHER SATISFACTION

2019 school climate – actual scores ...



The 2019 Insight SRC data illustrates significant increase in teacher engagement, empathy and clarity. In addition, staff wellbeing and responsive leadership recorded gains on the previous year’s data. The overall balance of the 4 key pillars of organisational health; clarity, empathy, staff learning and engagement was even more positive than the previous year as can be seen in the graph below.



The greater balance between the 4 main pillars indicates an increased effectiveness in the learning environment that should reflect increased outcomes both academically and in wellbeing for students.

College Community

Goals & Intended Outcomes

- Expand on the Mercy Charism, emphasizing the value of hospitality
- Renew Identity, Vision and Graduate Outcomes
- Redevelop Old Presbytery site
- Strengthen partnerships with community organisations

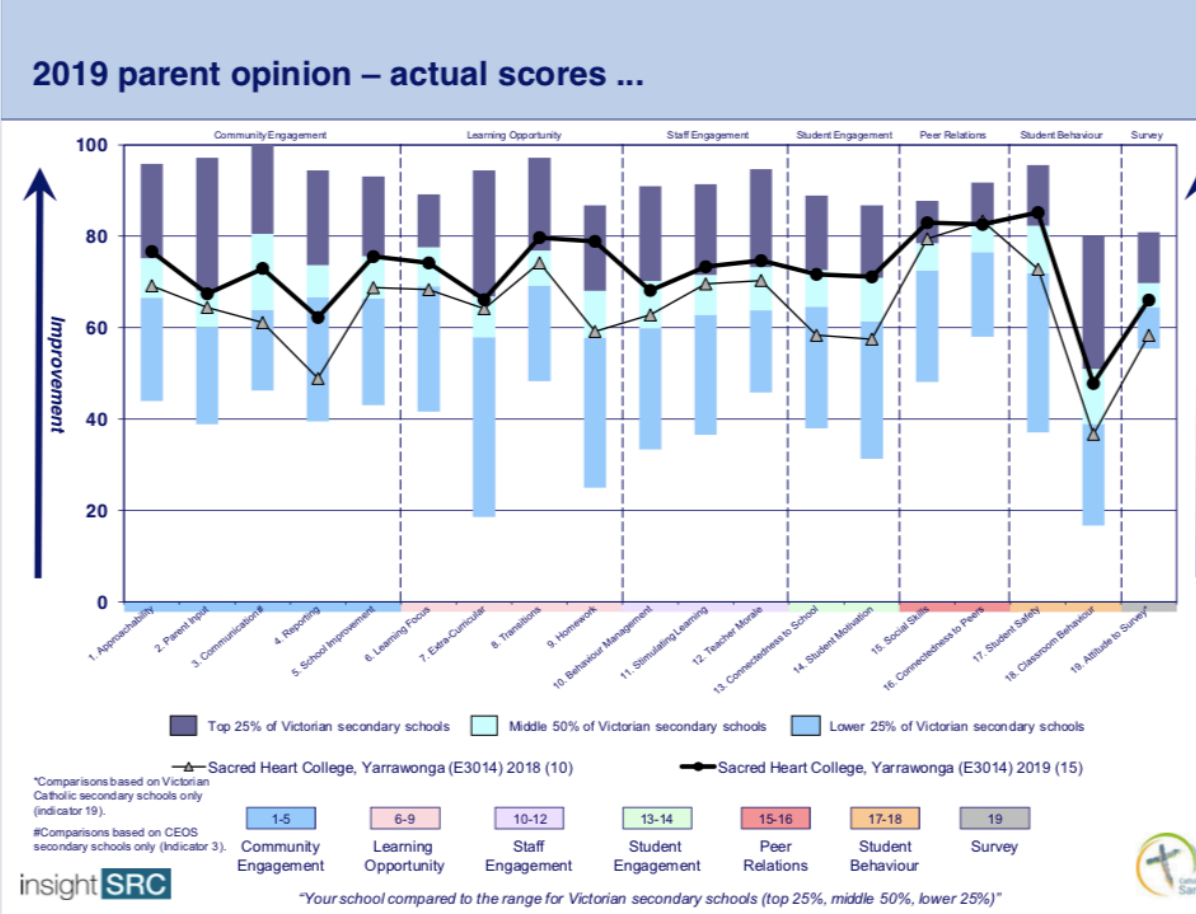
Achievements

Reflecting on the past 12 months it is pleasing to see significant growth in all aspects of College life.

Some of the achievements in that 12 months include:

- Development and renewal of College core documents including Identity, Vision, graduate Outcomes and Learning and Teaching Philosophy
- Acknowledged as high gain school in NAPLAN by the Australian Curriculum Assessment and Reporting Authority (ACARA)
- Progressing the redevelopment of the Old Presbytery site despite numerous challenges
- Preparation for a successful Victorian Regulations and Qualifications Authority (VRQA)
- Hosting a large delegation of Sandhurst Principals and Deputy Principals for a 2-day conference
- Successful completion of the first Philippines Immersion and the subsequent development of a stand-alone immersion program to commence in 2020 and run every 2 years
- Initiating and developing community partnership with Yarrawonga Health to deliver VET Health
- Gaining an exemption for languages and initiating a sustainable languages program
- Review of College camp program and the re-introduction of the Year 10 Snow camp
- Adoption of the Ministerial Order regarding the use of mobile phones
- Introduction of the Parent Guardian Code of Conduct
- Safely negotiating the first Code Red day for catastrophic weather conditions
- Growth in student achievement and excellent outcomes for our graduating students
- Continued improvement in the organizational health of the college reflected in Insight data
- Improved financial position of the College.

PARENT SATISFACTION



The graph clearly illustrates significant gains in all components of the survey. The gains in community engagement and student engagement are substantial and are positive signs for the College.

Future Directions

As we move forward, the College is focussed on continued improvement. Some of the goals for 2020 include:

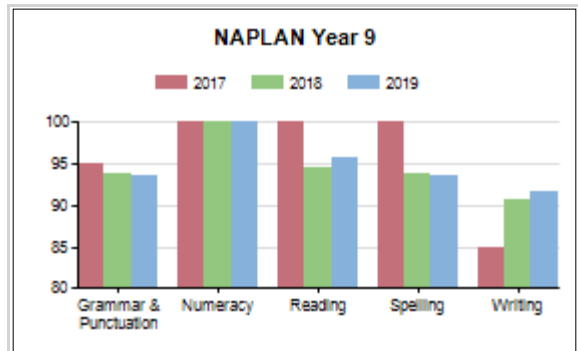
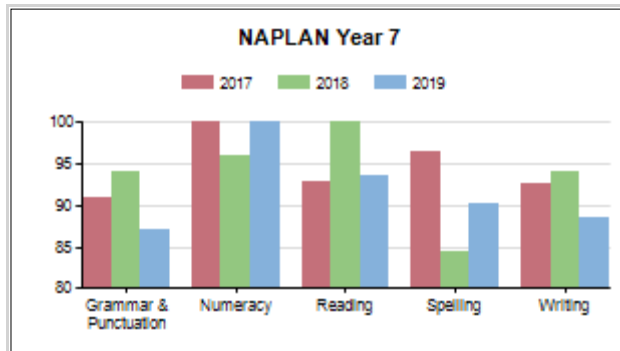
- Establishing the Live 4 Life program to improve student mental health
- Delivering the new administration and library building
- Developing the framework for positive behaviour
- Embedding school-wide use of High Impact Teaching Strategies (HIT's)
- Developing master plan
- Participation in the Literacy for Learning Project under the guidance of Professor Bev Derewianka.

I would like to take this opportunity to thank Father Steve and the Board for all the work and support that they provide our College and acknowledge the hard work of our staff at the College.

School Performance Data Summary

E3014 Sacred Heart College, Yarrowonga

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 07 Grammar & Punctuation	90.9	94.1	3.2	87.1	-7.0
YR 07 Numeracy	100.0	95.9	-4.1	100.0	4.1
YR 07 Reading	92.9	100.0	7.1	93.5	-6.5
YR 07 Spelling	96.4	84.3	-12.1	90.3	6.0
YR 07 Writing	92.7	94.1	1.4	88.5	-5.6
YR 09 Grammar & Punctuation	95.0	93.9	-1.1	93.6	-0.3
YR 09 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 09 Reading	100.0	94.4	-5.6	95.7	1.3
YR 09 Spelling	100.0	93.9	-6.1	93.6	-0.3
YR 09 Writing	85.0	90.6	5.6	91.7	1.1



YEARS 9 - 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	75.0%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

	%
Y07	90.8
Y08	89.2
Y09	88.4
Y10	86.3
Overall average attendance	88.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.0%

ALL STAFF RETENTION RATE	
Staff Retention Rate	88.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.9%
Graduate	46.2%
Graduate Certificate	0.0%
Bachelor Degree	76.9%
Advanced Diploma	11.5%
No Qualifications Listed	3.8%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	24.3
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	10.3
Indigenous Teaching Staff (Headcount)	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	562.7
Year 9 Numeracy	597.9
Year 9 Reading	587.7
Year 9 Spelling	572.8
Year 9 Writing	572.9

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

POST SCHOOL DESTINATIONS 2019	
Tertiary	68%
Employment	18%
Apprenticeship/Traineeship	14%

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