



# Sacred Heart College Yarrowonga

2020

Annual Report to the School Community



Registered School Number: 0518

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## Contact Details

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## Minimum Standards Attestation

I, Lewis 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 2020 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.

Lewis Nagle

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

## Our College Identity and Vision Statements

### Sacred Heart College Identity Statement

Sacred Heart College is a welcoming, child safe community devoted to being always faithful to the Catholic and Mercy ethos in the provision of a holistic education.

*"Show your instructions in your actions as much as you can."*

Catherine McAuley

### Our Vision

At Sacred Heart College we believe that:

1. Learning in a Catholic education environment helps individuals open their hearts and minds to God and bear witness to this in the community.
1. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
1. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
1. Education empowers individuals to be responsible for their lives and to contribute to society as stewards.

## 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 recognise 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

The year 2020 started like most other school years. We welcomed the new group of enthusiastic year 7 students, conducted house swimming sports and year 8 and 12 students enjoyed a very positive camp and retreat experience. Little did we know at that time that these would be the last of the "normal" school functions and gatherings for the year.

The College adapted quickly to remote learning and the investment that had been made in our ICT infrastructure certainly proved its value during this time.

During the first round of remote learning the College maintained the normal timetable of 5 by 60 minute classes. Leadership and learning support staff were rostered on to the Father Madden Wing which was used as the onsite supervision centre for vulnerable students, children of required workers and those with limited or poor internet access at home.

Face to face classes resumed briefly towards the end of term 2 before the second round of remote learning commenced. After evaluating the first round of remote learning, College leadership approved changes to the timetable to facilitate a more sustainable approach to online learning. Despite the obvious challenges faced by staff and students during this difficult time, feedback from all stakeholders was generally positive.

The level of staff collegiality during remote learning rose to a new level with teachers skilled in ICT sharing their knowledge for the benefit of all. Many changes were enforced upon the daily operations of the College with all meetings and briefings moving to an online platform. Major school events were conducted remotely and if this was not possible they were cancelled or postponed.

The College returned to a COVID normal environment during Term 4 with our VCE students undertaking an amended examination period. Challenges faced by the school community increased significantly with the added layer of complexity that accompanied the establishment of the hard border closure with New South Wales. This impacted a significant number of families as well as staff.

Reflecting on the past 12 months and despite the challenges presented by the pandemic, the College made pleasing progress with key aspects of the Annual Action Plan. With school tours not being able to take place, the College totally redeveloped the website to include a virtual tour and regular Youtube updates were provided to students and their families. Work continued on the development of the school wide positive behaviour framework.

The Live4life youth mental health program continued to take shape with the appointment of student ambassadors and staff training. 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 master plan was further developed as the College prepared to submit funding applications in the Round 3 of the Victorian School Building Grant as well as the Commonwealth round early in 2021. The old presbytery site was demolished making way for the new administration and library building to be built on the site. It is envisaged that this building will be completed during September 2021.

A key focus of 2020 was to strengthen and develop community partnerships. This was particularly evident with the partnership between Yarrawonga Health and the College through the provision of the Certificate III VET Health program. Students participated in up to 120 hours of placement in aged care as well as clinical placement with the local health provider over the 2-year duration of the course.

The College further developed the relationship with Australian Munitions, a major employer in the region. VCE Chemistry students visited the industrial laboratory of Australian Munitions to witness real world application of the theory they were covering in the classroom as well as potential pathways to future careers.

The Religious Education team redeveloped the 7 to 10 curriculum with a focus on recontextualisation and the new Source of Life units and the College commenced its LOTE program introducing Spanish for the first time.

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 a range of universities 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 exacerbated by the pandemic.

The College continued to receive support from the hardworking Parents & Friends Association who have continued to raise funds to assist both Sacred Heart schools. Their support has enabled the development of the sustainability garden which has provided student engagement across all year levels.

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

The College staff have successfully negotiated their way through a very challenging year that required a dynamic approach in the ever-changing landscape. The difficulty of learning during a pandemic throughout two lock-downs and border closures provided many challenges to the staff, students and school community. The College staff and students swiftly pivoted to working remotely. The staff's dedication in ensuring that all students and families were supported throughout this time was superb.

It was exciting to witness the beginning of the works for the new administration and library building, starting with the demolition of the Old Presbytery. This was a wonderful achievement after a very long process, and we look forward to observing the construction as it progresses and the new entrance to school emerging.

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, and we wish the College all the success as it moves to the new Diocesan Governance Structure.

Samantha Ridley

College Board Chairperson

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

[EFGoalsAndIntendedOutcomes]

### Achievements

2020 provided opportunities to forge new approaches in planning, delivering and participating in Religious Education, Liturgies, initiatives and events. It also allowed the concurrent consolidation and growth of goals pursued in 2019. The Mercy Value which guided the College community was 'Service' and this informed many aspects of the Religious Education curriculum activities, maintaining our Faith in Action focus.

The school year began with a combined Sacred Heart Primary and College Staff Mass at Sacred Heart Parish Church introducing the Sandhurst Theme of 'Listen to what the Spirit is Saying' and concluding with the tradition of distributing soy cup and saucer candles symbolic of Catherine McAuley's hospitality. Father Steve enlightened staff on the current Gospel of Matthew.

While Covid lockdowns proved a challenge in staff accessing professional development programs for accreditation, the Leadership Team managed to undertake 3 zoom sessions culminating in Term 4, which focussed on the Mercy Charism and embedding it in practical outcomes within school policies, primarily to inform the rewriting of the Catholic Identity Policy. This was provided by members of the Mercy Institute. Plans have been made to pursue this in 2021 and Sr. Geraldine has been engaged in discussions and provided advice to CIREL.

Service and gratitude projects became a key pursuit across the Religious Education curriculum and students learned to journal these practices. Online learning reinforced a common approach to the teaching of RE across year levels as more engagement with technology provided new learning avenues. Prayer and meditation opened all lessons and students became actively involved in journalling activities of service and gratefulness. The main focusses were on community and the environment. For Example, Years 7 & 8 wrote letters to senior members of the SH Parish and community and maintained a connection through creating Easter Cards and Christmas Cards out of support and service for their wellbeing. Students journalled their intentions and the reward they were grateful for undertaking this activity of Service. Even amidst the lockdowns, students pursued fundraising initiatives and the Vinnies I give a coin, I give a can, I give a packet Year 8 Project raised more than \$500 and 12 laundry baskets of non-perishables for the St Vincent de Paul society. These 'Faith in Action' practices brought what students studied in scripture to reality and maintained connections with the Parish.

The school also subscribed to the 'Understanding Faith' website which also contributed to the multi-modal teaching approach that teachers were developing enhanced skills in. This complemented the tailored planning of units and offered another shared text across year levels.

2020 also saw the introduction of 'The Search for Meaning' as the new Senior Source of Life School Based Religious Education Course. The Course consists of Four SOL Units across Four Semesters. The Year 12 Units include the Retreat as part of the Coursework. This course has been well-received by the students who could, even in its initial delivery, grasp the relevance of their studies. Students have engaged in bringing their world of understanding and experience to the challenges of living purposefully, meaningfully and faithfully. Rich discussion, journalling, questioning and curiosity are encouraged.

Four students, Tom Davidson, Emily Ford, Claudia Lazar and Charlotte Donovan were awarded the Bishop Joseph Grech Scholarship, and they eagerly made plans for a future of Leadership in Faith and Justice Ministry.

Eucharistic Celebrations such as Opening Mass and Ash Wednesday were successfully inclusive of the Parish community members prior to lockdowns and emerging Covid measures. ANZAC, Creation, Reconciliation Day Liturgies were provided online and delivered by both RE Teachers and Learning Advisors. Sacred Heart Day was celebrated across the school in year levels and students created a video clip to 'Do Something' inspired by the service of Catherine McAuley and members of the St Vincent de Paul Society. The Senior Graduation was fortuitously held as a year level Liturgy with a meal and awards ceremony. Senior Students prepared the liturgy during their Religious Education classes and drove the choices of hymns and readings.

At the close of 2020, the College enjoyed the End of Year Mass together and Staff Liturgy, returning a great sense of community and joy in celebrating together. 2020 has provided the occasion to develop resilience and flexibility in teaching and learning in Religious Education, has encouraged aspiration in the face of adversity, and reinforced that community and faith transcends location in situ.

#### VALUE ADDED

Year 12 Retreat

Opening Mass

Ash Wednesday Liturgy

Bishop Joseph Grech Scholarship

Faith and Justice Leaders Meetings

Sacred Heart Day Liturgy

ANZAC, CREATION, & Reconciliation Day Liturgies (on-line)

End of Year Mass

Graduation Liturgy

## Learning & Teaching

### Goals & Intended Outcomes

Goals from the 2020 Strategic Plan were as follows:

- To embed the school-wide use of evidence based High Impact Teaching Strategies (Explicit instruction in grammar and punctuation)
- To implement the College's Learning and Teaching Philosophy.
- To strengthen our professional learning culture through Coaching Conversations, Classroom Observation and formalised student feedback
- To establish a learning innovation team.
- Implement language program

### Achievements

The College was well-placed to adapt to the sudden transition to online learning (brought about by the response to COVID-19 in 2020), with a well established 1:1 MacBook/Laptop Program and strong experience in using educational technology (both staff and students), such as Google Classroom and Google Sites, to deliver high quality curriculum and pedagogical resources adapting well to the online/remote learning environment.

Teachers and students quickly innovated using Google Meets (following a brief teacher induction), a video conferencing tool allowing teachers and students to engage in real time teaching and learning following the College's daily timetable. This ensured that students were not simply given learning materials to complete on their own but rather they were present in an interactive virtual classroom and provided with explicit instruction, peer and teacher interaction and feedback and then opportunities for independent learning and practice with the switch to remote learning. The Mathematics department implemented ipads and stylus technology enabling them to correct work online and work through solutions online, as well as providing instructions directly to students remotely. The Mathematics department undertook professional learning swiftly to build their capacity to use this pedagogical tool to assist student learning. Learning Support staff played a pivotal role in supporting teachers, students and parents during online learning for instance being present in online classrooms to provide direct support.

This approach to remote learning ensured that one of the College's key focuses over the past few years, the implementation of the High Impact Teaching Strategies (HITS), was able to be implemented, maintained and embedded (learning intentions, success criteria and explicit teaching), it was able to provide structure and rigour to online lessons.

The College continued its commitment to enhancing the learning and teaching of literacy through a Language for Learning Project focused on building teacher capacity (HITS — explicit teaching) in conjunction with expert Professor Beverley Derewianka following an in person meeting in Term One. The project continued via videoconferencing technology during the remote learning period in 2020.

The College also achieved the goal of implementing phase one of our new languages program in Spanish in dedicated languages classes in the junior school. In Term Four, Junior Learning Advisors, under the leadership of our Languages teacher, began to implement learning material to build a more whole school approach to language learning.

## STUDENT LEARNING OUTCOMES

The College continued to have strong senior secondary completion rates with 100 per cent satisfactory VCE completion rate and a 94 percent completion rate for both VCAL and VET Units. Despite the disruption to the 2020 school year, the College maintained a median VCE Study Score of 28. The College achieved 3.4% study scores above 40. One student achieved a perfect study score of 50 in VCE VET Engineering. Thus demonstrating our students ability to face unique challenges, adapt and show resilience in achieving their learning goals.

Courses our 2020 Graduates have chosen to undertake tertiary study:

- Biomedicine
- Engineering - Civil and Infrastructure
- Pharmacy
- Agribusiness/Agriculture
- Exercise and Sports Science
- Nursing
- Criminology and Psychology
- Architecture
- Business
- Teaching
- Veterinarian Science

Institutions our 2020 Graduates have selected to study at:

- University of Melbourne
- Monash University
- La Trobe University
- Deakin University
- RMIT
- Australian Catholic University
- Victoria University
- Charles Sturt University
- Griffith University Queensland
- Federation University Ballarat
- James Cook University Townsville

- Marcus Oldham

The College continued to use a range of tools to measure student growth and inform learning and teaching. The College has embedded the use of mastery rubrics that are developmental in design and aligned to the Victorian Curriculum clearly articulating for students what they have achieved (demonstrated/observable learning) and identifying the next steps (knowledge, skills, actions to be developed). The College has implemented student awards based on student growth along the learning continuum to reinforce the focus on individual student growth as opposed to arbitrary grades.

Although Naplan did not proceed in the 2020 school year independent data was gathered. Students in Year Seven to Year Ten undertook Australian Council of Education Research Tests in Pat — Reading 5th edition and Pat — Maths 4, the edition providing valuable learning insights into students progress. For instance, our Year 10 Pat-Reading data showed positive gains in median scores compared to their Year 9 Pat-Reading data.

All Year 10 students undertook the Morrisby Career Guidance Assessments conducted by a qualified Morrisby Career Guidance practitioner and participated in a follow-up report and interview. Due to remote learning students conducted their follow-up interviews successfully via videoconferencing technology.

MEDIAN NAPLAN RESULTS FOR YEAR 9		*
Year 9 Grammar & Punctuation		
Year 9 Numeracy		
Year 9 Reading		
Year 9 Spelling		
Year 9 Writing		

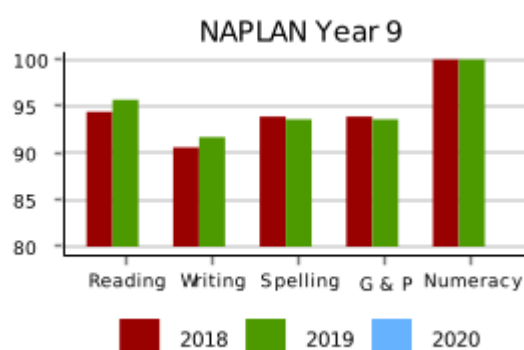
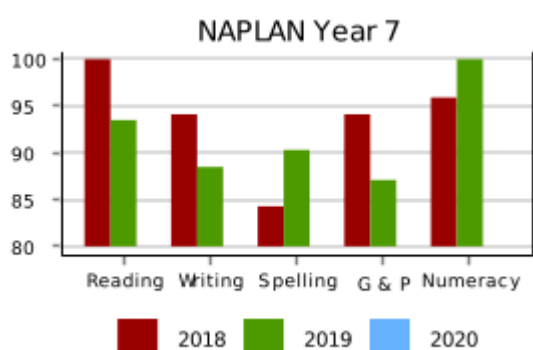
\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 07 Grammar & Punctuation	94.1	87.1	-7.0		
YR 07 Numeracy	95.9	100.0	4.1		
YR 07 Reading	100.0	93.5	-6.5		
YR 07 Spelling	84.3	90.3	6.0		
YR 07 Writing	94.1	88.5	-5.6		
YR 09 Grammar & Punctuation	93.9	93.6	-0.3		
YR 09 Numeracy	100.0	100.0	0.0		
YR 09 Reading	94.4	95.7	1.3		
YR 09 Spelling	93.9	93.6	-0.3		
YR 09 Writing	90.6	91.7	1.1		

\* 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.



## Pastoral Wellbeing

### Goals & Intended Outcomes

Goals from the 2020 Strategic Plan were as follows:

- Prioritise the establishment of the Live 4 Life program (Youth Mental Health)
- Pursue partnership with organisations including NESAY and Latrobe University to assist service provision of mental health services
- Respectful Relationships
- Continue embedding School Wide Positive Behaviour Framework
- Continue education on Child Safe Standards
- Further development of the Learning Advisor Program incorporating Social Emotional Learning
- Continue with the "Be You" Professional Development Program for staff.

### Achievements

Sacred Heart College joined with other secondary schools in the Moira Shire to promote and formulate the Live 4 Life program on Youth Mental Health. Each school provided funds to have training provided for people within the organisations to deliver the Youth Mental Health program to students at years 8 and year 11. Even with Covid — 19 and the disruption to schools, Sacred Heart College were able to facilitate the training to all students at year 8 and year 11. Several staff were also trained as Mental Health First Aiders.

Community meetings were held with all stakeholders in the area with the assistance of LaTrobe University to investigate the service provision within our community, or lack there of, and to continue to push for mental health services.

Following on from the Royal Commission into Family Violence, Sacred Heart College joined as a partner school initiative to provide Respectful Relationships training as a whole school approach to embedding a culture of respect and equality across our entire school community, from our classrooms to staff rooms and all aspects of our daily living. We believe that this approach will lead to positive impacts on students' academic outcomes, their mental health, classroom behaviour and relationships between teachers and students. It is another initiative to promote respect and equality and to promote genuine and lasting change so that every person has the opportunity to reach their full potential.

The School Wide Positive Behaviour Framework continues to be developed with the committee developing explicit lesson plans, exemplifying the values of positive behaviour at Sacred Heart College.

Staff, students and parents continue to be educated about the Child Safe standards with student and staff groups being addressed with regard to the standards and how they affect them. Parents are informed through the school newsletter and policies and procedures are posted and updated on the College Website.

Sacred Heart College continued to embrace the Learning Advisor program at the College as well as educating parents that on most occasions, their child's learning advisor is the parent's first port of contact.



All Learning Advisors contacted their parents at the start of the year to introduce themselves and to continue to develop the parent/learning advisor relationship. Learning advisor groups continued to develop relationships with their students by celebrating birthdays, hot chip days, raising money for Caritas as well as checking on the students' social and emotional wellbeing and referring to the Wellbeing Leader when required.

The National Mental Health Commission Review of Mental Health Programmes and Services Report of 2014 found that there were various initiatives promoting social and emotion health and wellbeing for young people and combined them into one under the banner of BE YOU program lead by Beyond Blue.

The wellbeing team uses the resources of the BE YOU program to assist students especially in the area of mental health, wellbeing and inclusion.

### VALUE ADDED

The Year 12 Retreat was held at the beginning of the year at Harrierville. This provided the opportunity for students to further develop their relationships with each other along with their religious faith as they embarked on their final year of schooling. The Year 9 camp to the Northern Territory was unable to proceed which was a disappointment due to the pandemic.

The only other camp to be able to go ahead was the VCAL camp to Melbourne with the aim of visiting places of interest within the CBD. Students had to navigate their way around the Queen Victoria Market and complete tasks relating to the different areas of fresh food stalls.

Students were to attend the Grand Prix which was to be the highlight of the camp but unfortunately, after waiting in line, they were informed that it had been cancelled due to COVID-19. Instead, they spent time in St Kilda exploring the beautiful shopping precinct and beaches before heading back home.

Year 9 classes took part in Clean Up Australia Day down at the Lake Mulwala foreshore. This was a way for students to give back to their community while looking after the environment.

Year 10 students travelled to Wodonga to take part in the Courage to Care exhibition that focussed on the Holocaust and how people are challenged to be upstanders not bystanders when people are being discriminated against. This was an extremely thought-provoking day.

All Health classes focussed on mental health and respectful relationships.

### STUDENT SATISFACTION

Due to the year that was, no insight SRC data was taken. However, the majority of students embraced online learning and were present during classes. A small cohort of students attended school each day due to reasons such as parents working as essential services and therefore would not be at home to supervise their children.

**STUDENT ATTENDANCE**

Due to an outstanding year with the Covid-19 pandemic, which meant that schools were required to do online learning with their students', figures regarding attendance are difficult to accurately produce. All students were required to log in to each of their learning communities each morning as well as their online classes. Parents were required to notify the school if a student would not be present online for any reason. Attendance records show that the response to online learning and attendance was fairly well-received. The process for non-attendance is for the parent/guardian to contact the College by phone or via email in the morning to register their child's absence. If no notification of absence was received by the College, an SMS was sent to the parent/guardian notifying them of the student's absence. Student attendance is also recorded throughout the day by the student's teacher in each of their classes. It is the role of the Learning Advisor to follow up on non-attendance and direct it to Wellbeing if not resolved.

Student Attendance figures for 2020. (This takes into account students logging on to online learning during the pandemic.)

- Year 7-91.81%
- Year 8-90.14%
- Year 9-88.36%
- Year 10-86.01%
- Year 11 -88.64%
- Year 12 -91.68%
- Total Average = 89.44%

Post-school destinations at the end of 2020 saw Year 12 students achieve fantastic results during a very difficult year with all students receiving their first choice with regard to their future pathways.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	72.6%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	93.7%
Y08	90.1%
Y09	88.8%
Y10	88.7%
Overall average attendance	90.3%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	28.0
VCE Completion Rate	100.0%
VCAL Completion Rate	94.0%

POST-SCHOOL DESTINATIONS AS AT 2020	
Tertiary Study	null%
TAFE / VET	null%
Apprenticeship / Traineeship	null%
Deferred	null%
Employment	null%
Other – The category of Other includes both students Looking for Work and those classed as Other	null%

## Child Safe Standards

### Goals & Intended Outcomes

At Sacred Heart College we continued the ongoing implementation of the School Wide Positive Behaviour Framework with the focus on positive behaviour.

We continued education on the Child Safe Standards both at a school and community level through training of staff and information to parents and the school board and embedding Child Safe standards practices, policies and commitments into everyday practice.

### Achievements

All new staff were inducted with the policies regarding Child Safe Standards along with the Staff Code of Conduct. All staff undertook the completion of the Mandatory Reporting online learning modules. Staff were instructed and educated with respect to their obligations and responsibilities for managing the risk of child abuse both in and outside the College environment in accordance with the child safe standards.

The College uses CompliSpace as its online program which includes a comprehensive and practical Child Protection Program which is maintained and up-to-date with all legal and regulatory changes as they occur. By using this system, it allows the College to focus on the practical management of their child protection risks on a day-to-day basis.

The College continues to update its website with regard to any new or developing Child Safety policies and procedures.

The College community is informed through its newsletter and online platforms of any changes to systems, policies, procedures or practices, to better control any level of risk to Child Safety and to review, where necessary, any suitable changes needed to be made.

As a College community, we all acknowledge a shared commitment to the safety, health and wellbeing of all children and work together to achieve areas of mutual interest and responsibility. By using the PROTECT processes, 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.

## Leadership & Management

### Goals & Intended Outcomes

Goals from the 2020 Strategic Plan were as follows:

- Promote strategies to improve student voice, leadership and service
- Promote strategies to improve staff wellbeing and engagement.
- In partnership with the Country Education Project implement the Middle Leaders Project
- Prioritise support for the strengthening of formal student feedback structure
- Staff retreat-culture
- Establish strategic community partnerships e.g. Yarrawonga Health

### Achievements

The establishment of a strategic partnership with Yarrawonga Health was key to the successful delivery of Certificate III in VET Health. This program continues to grow providing a pathway into careers in Health. Second year students were employed by Yarrawonga Health to assist with the screening process for visitors to the aged care facility, Karana. In addition, Australian Munitions were extremely supportive of the College providing funding to purchase high-end analytical equipment as well as providing students access to a working industrial laboratory so that students can see the real world applications of the theoretical concepts they are learning in the classroom.

The College website was totally redeveloped to include a virtual tour of the College. This was an important development as school tours, which in the past had been very popular, could not take place.

Although some events were cancelled, many were still able to occur online. Staff, students and families adapted well to this mode of delivery and the ICT assets of the College stood up well to this challenge.

### PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2020

English workshops by Dr Beverly Derewianka

Provide First Aid

Rise Up Training

Bicycle Education Instructor Training

Introduction to Church Life

Religious Foundations

Unit 3 & 4 Literature

8.5 Gap Training

Argument Analysis

Mentoring around Career Development  
 HTAV Annual Conference  
 Health Teachers Network  
 VATE State Conference  
 Coaching Focus  
 Ipad training for Maths teachers  
 Reading & Comparing Workshop  
 VCE Biology Conference  
 Chemistry Conference

### TEACHER SATISFACTION

Whilst 2020 provided many challenges, the resilience of staff was clearly evident in the way they adapted to remote learning throughout the year. Whilst it was a fallow year for formal survey tools such as Insight SRC, staff attendance at online events such as briefings, staff meetings and subject selection was excellent. Modifications were made to online classes after staff feedback was evaluated from the first period of remote learning. This facilitated a much more sustainable environment for online delivery and allowed teachers more time to follow up with students both academically and also from a pastoral care perspective. Staff felt that their efforts were valued and that they were being listened to by College leadership. The level of collegiality that was evident was very pleasing as staff gifted in ICT assisted those with challenges in this area.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.0%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	95.5%
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<b>TEACHER QUALIFICATIONS</b>	
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%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	25.6
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	10.2
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

- Expand on Mercy charism promoting the value of Service
- Continue the redevelopment of the Old Presbytery site
- Strengthen partnerships with community organisations

### Achievements

The Sacred Heart College community embraced the value of service. Religious Education classes wrote letters to elderly members of our community who were most impacted by the pandemic. The response to this initiative was touching, with an overwhelming response of gratitude by those who received correspondence from the students. Despite the interrupted nature of the year, the College continued to support St Vincent de Paul Society raising \$1000 for the local chapter. This was an extraordinary effort given the prevailing conditions.

A key development for the Sacred Heart community was the progress on the redevelopment of the old presbytery site. The approval of plans and appointment of a builder for the new front of school and library building was very well-received by our community.

#### VALUE ADDED

- Construction commenced on the community garden
- Yr 12 Retreat to Harrierville
- Yr 8 Camp to Bright
- COVID Safe Year 12 graduation ceremony
- \$1000 raised for St Vincent de Paul
- Excellent outcomes for our graduates
- Redevelopment of College website
- Successful use of online assets to move many College events to an online platform

#### PARENT SATISFACTION

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.

Insight SRC parent survey was not completed in 2020, however, anecdotal feedback from parents through attendance at online events such as subject information sessions, parent teacher interviews, award presentations and career interviews was high.



Parents appreciated the level of communication from the College through a variety of platforms that provided clarity particularly during the challenging time of lock down and hard border closures.

Parents of our Year 12 students were obviously disappointed that they could not attend the Year 12 Graduation but appreciated that this was live-streamed, so they could watch the event.

## Future Directions

As we move forward, the College is focussed on continued improvement. Some of the goals for 2021 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.