



Sacred Heart College Yarrowonga

2021 Annual Report to the School Community



Registered School Number: 518

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report	3
Our College Identity and Vision Statements.....	4
College Overview	5
Principal's Report	6
Catholic Mission and Identity and Education in Faith.....	8
Learning & Teaching	11
Pastoral Wellbeing.....	15
Child Safe Standards.....	18
Leadership & Management	19
College Community	22

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

31/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

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.
2. Our College is a dynamic hope-filled learning environment where all individuals are valued, inspired and challenged to be their best.
3. Our College is a community where all members work in partnership to contribute to the holistic development of each individual.
4. 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 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, 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 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

At the end of last year we wished goodbye to 2020 and we all were very pleased to have it behind us. We commenced 2021 full of hope, but also with increased resilience from the challenges we met and overcame in 2020. These experiences would prove to serve us well this year as we moved in and out of numerous snap lockdowns, adapting quickly to ever changing circumstances.

We were very pleased to be able to come together as a College Community to celebrate our Opening Mass. Over the past 18 months, we had certainly developed a sense of gratitude for events and opportunities allowing us to gather that we may have previously taken for granted. Our Opening Mass was also a great opportunity to launch our focus value for the year, being the 8th work of Mercy, Care for our Common Home. The occasion also provided an opportunity to welcome the following new staff to Sacred Heart College: Jacob Adkins, Claire Trewarne, Brennan Mills, Kate German, Sophie James, Georgie Bruce, Bron Nagle and Michael Ross.

The College was delighted to learn of the achievements of last year's graduates who faced incredible challenges during their final year and demonstrated tremendous resilience and grit to achieve excellent outcomes. Destinations included Biomedical Science, Architecture, Pharmacy, Nursing and Teaching. Current Year 12 student, Josh McInness, was rewarded for his dedication and application by achieving the highest possible study score in Unit 3 & 4 VET Engineering. Josh undertook this as an accelerated study and in July this year was awarded the prestigious Premier's Award for his efforts. This is the third Premier's Award in recent times with Josh joining past students Alex Byrne and Ash Churchin.

Once again we were very proud of our College leaders, Annie Robilliard and Brody Benjamin, who gave the address at the ANZAC Day Dawn Service. This was followed by the great efforts of year 9 student, Jack McQualter Whyte, who walked from the Mulwala RSL Dawn Service to Bundalong with a 25kg pack to raise funds for worthy causes, including Soldier On, Goorambat Veterans Retreat and Path of the Horse. It was great to see Jack being encouraged and supported by his friends along the 25km journey.

At the end of term 2, we farewelled long serving staff member, Mrs Marg McKay. Marg, who has worked at Sacred Heart College for 21 years, took on a role with the organisation Rural Aid, assisting Australian farmers with their mental health. Marg has held numerous roles in her time at the College but is perhaps known best for her work as Wellbeing Leader which she has held for many years. During this time Marg has worked with countless students and families helping them navigate life's ups and downs. We wish Marg all the best for the future.

We were fortunate, despite the constant threat of lockdowns, to undertake a number of year level camps and all house sport carnivals. We were also fortunate to hold Sacred Heart Day on the last day of term 2 and once again donated \$1000 to Saint Vincent de Paul on behalf of the 2 Sacred Heart Schools. The event was made even more special by the beautiful singing of Maria Ford from Catholic Education Sandhurst.

Significant progress on the new College library and administration building was made during the year and we will look forward to moving into the new building for the start of 2022. With the building finally taking shape we were delighted to receive the news that our application under Round 3 of the Non Government School Capital Fund had been successful. The College was informed late in August by Deputy Premier, James Merlino, that the application was successful and the College would receive \$1.5million to move ahead with the next stage of the master plan. This is a great result for our community and will allow the redevelopment of the Science and STEM laboratories as well as the senior student centre, improving student amenities across the entire school.

As we come to the end of another school year I would like to thank all of our students, families and staff for your support. Thank you so much for all that you do to make our College a very vibrant place.

I am looking forward to seeing what we can achieve together in 2022.

Lew Nagle

Principal

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- Promote the Mercy Charism - Planning Statement and Approach
- Focus on 8th work of Mercy - Care for our Common Home & Faith in our Future
- Rewrite & embed RE Policy and Philosophy
- Strengthen our service to the community through outreach programs - Faith and Justice
- Establish spiritual community spaces

Achievements

Care for Our Common Home was Sacred Heart College Yarrawonga's (SHCY) guiding Mercy Principle and value of 2021, and the Sandhurst Diocese theme, Faith in Our Future, reinforced the importance of maintaining our community spirit throughout the inconsistencies that became a hallmark of 2021. Of significance for Catholic Identity and Religious Education was the flexibility of approach and response to bringing the school community together in Faith formation, Liturgies and Action in support of the guiding principles and Catholic Social Teachings. A motivating intention was that caring outreach to creation and members of the college community and Parish would be maintained.

While COVID lockdowns, restrictive measures and on and off-line flexible learning and teaching measures persisted, 2021 allowed opportunities for the College Community to come together to celebrate the Opening, Sacred Heart and Closing Masses and liturgies for Ash Wednesday, ANZAC Day, giving a sense of normalcy. Unfortunately, Sacred Heart Primary could not join with the College for Sacred Heart Day Mass, and this division continued for the rest of 2021 as an externally directed Covid Measure. The Senior Graduation Mass was delivered as a Liturgy on the same premises as the dinner event which fortuitously was celebrated with the presence of parents and teachers. Underpinning these Masses and Liturgies were the ongoing principles of Care for our Common Home and Faith in our Future - perpetuating the belief that we are guided by Christ and God and that we have agency for change. The Senior Retreat was a highlight early in Term 1 as students showed resilience and hope and strengthened their bond and commitment to the College and their leadership in Faith. More often Liturgies and Masses were led by a combined effort of Senior Leaders and Faith and Justice (F&J) Leaders across Year levels. This approach is bringing a closer identity and witness of faith for the broader student population, modelling active faith within the student population.

This year ECSI was undertaken online and, although fraught with technical hiccups, key revelations were made. Staff engagement with Catholic identity and their perception of movement of SHCY towards a Dialogue School emerged. The student body showed a tendency to move towards secularisation and populist ideals. Impacts of the limitations COVID has placed on Faith in Action Projects that were planned by the F&J Leaders, especially on return from the Justice Matters Camp in May, Community Projects to visit the aged within Religious Education Classes and excursions and retreat plans that were curtailed have directly affected perception. Nonetheless, this invaluable information reinforced efforts to continue recontextualising within the Religious Education classrooms, preparing varied and relevant scripture, prayers and hymns in liturgies and masses, and providing broad opportunities for students to engage in bringing the Catholic Social Teachings into practice through Faith in Action.

Service and gratitude projects continued as key pursuits for students across the Religious Education curriculum. The main focusses were on the community and the environment. For example, Year 8 created journals that focussed on the Mercy and CST principles and used these to reflect weekly on how they were following in Catherine McAuley's footsteps; at Christmas, year 7s and 8s maintained a connection established in 2020 through creating Christmas Cards that were delivered to senior members of the Sacred Heart Parish out of support and service for their wellbeing. Students voluntarily baked mini-puddings, shortbreads, yoyos and cakes to distribute with the cards. A postponed Pancake Tuesday became a welcome Tuesday with pancakes made and served by teachers for students as they returned after staggered lockdowns showing true service on behalf of the teachers. Even amidst the inconsistency of presence during the year, students and staff pursued fundraising initiatives and the Vinnie's and Caritas initiatives with Sausage Sizzles, Free dress days and F&J Bake sales, which brought welcome fundraising as well as some joy and connection for students and their teachers. These 'Faith in Action' practices continued to bring what students studied in scripture to reality and maintained connections with the Parish.

The school continued to subscribe to the Understanding Faith Website as a resource to support learning and teaching and welcomed the ongoing development of the CEO Sandhurst Catholic Identity Website as well as the revision of The Source of Life Units. Even in development, the latter influenced revisioning of curriculum in RE and also Christian Education for Personal Development delivered in conjunction with the Physical Education Department. In support of this, David Walker and Maria Weatherall from CEO Sandhurst presented an informative and guided planning session for teachers in both of these teaching areas to further understand the intentions and purposes of CEPD. CEO Sandhurst's online delivery of Professional Development and Network meetings allowed more opportunities for staff across the school to access professional development when online or return to classes limited availability.

2021 also saw the continuation of 'The Search for Meaning' as the new Senior Source of Life School Based Religious Education Course. The Course continues to offer Four SOL Units across Four Semesters and continued to be well-received by the students who grasped the relevance of their studies - bringing their world of understanding and experience to the challenges of living purposefully, meaningfully and faithfully. Rich discussion, journalling, questioning and curiosity continue to be encouraged.

At the close of 2021, the College enjoyed the End of Year Mass together as a College and Staff Liturgy, returning a great sense of community, delight and satisfaction in celebrating together. 2021, following the shock of 2020, had continued to create the circumstances to develop resilience and flexibility in teaching and learning in Religious Education, and also in perpetuating the living Catholic Identity through Faith Formation and Faith in Action Projects.

VALUE ADDED

Year 12 Retreat

Opening Mass

Ash Wednesday Liturgy

Justice Matters Camp

Faith and Justice Leaders Meetings

Sacred Heart Day Liturgy

ANZAC, Ash Wednesday & Holy Week Liturgies

Pancake Tuesday

Caritas and St Vinnies Sausage Sizzles and Bake Days fundraisers

End of Year Mass

Graduation Liturgy

Learning & Teaching

Goals & Intended Outcomes

Goals from the 2021 Strategic Plan were as follows:

- Review the year 9 and 10 elective model and explore innovation.
- Review Year 10 English & Science with regard to innovation in structure & curriculum including pathways.
- To embed the College's Learning and Teaching Philosophy.
- To embed a coaching and feedback culture and evidence based practice.
- Revise and enhance curriculum years 7-12- Recontextualisation and New Source of Life Units
- Strengthen our service to the community through outreach programs in RE

Achievements

The College achieved the goal of reviewing and implementing changes to the year 9 and year 10 elective/subject offerings with a focus on student engagement and improving student learning outcomes. In 2021, in response to that review the College designed a new elective line in Year 9 with a focus on experiential learning. This new elective line sits along the College's traditional Year 9 elective offerings. The new electives that have been created following consultation with staff and students are: Caring for our Common Home, Community Art Project, Fiction Addiction, Fitness, Golf and Multi sports.

The College also analysed its current Year 10 Science offerings and student performance data and developed a new Year 10 Applied Science option for students. This commenced successfully in Semester 2 of 2021 with full implementation in 2022. The course is designed to engage students in hands-on, real world science learning that is accessible to students and develops their scientific knowledge, skills and learning confidence.

In addition, the College, also evaluated its Mathematics performance data and developed a new Applied Mathematics subject in Year 10 allowing more targeted teaching of students both in terms of curriculum and pedagogy again with a focus on student engagement in learning, improving student growth along the learning continuum in Mathematics and developing learner confidence.

The College also implemented a Literacy Project which is aligned to the College's Learning and Teaching Philosophy key commitments of student growth, empowering curriculum and understanding and using data. Key members of the Learning Diversity team were trained in Mac Lit and explicit and systemised reading intervention programs and the program began to be implemented in Semester 2 2021. The College also implemented a targeted Literacy support program designed to support students in a small group setting in the development of their writing and thinking skills, focussing specifically on understanding the building blocks of writing and on building towards more complex extended writing. The success of this project has extended to a school wide literacy initiative lead by the Head of English with staff undertaking professional learning at the end of 2021 in pedagogical approaches to explicitly teaching students subject specific vocabulary thus leading to a school wide consistent approach to teaching vocabulary extending upon the College's work on implementing the High Impact Teaching Strategies.

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 of VET Units and 90% completion rate of VCAL Units.

The College achieved 4.5% of study scores over 40 up from 3.4% in the previous year. The College's median VCE Study Score was 29 up from 28 in the previous year.

Courses our 2021 Graduates have chosen to undertake tertiary study:

- Social Work
- Journalism
- Arts
- Forensic Science
- Biomedical Science
- Sport Development
- Nursing/Paramedicine
- Sport Science
- Culinary Management
- Health Sciences
- Teacher Education
- Community and Human Services
- Veterinary Technology
- Science

Institutions our 2021 Graduates have selected to study at:

- University of Melbourne
- RMIT
- Deakin University
- Australian Catholic University
- Victoria University
- La Trobe University
- Charles Sturt University
- University of New England
- William Angliss Institute

NAPLAN

The College continues to strive to improve student learning outcomes through targeted teaching, explicit instruction and focus on student growth.

NAPLAN Certificates of Achievement were introduced in 2021 recognising Year 9 students who achieved a result in Reading and/or Numeracy that places them in the very top band of NAPLAN, as well as those students who significantly improve on their Year 7 results. Twelve students in Year 9 from the College were awarded Certificates of Achievement.

The College continues to work towards the goal of achieving above state average on each of the NAPLAN tests. The whole school approach to literacy which commenced with staff professional learning at the end of 2021 following a literacy intervention pilot in 2021 (building upon the long-standing work of the Learning Diversity team with small intervention classes in year 7-10 and the new initiative of the Mac Lit reading intervention program commenced in 2021) is one of the strategies designed to achieve this alongside the key commitments in the College's Learning Teaching Philosophy of a focus on student growth, empowering curriculum and understanding and using data to improve student learning outcomes.

MEDIAN NAPLAN RESULTS FOR YEAR 9

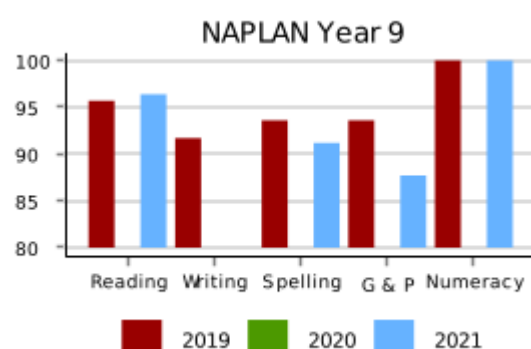
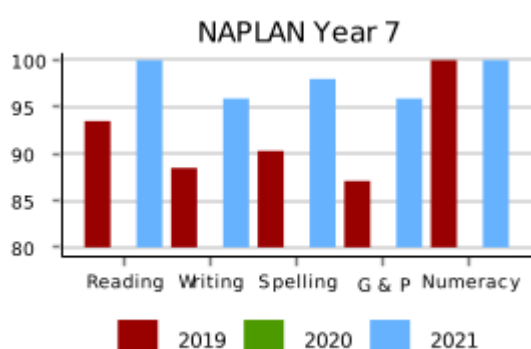
Year 9 Grammar & Punctuation	562.9
Year 9 Numeracy	573.5
Year 9 Reading	571.7
Year 9 Spelling	562.4
Year 9 Writing	534.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 07 Grammar & Punctuation	87.1	-	-	95.9	-
YR 07 Numeracy	100.0	-	-	100.0	-
YR 07 Reading	93.5	-	-	100.0	-
YR 07 Spelling	90.3	-	-	98.0	-
YR 07 Writing	88.5	-	-	95.9	-
YR 09 Grammar & Punctuation	93.6	-	-	87.7	-
YR 09 Numeracy	100.0	-	-	100.0	-
YR 09 Reading	95.7	-	-	96.4	-
YR 09 Spelling	93.6	-	-	91.2	-
YR 09 Writing	91.7	-	-	75.4	-

* 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

- Embed the Live 4 Life program
- Embed a sustainable service provision model to support youth mental health in our community through key partnerships
- Embed the School Wide Positive Behaviour Framework
- Embed child safe practices in all aspects of College life
- Embed a wellbeing team approach with Year Level Leaders

Achievements

Sacred Heart College continued to work 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. Staff continued training in mental health first aid and the first rally with Year 8 students from Sacred Heart College and Yarrawonga P12 College was able to take place between periods of remote learning.

Long time Wellbeing Leader, Marg McKay departed the college at the end of semester 1 to take up a position in rural health. The significant contribution that Marg made to the College over 2 decades was acknowledged at the Sacred Heart Day Mass.

The College entered a partnership with NESAY to provide student counselling 3 days a week.

The College continued 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 point 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.

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 8 Rail Trail camp was able to occur and was enjoyed by both students and staff. The Year 9 camp to the Northern Territory and year 10 Alpine camp were unable to proceed which was a disappointing. This was the second year in a row that these camps has had to be cancelled. Alternative day trip activities were organised to give the students the opportunity to be involved in engaging activities such as laser tag, rock-climbing and water sports.

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

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 generally 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.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

66.7%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	93.0%
Y08	88.2%
Y09	89.2%
Y10	80.7%
Overall average attendance	87.8%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	29.0
VCE Completion Rate	100.0%
VCAL Completion Rate	90.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	40.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	20.0%
Deferred	33.0%
Employment	0.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

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 well-being 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.

Extensive risk assessment procedures were in place for off site camps and activities that were planned, however, the majority of these did not occur. The College was well supported by the People and Culture team at CES Ltd.

Leadership & Management

Goals & Intended Outcomes

- Lead and deliver on key aspects of the current Strategic Plan and plan for the next phase
- Embed staff capacity building strategies
- Consult and develop a new Position of Leadership structure
- Embed the Catholic Identity and Mercy Charism in all aspects of College life
- Embed strategic community partnerships

Achievements

The significant achievement in the leadership and management of the College was the successful completion of the new library and administration building. This project experienced challenges associated with the pandemic with material and labour force shortages and limitations. The facility reached practical completion at the end of 2021 and involved many local service providers.

The College was also successful in its application in Round 3 of the Non Government School Capital Fund. The College will receive \$1.5 million to assist in the next phase of the master plan.

During 2021 a new Positions of Leadership (POL) structure was consulted on and developed. The tenure of the new POL structure was determined as 3 years and new positions, such as Performance and Culture, were introduced to reflect the changing priorities of the College.

The College embraced the 8th work of Mercy - care for our common home. This was demonstrated by the continued development of the sustainability garden which was very engaging for our year 7 & 9 RE students.

The College continued to develop key strategic partnerships including North East Support and Action for Youth (NESAY) who provided student counselling services during second semester.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- First Aid
- Cycling Safe
- Career Counselling course
- Career Mentoring course
- Fusion 360 for Education
- English workshops by Dr Beverly Derewianka
- Media Teacher PD
- TAE certificates
- CDES Psychology conference

- Comview 21
- VCE English workshops
- ASLA training
- CEAV Conference
- VCE Maths Conference
- VATE English
- STEM X

TEACHER SATISFACTION

2021 provided many challenges to staff at the College. The resilience of staff was clearly evident in the way they adapted to snap lock downs and bouts of 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 generally felt that their efforts were valued and that they were being listened to by College leadership.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.7%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	30.8%
Graduate	46.2%
Graduate Certificate	0.0%
Bachelor Degree	80.8%
Advanced Diploma	11.5%
No Qualifications Listed	3.8%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	27.4
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

- Promote Mercy value "Care for our Common Home"
- Embed school wide positive behaviour framework
- Construct new facilities to facilitate 21st century learning

Achievements

Extensive work was completed on the Sustainability Garden with the installation of a shade sail over the outdoor classroom area. Students constructed wicking beds which were sown with a range of produce which was donated to members of the community. Proceeds from the sale of sauces, relish and chutneys made from produce from the garden went towards the Rosie Cullen Foundation.

The BLUE team continued to work on the school wide positive behaviour framework with every classroom displaying a poster of the positive behaviour matrix and values.

Practical completion of the new library and administration area was achieved by the end of 2021 and planning is well under-way for the new science and stem laboratories as well as the replacement and refurbishment of student amenities on both campuses.

VALUE ADDED

- Construction of our new Administration-Library building was practically completed
- Construction continued on the community garden
- Year 12 Retreat to Harrietville
- Year 11 camp to Melbourne
- Year 8 camp to Bright
- Year 7 camp to Phillip Island
- Year 12 graduation ceremony
- \$1000 raised for St Vincent de Paul
- Excellent outcomes for our graduates
- Improvement of the online learning platform
- Various inter-school chess tournaments
- Sacred Heart Day Mass went ahead

PARENT SATISFACTION

I would like to take this opportunity to thank the staff at the College for all the work and support that they provide our College and acknowledge the hard work of our staff at the College. I would also like to thank Fr Stephen Bohan for his guidance and advice.

Insight SRC parent survey was not completed in 2021, 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 snap lock-downs and bouts of remote learning.

Parents of our Year 12 students and families were very pleased to attend the graduation ceremony at the end of 2021. This event celebrated the achievement of a very close and resilient group of students who bore the brunt of 2 challenging years.