

# 2024

## Annual Report to the School Community



### Sacred Heart College

Witt Street, YARRAWONGA 3730

Principal: Lewis Nagle

Web: [www.shcyarrowonga.catholic.edu.au](http://www.shcyarrowonga.catholic.edu.au)

Registration: 518, E Number: E3014

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## Principal's Attestation

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I, Lewis Nagle, attest that Sacred Heart College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2024 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 09 May 2025

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## About this report

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Sacred Heart College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2024, “Behold I Make all Things New,” invited us to reimagine possibilities to enliven our ministry in Catholic education in innovative and creative ways. The theme challenged us to ensure our educational enterprises were clearly focussed on every student, every teacher, every school, every day.

In 2024, the recognition that Catholic Education Sandhurst Limited (CESL) is a multi-school system found expression in our commitment to streamlined governance responsibilities and enhanced support for our learning centres. This approach allows for unified policies, consistent standards, and centralised support, while still catering to the unique needs of each individual learning centre.

To align the work of Catholic Education Sandhurst Ltd with the CESL Strategic Plan 2023-2027, three “Guiding Lights” have been identified that will shape the work of the organization for the next three years:

- **Authentically Sandhurst Catholic Education**  
Recognizing our rich diocesan relationships and commitment to spiritual formation, Sandhurst Catholic Education is living the missionary call to respond to the needs of our young people and our world with an ongoing and Gospel infused process of encounter, deep listening, discernment and courageous action.
- **Outstanding Learner Growth**  
Together, across the system, we will invest in educational and allied staff capabilities so that irrespective of personal circumstances, every young person in every school will have access to an equitable, sound, engaging and responsive learning program.
- **Solidarity and Subsidiarity**  
Through our commitment to solidarity, in each of our learning centres, our young people have the same opportunity to flourish and grow. Our collective strength will be used for the benefit and growth of all parts of the organisation.

At the same time, subsidiarity allows entities to bloom and thrive under clear parameters, knowing in which circumstances decisions are to be made at the lowest level possible, or the highest level necessary.

In line with these three Guiding Lights and the recognition that CESL is both an evangelizing and educative entity, 2024 saw the groundwork established for Magnify Sandhurst, a transformative learning and teaching program to be rolled out to our 51 Catholic schools across the Sandhurst Diocese. This new learning and teaching program aims to significantly

enhance the learning experience for students and provide teachers with the tools they need to deliver an evidence-based curriculum that boosts student outcomes.

With the support of world-class educational partners such as Steplab, Knowledge Society, MultiLit, and Ochre Education, Magnify Sandhurst is an investment in the future of every child in all 51 schools. With the mantra, 'Every student, every teacher, every school, every day', the program is designed to create a learning environment that challenges and supports students, helping them reach their full potential.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2024 of our school staff and Catholic Education Sandhurst Office personnel; they continue to work tirelessly for the students and families in our schools and are true bearers of the Mission to which they have been called.

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### **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

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## College Overview

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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

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## Principal's Report

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2024 has been another great year for the Sacred Heart College community. The outstanding achievements of our students in a wide range of academic and sporting endeavours has once again been a highlight. We were thrilled to start the year in our magnificent new science laboratory area which was part of a \$2.1 million refurbishment. This project was finished prior to the commencement of the school year. This state of the art facility has been a great asset to our students and helps prepare them for potential careers in the science and technology sector.

We welcomed one of our largest cohorts of Year 7 students who certainly hit the ground running with the action adventure camp at Phillip Island. This was a great way for students and staff to meet and get to know each other as well as for students to experience some thrilling activities such as the flying fox, giant swing, high ropes and surfing.

2024 also saw the introduction of the Woka Wala program in Year 9. This hands-on learning program was received extremely well by our community and really engaged our Year 9 students in their learning. Students learned how to establish their own business from a concept through to completion. Highlights of the program included the extremely successful market day and excursions to Rich Glen, Boat Rock, Savernake Station and Beechworth Honey.

Another new initiative was the Red Earth Indigenous immersion to Cape York. This opportunity was made available to our Year 9 and 10 students and visited communities north of Cooktown in the Cape York region. Students completed a service project at the Hope Vale Community School as well as visiting two homelands in the area at Elim Beach and Binthi Warra. A highlight of the trip was a visit to Green Island, part of the Great Barrier Reef, where the students experienced snorkelling on the reef seeing giant turtles and barracuda.

As a community we were very pleased to welcome Father Jun Jun to the Sacred Heart community and we were delighted to host the Feast of the Sacred Heart in the Multi Purpose Building. A crowd of approximately 900 people joined us for a celebration of the Eucharist led by Father Jun Jun and assisted by Father Michael. This year our community exceeded all previous records in raising funds for Caritas with a total of \$2,500 being raised for this worthy cause. The Sacred Heart College community also continued to support the St Vinnies Winter Appeal and Friends in Common.



As the College continues to grow, we look forward to what we can achieve together in 2025.

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

- Provide scheduled opportunities for staff to gain and maintain accreditation to teach in a Catholic school and to teach religious education
- Review and redevelop faith and justice opportunities and indigenous perspectives immersion opportunities
- Collect relevant data to inform CI review

### Achievements

#### Prayer

Throughout 2024, prayers for Learning Areas were provided for each LA meeting by the Catholic Identity Leader as a way of modelling and enabling prayer as daily practice. This reinforced the meaningful ritual of prayerful engagement and revealed varieties of ways to engage with prayer.

#### Yr 12 Retreat

The retreat was held at the commencement of term 1. This was a great way for our students to begin their last year, undertaking activities to build closer connections and trust. The seniors revealed comradery and support for each other under the considerate guidance of senior teachers and CES staff member, Maria Ford.

#### Liturgies

Our College student leaders played a prominent role in leading liturgies throughout the year, including ANZAC Day. The College was able to have greater access to the Sacred Heart Church as a venue for liturgies and masses. Some senior students were inducted as Ministers of Communion and student involvement in presenting liturgies was increased.

#### Caritas

Caritas Project Compassion was kickstarted by our senior students with Shrove Tuesday. Staff commandeered electric fry pans and kept the flow of distribution consistent. Ample supplies of maple syrup, lemon juice and sugar streamed. Students also showed generosity

through donating gold coins for casual dress and participating in a lunchtime Sausage Sizzle and soft drink. Throughout first semester, students across Learning Areas and their teachers were very supportive in creating activities to raise funds to support this important Catholic organisation and the causes they support.

### **Justice Matters Camp**

Six students and a teacher participated in the Justice Matters Camp and enthusiastically returned with inspiring ideas to develop over the following twelve months. The focus of the year was setting plans for advocacy and encouraging Faith and Justice members to plan for action in 2025.

### **'I GIVE' - Year 8 St Vincent de Paul Campaign**

Bringing Faith into action, Year 8 Religious Education students launched their annual 'I GIVE' Campaign, distributing posters and laundry baskets to Learning Areas (LAs), encouraging students to fill them with non-perishable items – cans, packets, boxes, jars – or gold coins to donate to the Sacred Heart Conference of the St Vincent de Paul Society in Yarrowonga. Students hoped that across the LAs, multiple donations of items would be made, reinforcing our role in contributing to the common good and supporting the dignity of people in our local community, particularly through these difficult times.

### **Graduation Mass**

As has become tradition, the Year 12 students assisted in the preparation of their Graduation Mass with an increased number of roles during the mass to increase student involvement. This was held in the Sacred Heart Church. Our College Captains reflected on their time at the College and for some it was the end of 13 years of education at both Sacred Heart Primary and Sacred Heart College.

### **Staff Professional Development**

CES consultants supported or provided the delivery of key professional development in Catholic Identity for the benefit of SHCY Staff. Across the Year, school-based PD which contributed to Accreditation included:

"Who Do You Say that I Am" at Rich Glen - Maria Ford  
Promotion of Blessed, Broken and Shared PD and other online opportunities - Boston College, Mercy Modules, Fr. Rob's Encounter Courses

### **Faith and Justice Group**

This year a new focus of the group was its involvement with the Yarrawonga Aboriginal group - Many Mobs. Students participated in 'Yarnups' where they engaged with the stories of a number of Aboriginal people, and participated in cultural activities, including a Bridge Walk. Students also visited the local St. Vincent de Paul Society.

Collection of data for CI review is ongoing.

### **Value Added**

Involvement in the Justice Matters Camp.

Caritas fundraising

St. Vincent de Paul fundraising campaign

Engagement of the Faith and Justice Student Group in running an event to support those impacted by violence in the Middle East.

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## Learning and Teaching

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### Goals & Intended Outcomes

- Embed applied learning programs at the College
- Continue College wide literacy program with a focus on grammar and punctuation
- Familiarisation and implementation of Victorian Curriculum 2.0

### Achievements

The College's Year 9 Integrated/Applied Learning Program "Woka Wala" has been highly successful in terms of student engagement and connection to school. Strong links were built with local community organisations focussed around the Victorian Curriculum particularly in regard to Business and Economics, Personal and Social Capability, Critical and Creative Thinking, Digital Technologies, Aboriginal and Torres Strait Islander histories and cultures and Sustainability. Students engaged in experiential learning and learning from experts in the field. Students also ran professional parent events aimed at developing their enterprising and social and personal learning skills as well as showcasing the Woka Wala program to the parent community, primary school and wider community. Teachers in the program worked in a highly collaborative manner, leveraging each member's strengths and skills. They completed rigorous curriculum plans and assessment.

The VCEVM program, in particular the Sacred Grounds school-based Cafe, was re launched with students undertaking the Barista Qualification and running the Cafe to a high quality standard with strong customer support and satisfaction from across the College.

The College's Literacy Program in Year 7 and 8 has now become embedded where explicit teaching of grammar and punctuation in dedicated Literacy lesson by expert teachers works in tandem with students' English classes. The English/Literacy Leader continues to provide whole staff professional learning to increase teacher knowledge and skills in teaching subject specific literacy requirements.

The Mathematics team engaged in professional learning in implementing the Mathematics Victorian Curriculum 2.0 attending webinars provided by the CESL Numeracy Team and other professional organisations. Curriculum plans were reviewed to ensure the learning and teaching programs and teacher and student resources aligned with the changes to the Mathematics Curriculum. Teachers also attended external Professional Learning and attended local conferences where other schools in our Diocese shared their Mathematics pedagogy and curriculum approaches.

## Student Learning Outcomes

Our Year 12 Students continue to experience great success in securing meaningful post-school pathways in addition to high attendance rates and engagement in the senior school in both the VCE and VCEVM pathways.

We continued to have solid results in our senior school with:

3% ATAR over 90

13% ATAR over 80

27% ATAR over 70

60% ATAR over 60

73% ATAR over 50

Statistics...

- 60.53% of the 2024 VCE class applied for a tertiary place
- 86.96% of the 2204 VCE class received an offer.

Those that were successful in gaining admission into tertiary education were in the following courses:

### **University of Melbourne**

Bachelor of Applied Science

### **Charles Sturt University**

Bachelor of Education (Early Childhood)

Bachelor of Nursing

Undergraduate Certificate in University Preparation

### **Deakin University**

Bachelor of Communication

Bachelor of Criminology

Bachelor of Creative Arts (Writing Major)

Bachelor of Early Childhood and Primary Education

Bachelor of Design

Bachelor of Commerce

Bachelor of Criminology/Bachelor of Laws

### **Monash University**

Bachelor of Arts

### **La Trobe University**

Bachelor of Arts (Archaeological and Heritage Studies major)

Bachelor of Nursing

Bachelor of Science

Bachelor of Commerce/Bachelor of Science

### **JMC Academy**

Bachelor of Entertainment (Business Management)

### **RMIT**

Bachelor of Data Science

### **ACU**

Bachelor of Nursing/Bachelor of Paramedicine

### **Other Career Pathways**

ADF (Australian Defence Force) – several pursuing this area

Apprenticeships.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	544	71%
	Year 9	540	45%
Numeracy	Year 7	547	78%
	Year 9	557	59%
Reading	Year 7	551	84%
	Year 9	553	59%
Spelling	Year 7	533	74%
	Year 9	549	70%
Writing	Year 7	560	80%
	Year 9	581	57%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	27
VCE Completion Rate	100%
VCE VM Completion Rate	86%
VPC Completion Rate	*

\*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.



Post-School Destinations as at 2024	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

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## Student Wellbeing

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### Goals & Intended Outcomes

- Review the pastoral care structure and roles within the College
- Progress to the next phase in the model of support provided by the SHCY wellbeing team
- Increase opportunities for student voice

### Achievements

The College further developed their formal collaboration with North East Support and Action for Youth (NESAY), extending support to students through the SHCY - NESAY Partnership Model. Within this model, the College Wellbeing team are supported by an onsite, external counsellor for two days every week. Additionally, NESAY professionals administer the Triple L programme to all Year Seven students, with the intended objective of developing new skills to enhance school engagement, relationships, positive communication and behaviours in both school and external contexts.

The College has continued the implementation of the School Wide Positive Behaviour Framework (SWPBS), resulting in further development of embedded curriculum that exemplifies the values of positive behaviour throughout all year levels. Additionally, Respectful Relationships education has continued to be provided within the curriculum. This school-wide approach to embedding a culture of respect and equality within the school community has resulted in student academic, social, emotional and behavioural outcomes. Further, this approach underpins the College focus on improving relationships between students, staff and families within the school community.

Child Safeguarding continues to be an ongoing priority within the College. Staff engage in continual professional development regarding the Child Safe Standards, while education within the parent community is ongoing, through access to information such as policies and procedures through the website and school newsletters.

Relational attributes of school connectedness and wellbeing continues to be a priority at Sacred Heart College, which is epitomised through the Learning Advisory programme. This ensures a student-centred approach, underpinned by consistency in expectations and communication, ensuring a positive home - school connection, in order to achieve improved student outcomes.

## Value Added

- Social Justice Camp
- Year Twelve Graduation Ceremony
- Year Twelve Retreat
- Year Eleven Urban Experience
- Year Ten Alpine Adventure Camp
- Year Nine Woka Wala Programme
- Year Eight Outdoor Education taster
- Year Seven Orientation Camp
- VCE Outdoor Education
- Intra and Inter-school sport opportunities
- Interschool chess tournaments
- Sacred Heart Day and religious celebrations
- Backflips Against Bullying
- School-wide fundraising for Caritas Australia, Vinnies Winter Appeal and Helping Hands.

## Student Satisfaction

The 2024 Orima student surveys illustrated an increase in positive endorsement in 9 of the 10 domains. These results demonstrated an increase in the year on year data when compared to 2023. Similarly the percentages exceeded the CES average in 9 of the 10 domains with student perceptions about the Catholic Identity of the school 2% lower than the CES average.

There were significant increases in positive endorsement in the following domains when compared to the previous years data:

- How much their students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.
- Perceptions of social and learning climate of the school
- How much students feel they are valued members of the community.
- The extent to which students feel they have opportunities to have an impact on their school

The data was particularly positive with the senior student cohort with scores exceeding 70% in positive endorsement in areas of school engagement and social connection. Services such as homework club that runs two afternoons per week and the extensive work conducted in careers, pathway and leadership opportunities may have contributed to the upward trend in student engagement data.

## Student Attendance

Student attendance is taken at the beginning Learning Advisory sessions, in addition to the beginning of every lesson throughout the day. By 9.30am, in the event of an Unexplained Absence, an SMS message is generated and sent to the residential parent/guardian, notifying them of the student's absence. If the absence remains unexplained, the College Attendance Officer makes contact with relevant families. It is the role of the Learning Advisor to follow up with non-attendance and direct to Wellbeing in unresolved.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	61.29

Average Student Attendance Rate by Year Level	
Y07	89.4
Y08	87.1
Y09	88.3
Y10	86.5
Overall average attendance	87.8

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## Leadership

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### Goals & Intended Outcomes

- Continue next phase of partnership with Growth Coaching International
- Undertake review of POL structure at the College

### Achievements

The refurbishment of the former Wexford campus administration into a staff area to accommodate Science and technology staff complimented the recent \$2.1 million refurbishment of the Science laboratories and design classroom as well as the building of student amenities on the Wexford campus. The new facilities were warmly welcomed by all in the College community. The completion of this project followed the opening of the Mercy Administration and Library building representing a period of significant capital improvement for Sacred Heart College in recent times. These developments have created an ideal environment for our students to experience excellent learning and teaching facilities.

The College's focus on literacy across the domains extended into its third year with a continued focus on domain specific vocabulary, direct instruction, scaffolding and teacher clarity. Staff were exposed to professional learning in analysing a range of data sets to promote understanding and evidence-based practice.

During the second semester staff were introduced to the Magnify Sandhurst program. This holistic improvement framework is informed by the Guiding Lights mantra; Every student, Every school, Every day. A key pillar of the Magnify program is a focus on outstanding learner growth such that, irrespective of their starting point, individual student growth will be favourable to the Victorian state average. A first step in this program was extensive professional development in the area of Classroom Mastery skills for staff. The introduction and establishment of entry and exit routines and cues to start promoted a calm, safe and predictable classrooms optimising conditions for learning.

The College embraced the Mercy characteristic for 2024 of care for our common home. Compassion was also demonstrated by the efforts of our community in supporting worthy causes such as the St Vincent de Paul Winter Appeal, Friends in Common, Helping Hands and Caritas. The amounts raised in each instance exceeded the previous year's totals which is a great testament to our students and wider community.

The College continued to develop key strategic partnerships including North East Support and Action for Youth (NESAY) who provided student counselling services throughout the year. In addition, commitments to youth mental health and resilience building programs, such as the PEERS and LLL program, were extended. The continued resourcing of youth mental health services remains a high priority and is an area of need for our community.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
List Professional Learning undertaken in 2024	
<ul style="list-style-type: none"> <li>• Growth Coaching</li> <li>• First Aid</li> <li>• Bike Ed Instructor Training</li> <li>• VCE Maths PD</li> <li>• VCE English PD</li> <li>• VCE HHD PD</li> <li>• VCE Legal Studies PD</li> <li>• VCE History Conference</li> <li>• VCE Media PD</li> <li>• VCE Business Management PD</li> <li>• Lab Conference &amp; PD</li> <li>• English Curriculum PD</li> <li>• Simon Conference &amp; PD</li> <li>• Galen Conference (Wellbeing, Catholic Identity, Curriculum PD)</li> </ul>	
Number of teachers who participated in PL in 2024	32
Average expenditure per teacher for PL	\$755.00

### Teacher Satisfaction

The data supplied by Orima surveys demonstrated increases in all 13 domains in the year on year comparison with data from 2023. In 5 of these domains the positive endorsement percentage increase was equal to or exceeding 10%. The perception of the quality of relationship between staff and members of leadership and perceptions of how well leadership sets the conditions for teams to collaborate effectively exceeded the CES average for positive endorsement rating 83% AND 69% respectively.

The uniform lift in positive endorsement across the domains is pleasing considering the current narrative of increased workload both at the College and across educational settings more broadly.

The data indicated that there is an opportunity for growth in the area of staff having more opportunities to receive feedback on their practice.

Teacher Qualifications	
Doctorate	0
Masters	7
Graduate	9
Graduate Certificate	0
Bachelor Degree	22
Advanced Diploma	4
No Qualifications Listed	7

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	32
Teaching Staff (FTE)	28.9
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	13.14
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

- Promote Mercy value of Care for the Common Home
- Continue to develop our strong ties and relationships with community organisations

### Achievements

The Sacred Heart community came together in great numbers to celebrate Sacred Heart Day with a gathering of 900 students, staff and families. We were delighted to have Father Junjun and Father Michael Morley concelebrate Mass. Part of the feast day ceremony was the presentation of a cheque for \$1000 to the local branch of Saint Vincent de Paul. Our student leaders once again delivered the keynote address at the ANZAC Day Dawn Service in front of an enormous crowd and the College was well represented at the Morning March where our student leaders laid a wreath.

A great achievement for our community was the initiative shown by our students and staff in raising an amazing \$2,500 for Caritas Australia. This amount surpassed all previous fundraising and was an excellent effort for a school of Sacred Heart's size.

Our year 12 graduates were rewarded for their hard work and diligence with the vast majority receiving their first preference for tertiary studies. Students seeking employment were successful in gaining apprenticeships and traineeships. Many of our students received unconditional early entry which is a great testament to their efforts during their final years of secondary schooling.

The College continued to develop partnerships in the local area with the Year 9 Woka Wala program focusing on local success stories in business such as Rich Glen Olives and Beechworth Honey. As part of this program, students developed their own business which they showcased in an extremely successful market day.

Students also looked at food security and sustainability. This culminated in a paddock to plate dinner where the students hosted their parents for a feast of locally grown produce.

Our VCEVM students worked with Yarrawonga Health Aged Care to build planter boxes to add to the aesthetics of the garden area. This program is in its fourth year and has been a great way for our students to engage with the community and to live out the Mercy value of Service.



## Parent Satisfaction

The anecdotal evidence of parent satisfaction with the College is quite positive with high rates of attendance at information sessions, Sacred Heart Day, graduations and parent teacher interviews. The Orima survey results indicate positive endorsement with the college's ability to differentiate curriculum to match the developmental needs of the child. In addition, perception of the school being a physical and psychologically safe place for children received a positive endorsement. Looking to the future it would be a goal to have a greater number of parents complete the survey so that the data is more reliable.

The creation of additional engagement opportunities such as the paddock to plate evening and Market day conducted during the year will create additional opportunities for families to engage positively with the college.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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).

For more detailed information regarding our school please visit our website at [www.shcyarrowonga.catholic.edu.au](http://www.shcyarrowonga.catholic.edu.au)