



Sacred Heart Girls' College Hughesdale

2021 Annual Report to the School Community



Registered School Number: 1571

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Minimum Standards Attestation

I, Christopher Dalton, attest that Sacred Heart Girls' 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.

27/05/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our College Vision

Sacred Heart Girls' College is a school within the Catholic ethos, educating young women for life and always striving upwards for excellence in learning and growth of faith. We are committed to providing an environment which enables the development of strong, articulate women, faithful to Gospel values, with respect for themselves and compassion for others - discerning, confident, prepared and willing to embrace life's challenges.



College Overview

Our College at Oakleigh was opened in 1957 by the Sisters of Our Lady of the Missions (RNDM). They came to Oakleigh from their convent in Highgate, Perth, WA, bringing with them the wonderful traditions of their Congregation.

When Euphrasie Barbier established the Congregation of Our Lady of the Missions in France in 1861, she took on a new name: Mother Mary of the Heart of Jesus. It is from her name and her special devotion to the Sacred Heart that our College is named - like many others established by her Sisters around the world.

Euphrasie wanted to continue Jesus' mission: to reveal to all peoples God's spirit, alive and present in the world. Her Sisters were to be witnesses to the good news that everyone carries the image and likeness of God in their hearts and recognising this enables them to live their lives to the fullest. She especially wanted her Sisters to go out of their way to carry this message to women and children. Her tradition of Christian witness among women and her love of Mary as our model have a special value at Sacred Heart College.

The College motto is "Semper Superne Nitens" which means 'Always Striving Upwards'. Every student is encouraged to strive towards higher standards - in spiritual development and a closer familiarity with God, in personal behaviour and character development and in pursuit of higher academic standards.



Principal's Report

School life in the time of pandemic continued throughout 2021.

With a degree of uncertainty in the air, the College staff began returning to their duties on Monday, 11 January with members of the Finance and Maintenance Teams recommencing for 2021. The Administration Support Team and several Education Support personnel returned on Monday, 18 January with the College Office reopening for the year. Members of the College Leadership Team returned at this time to engaging in two days of intensive planning in preparation to lead the school community through 2021. Middle Leaders undertaking various positions of leadership returned on Thursday, 27 January with formation and planning activities. The College teaching staff formally recommenced on Friday, 28 January for two days of planning and preparation in anticipation of the students return on Tuesday, 1 February.

The 2021 school year for students commenced with some restrictions in place; the size of gatherings, mixing of year levels and the type of activities were limited, yet mask wearing was not required. Programs and activities were amended to ensure the health and safety of all in the community. The first lockdown for 2021 (Lockdown 3.0) came on Friday, 12 February, following this lockdown and subsequent resumption of on-site classes, a series of transitions from school to home-based learning took place throughout the year. Lockdown 4.0 commenced on Thursday, 27 May, Lockdown 5.0 on Thursday, 15 July and lockdown 6.0 on Thursday, 5 August. Due to the experience of 2020, staff and students were well placed to recommence the Sacred Heart Home Based Learning Program when called upon to do so.

The review of the College Vision and Mission, which was suspended in 2020, was relaunched in 2021. An external consultant led the process, working with the Leadership Team at the beginning of the year, staff at times of professional learning, students through a series of focus groups and engagement with the College Advisory Council. Even though the process was drawn out due to the pandemic, the resulting statements provided a wonderful refocus of the Mission and Vision of the College

The Year 12 awards for the Class of 2020 were presented at the rescheduled High Achievers' Assembly on Friday, 26 February. At this celebration the High Achievers, (ATAR 90 plus), the Dux of each study, Principal's Award, Euphrasie Barbier Award and the Valedictorian of the Class of 2020 were presented to the community. As COVID restrictions limited the numbers able to gather in Kendell Hall, the celebration was livestreamed to the Homerooms.

The process of recruiting additional team members for the Community Relations and Development Department took place throughout the year. The team consisting of Community Relations and Engagement Leader, Registrar and Digital Content and Publications Officer was in place by the end of the year. The redevelopment of the College website continued with completion occurring in Term 3. Restrictions saw the cessation of Open Mornings but Live Chats, established in 2020 continued throughout 2021.

The launch of the SHGC 2021 Sports Hub provided the students with many opportunities to maintain and develop their fitness whilst supporting their physical and mental health during lockdowns. The sports hub, which was launched in the previous year in the lengthy lockdown, underwent a revamp with additional activities presented.

The teaching and learning program, along with many associated enrichment activities, were successfully maintained throughout this, the second year of the pandemic. The journey was challenging at times for all in our community and the wonderful values of resilience, independence, co-operation, and collaboration as well as great growth in technological skills were very evident. The learning, arts, sport, enrichment, prayer, reflection all contributed to the flourishing of the Sacred Heart Community in 2021.



Education in Faith

Goals & Intended Outcomes

The College's goals for Education in Faith were predominately developed from the Identity pillar of the 2019-2022 College Strategic Plan. This goal is to:

>> strengthen our Catholic identity inspired and enriched by RNDM charism

From this a number of priority actions were developed for 2021. These were to:

- strengthen the faith life of the school through prayer, liturgy, learning, celebration, belonging and outreach
- evaluate the role of the Religious Education Department in supporting Mission and Ministry
- review the Vision and Mission Statements

Achievements

Students from the College Vinnies Team organised the Project Compassion collections across the College after attending a presentation about the global work of Caritas from Caritas Australia on Thursday, 4 February. The presentation provided students with a deeper understanding of the link between their local work, supporting Project Compassion and the Caritas international mission for the full realisation of human dignity and wellbeing for all people as the means to end poverty and injustice. The presentation also provided connection for our students on the Caritas theme 'Be More' and our own 2021 College theme 'We Choose Hope'.

In the lead up to Easter, the students explored the bitter truth about Easter chocolate - the sweet, but sometimes-bitter truth about Easter chocolate. This took place within the framework of 2021 being the International Year for the Elimination of Child Labour. Consistent with Catholic Social Teaching, Sacred Heart Girls' College has an ethical purchasing program that ensures that everything it buys is slavery-free. The College community is encouraged to support slavery-free products by shopping ethically, especially at Easter. As part the College campaign to highlight the cruelty and injustice of chocolate slavery, a large group of students marched around the College to protest this practice. Students made their own banners and placards and were dressed as "slaves" tied together in chains and marched to the beat of a slow drum. Other students followed with placards and promoted ethical chocolate purchasing among the College community.



The Mission and Ministry Team redesigned the senior Reconciliation Program. Due to COVID constraints and lack of space, adaptations were made to the program. The senior classes engaged in reconciliation/penitential liturgies in their Religious Education classes. Students were informed of the times of Reconciliation in local parishes and were invited to receive the sacrament in their local church.

Initial planning took place for the celebration of the College's 65th Anniversary in 2022. St Patrick's Cathedral was booked for the Opening School Mass with Archbishop Comensoli invited to be the main celebrant of the Eucharist. In addition to the 65th Anniversary of the College, the Sisters of Our Lady of the Missions will be celebrating the 160th year of their foundation by Euphrasie Barbier in Lyon on 25 December 1861. The Sisters established their first permanent convent in Perth in 1897 with the opening of Sacred Heart School Highgate. The Sisters have been in Australia for 125 years.

During Holy Week, each religious education class took the time out of their day to walk around the school in a prayerful manner to take part in the Way of the Cross. The Stations of the Cross used in the reflection were illustrated by Aboriginal artist John Dunn. Dunn's interpretations of the journey Jesus took to his death, were accompanied by reflections on his own life story. Students were able to make the experience thought provoking and more personal as each image was accompanied by a question for each student to quietly reflect on and ponder. The Way of the Cross enabled each individual to interact and reflect.



The College community began Term Two by gathering for an Easter Mass. It was the first College Mass for the year and a very prayerful atmosphere was created. The Resurrection of Easter was symbolised by colourful butterflies, made by the Faith and Liturgy Leaders and their helpers, which were placed on crosses carried by representatives of each year level in the entrance procession. Butterflies are a symbol of new life and transformation of faith in the Easter season.



The Year 8 students participated in a visit to the Jewish Museum in Alma Road and the Charnwood Grove St Kilda Hebrew Congregation Synagogue as part of their Religious Education Studies. Volunteer guides led the students and teachers through both the museum and the synagogue with the activities culminating in a Shabbat experience.

VALUE ADDED

The St Vincent de Paul group prepared the 'Women for Women' campaign. This activity provided for McAuley Community Services for Women. The Sisters of Mercy established McAuley Community Services for Women as part of their commitment to women, children, and social justice. Year 7 to 9 students focussed on providing art supplies, books, mindfulness colouring books and gift vouchers. Year 10 and 11 students collected feminine hygiene products, kitchen supplies and utensils, and gift vouchers.

Prayer and reflection were common elements in all staff gatherings. Monday and Wednesday Staff Briefings open with staff led prayer. Learning Area and Year Level meetings provided the opportunity for members of each learning area and year level to lead prayer and reflection. Staff prayer on Thursday morning at 8.00am took the form of Lectio Divina with a focus on the following Sunday's readings. This valuable time of sharing provided nourishment when access to the Eucharist is restricted. Student-led prayer takes place on Friday at lunchtime, with the Faith and Liturgy leaders working closely with the Mission and Ministry Team members to provide reflection based around the liturgical year with reference to significant feasts or celebrations. The students work together brilliantly as they provided enriching reflection for their peers and staff.

Members of the Mission and Ministry Team participated in the One Heart Many Voices Online Conference. The Conference identified and explored the challenges of living the Gospel and Leading Mission Now in Australia and globally. Drawing on the concept of 'liminal leadership', it was identified that 2021 needs a new type of leadership, one that recognises the interdependence, patterns and relationship that exists between contexts and institutions. Theologian, Richard Rohr recognised this liminal space as the moments where authentic transformation can take place, recognising this action as God's presence.

The RNDM Sisters shared with the Sacred Heart community the challenging situation they were encountering in Vietnam (along with all in Vietnam) due to the pandemic. The Vietnamese Government sought assistance from religious orders to support the critical medical situation. In response to the Sisters' reflection, the College staff organised a fundraiser to support the Sisters and their ministry in Vietnam.

The Mission and Ministry Team led a professional learning/faith development workshop with the College Staff. Dr Anna Rowlands, St Hilda Professor of Catholic Social Thought and Practice, Lecturer in Contemporary Catholic Theology and Deputy Director of the Centre for Catholic Studies at Durham University UK, was booked to conduct a study tour in June/July this year. The workshop presentations moved into the online world as Dr Rowlands was

unable to travel to Australia. The first of these sessions was held in August, with follow up workshops scheduled for 2022. The focus of Dr Rowlands presentations is Catholic Social Teaching.

Year 10 and 11 students participated in a Christian Leadership Program conducted by a Community Development Worker from Australian Catholic Religious Against Trafficking in Humans (ACRATH). The program provided an experience of deep learning about leading and embedding social justice action in schools

VCE Religion and Society Units 3 /4 students engaged in an exam preparation workshop with a past student Premier's Award winner in the study. The past student who achieved a perfect score of 50 in Religion and Society addressed the students via Teams, advising them to know the intricacies of the Study Design and learn specific quotes for each Area of Study. She recommended writing succinctly, where appropriate, to manage the time constraints of the exam. During the weeks leading up to the exam she advised the VCE students to establish a timetable and maintain a balanced routine.



Learning & Teaching

Goals & Intended Outcomes

The College's goals for learning and teaching were predominantly developed from the Learning and Excellence spheres contained in the 2019-2022 College strategic plan. These two goals were:

- >> *to be a collaborative, creative, reflective and innovative learning community*
- >> *to build a culture of excellence through continuous improvement*

At the beginning of the 2021 school year, a number of priority actions were identified:

- Develop a learning and teaching charter
- Further refine the school based professional learning program that was introduced in 2020
- Develop a school wide approach to feedback to support the new Assessment, Feedback and Reporting Policy
- Identify priorities for curriculum review at Years 9 and 10
- Establish a Learning Diversity Team
- Review our senior school pathways in light of the Senior Secondary Certificate reform

Once again, due to the COVID 19 pandemic and the numerous weeks of extended remote learning, many of these were put on hold to ensure the College was able to adapt and respond to the ever-changing learning environment.

Achievements

- Working party was established to commence the review of the current 9 and 10 curriculum. During 2021 staff were consulted and students were surveyed to establish the guiding principles of the review. Research into other models of curriculum and pedagogical approaches was conducted.
- School based professional learning program focussed on feedback was designed and implemented with teachers conducting action research projects on this theme.
- Assessment expectations were continually monitored and adapted to reflect the changing learning environment. In particular, cancelling examinations for Years 7 to 9 and making appropriate modifications for Years 10 and 11.
- The Work Habits Rubric was redesigned and extended to include five categories to give more targeted feedback to students. The five categories are Effort, Learning Behaviours, Task Completion, Contribution to Learning Environment and Preparedness for Class.
- Many of the events that were forced to go virtual in 2020 were reviewed and based on community feedback continued virtually in 2021. These included Learning Conversations, Year 10 VCE transition interviews, VCE Q&A forum and the Annual College Award ceremonies.

- Successfully managed the transitions between face-to-face and home based learning, particularly in Term 4 with a focus on reconnection and reframing classroom expectations
- Learning Diversity Team consisting of Deputy Principal, Learning and Teaching, Learning Diversity Leader, Numeracy Co-ordinator and Literacy Co-ordinator was established and designed the program for the literacy and numeracy tutor program, evaluated current NCCD processes and enhanced PLPs development and review.
- Year 10 Future Ready Program (in lieu of Work Experience) was developed and implemented at the end of Term 2.
- The role and purpose of the IT Reference group and the eLearning Committee was reviewed, and a decision was made to disband both of these and form a new group in 2022. Their final task was to review the 2018 to 2021 eLearning Strategic Plan and develop a draft 2022 to 2024 Digital Learning Strategic Plan.
- All policies related to Learning and Teaching were reviewed and updated in line with the MACS guidelines

STUDENT LEARNING OUTCOMES

2021 Literacy

At both Year 7 and Year 9, Item Analysis reports show that SHGC results are consistently above state and national level. There were very few questions in any section where students were below, and these were not significantly different from the rest of the state/nation. Although these questions are not a major cause for concern, it shows that in 7-9 English there could be a greater focus on interpreting and evaluating reading passages, and some grammar features.

Most of the Year 7 students in the lowest bands for NAPLAN had already been identified as Literacy Support through primary school recommendations and MYAT testing and were requiring part of the Literacy Program in Term 2. This indicates that current processes are working well to identify students in need of Literacy Support. The NAPLAN results were helpful in confirming this as well as identifying a few more students who have joined the Literacy Program in Term 4. Some of these were students who were flagged at the start of the year, but initial class results that seemed to indicate they were managing well in class meant that they were not receiving Learning Support yet. Overall, using the MYAT and NAPLAN results, as well as teacher recommendations, seems to be an effective way of targeting the students who need support.

The Writing Criteria Report (Year 7) suggests that in general students could work on ideas, cohesion and vocabulary to lift their writing skills. Some areas of particular focus for students in the lower bands for Writing could be: paragraphing, vocabulary and ideas. The Literacy program Included some of these areas during our Writing Skills program in Term 4. Explicitly teaching parts of speech and then guiding students to use these in sentences and paragraphs is a key focus of the writing program.

Numeracy 2021

The College numeracy results for the 2021 NAPLAN for both Years 7 and 9 are very positive. As seen by the Group Summary Reports for both year levels, the median values are above the state value and the percentage of students above the National Minimum Standard for both year levels are very high. In Year 7 the state median was 555 and the College median was 569 and 95% of the students scored above the National Minimum Standard for numeracy. Five percent (5%) of the students were at the National Minimum Standard for numeracy and 0% were below.

In Year 9 the state median was 586 and the College median was 613 and 95% of the students scored above the National Minimum Standard for numeracy. Five percent (5%) of the students were at the National Minimum Standard for numeracy and one student was below the National Minimum Standard.

Year 7's best performing area was Number and Algebra and Year 9's best performing area was Measurement and Geometry. The excellent results achieved at Year 9 are a testament to the well thought out and well presented Mathematics courses in the junior years at Sacred Heart Girls' College. The teaching and learning of Mathematics at the College is not only focused on skill development but also on the importance of problem solving and hands on task work, which ultimately allows students to build upon key concepts and think through contextual problems using a variety of methods.

It can be seen from the School Summary Report for numeracy that the lower end of the data (the 10th percentile) is considerably higher than the state for both year levels. This is a very positive result and in conjunction with the excellent courses for Mathematics these excellent results may also be attributed to the smaller class sizes for Years 7 to 9 Mathematics in the College and also the in class numeracy support teachers who work closely with class teachers to assist students who are in need of more specialised attention.

The data on the top performing students (90th percentile and higher) as indicated by the School Summary Report for numeracy is also higher than the state; however, the difference in each year level is not as considerable. This may be an area of improvement for the College. Over the years the College has offered special competitions such as the Maths Olympiad and the Maths Challenge to a select few in Years 7 to 9; however, the College may need to look further into embedding similar programs into the courses at Years 7 to 9 so that more students are given the opportunity to extend and supplement their learning.

Finally, as seen from the Five Year Trend Report for numeracy for both year levels, the College results have been consistently very good, constantly performing above the state for Numeracy

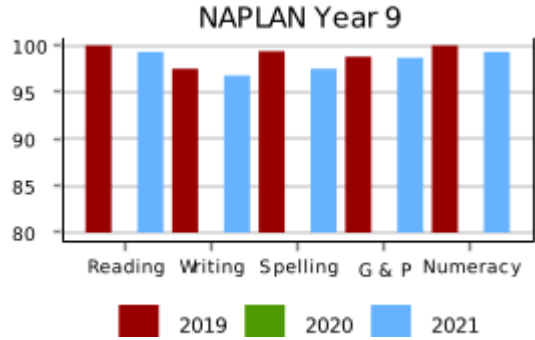
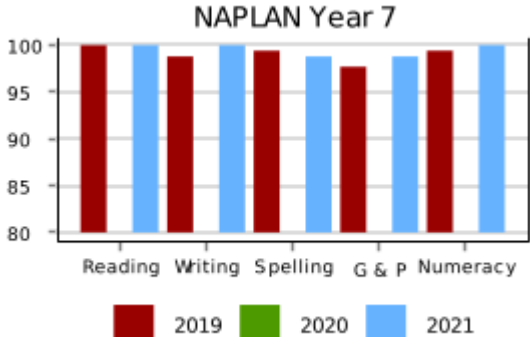
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	624.6
Year 9 Numeracy	611.6
Year 9 Reading	607.0
Year 9 Spelling	630.6
Year 9 Writing	585.4

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	97.7	-	-	98.8	-
YR 07 Numeracy	99.4	-	-	100.0	-
YR 07 Reading	100.0	-	-	100.0	-
YR 07 Spelling	99.4	-	-	98.8	-
YR 07 Writing	98.8	-	-	100.0	-
YR 09 Grammar & Punctuation	98.8	-	-	98.7	-
YR 09 Numeracy	100.0	-	-	99.3	-
YR 09 Reading	100.0	-	-	99.3	-
YR 09 Spelling	99.4	-	-	97.5	-
YR 09 Writing	97.5	-	-	96.8	-

* 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.



Student Wellbeing

Goals & Intended Outcomes

The College's goals for student wellbeing were predominantly developed from the Excellence and Learning pillars of the 2019-2022 College Strategic Plan. The overarching goals for 2021 were to:

>> *enhance teacher capacity in the holistic development of every student*

- Building understanding of adolescent development and wellbeing (emotional, spiritual, physical and intellectual) - Wellbeing Leaders
- Building understanding of adolescent development and wellbeing (emotional, spiritual, physical and intellectual) - Whole staff

Achievements

Social Emotional Learning

The Wellbeing Team, formed in 2020, developed and delivered staff professional learning in line with the 2019-2022 College Strategic Plan. The team met throughout the school year to develop staff professional learning sessions and self-care presentations.

The Rights, Resilience and Respectful Relationships (Respectful Relationships) remained a key learning and teaching resource for the Wellbeing for Learning Program in each year level. An audit of the Wellbeing for Learning Program, Health and Physical Education curriculum and Religious Education curriculum demonstrated that each of the eight Respectful Relationships Topics was addressed within at least one of these teaching areas. This ensured that students were provided with access to learning materials that explicitly developed their Social Emotional Learning (SEL).

The Wellbeing for Learning program is a sequential and age appropriate explicit SEL program from Years 7 to 12. This program was reviewed at the end of 2020 to ensure that topics and activities reflected not only student experiences in lockdown periods but also remained relevant to their changed needs, particularly due to the COVID-19 pandemic. The program continued to be reviewed and adapted during the course of 2021 to ensure that student's social emotional needs were being addressed in a pro-active manner. Student resilience, help-seeking behaviours and forming positive connections both off-site and upon return to school-based learning were imperative.

Staff Professional Learning

The Wellbeing for Learning components of the staff professional learning program included compliance (student health, such as asthma and anaphylaxis, mandatory reporting, COVID-19 training module, emergency management processes), understanding adolescent development

and common mental health problems and staff self-care. Topics included responding to school refusal, CEM Excel framework (constructive and pastoral conversations with students) and Respectful Relationships staff survey.

Student pastoral care

Due to a second year of extended periods of home based learning, student pastoral care and safety were closely monitored, and processes adjusted. Students identified as being at risk in terms of Child Safety, school engagement, attendance, mental health and/or maintaining learning progress were closely monitored by Homeroom Teachers, Year Level Leaders and College Counsellors in particular. All teachers were provided with lists of students at risk of disengagement or mental health problems - this ensured that students were closely monitored in all learning settings.

Returning to school following home based learning necessitated a change to programs to ensure that students were confident in their return and able to access support for challenges experienced whilst offsite. Pastoral sessions were added to the timetable to assist students in reconnecting socially and lunchtime activities were increased to facilitate student connectedness and sense of belonging.

Fortnightly meetings of the Deputy Principal Student Wellbeing, College Counsellors and respective Year Level Leader were held online. Online and at school counselling services ensured that all students were readily able to access mental health support. A case management approach to more complex student needs (such as school attendance problems, self-harm or suicidal ideation) ensured a coordinated and comprehensive support and intervention process.

A Pastoral Care Worker was employed through a Federal Government grant, and this provided additional student support during lunchtime social activities, Seasons Grief and Loss Support Program and working with Respectful Relationships student leaders to enhance student wellbeing through student initiatives. The Pastoral Care Worker was also a member of the Wellbeing Team and supported student pastoral care by providing staff professional learning in responding to mental health issues such as anxiety.

Working with parents and community agencies support proactive and timely actions and strengthened partnerships. Communication was crucial throughout the year and online meetings ensured that matters were not delayed or deferred unnecessarily.

Student Leadership

The voice of young people is crucial to the vibrancy and health of a school community. Student leaders represented broader student voice and facilitated student agency in College life and beyond. The variety and number of positions ensured that student passion and talent could be allied with a leadership position: College Captains, Deputy Captains (Faith, Social Justice, Arts and Sport), House Captains, Deputy House Captains, Music Leaders, Faith and Liturgy Leaders, Student Representative Council, FIRE Carriers, Homeroom Representatives, Tour Leaders, ICT

Captains and Mentors, eLeaders, Media Managers, St Vincent de Paul Leaders and Year 10 Peer Support Leaders.

Many student leadership speeches and elections were transferred to MS Teams to ensure the processes continued unabated and all student leadership positions were filled.

One challenge was the interrupted nature of the school year - onsite and home based learning. The student leaders were able to either continue their work at school or created online means of working with their peers to improve College life.

VALUE ADDED

Although greatly impacted by COVID lockdowns, key events were held during the year, sometimes in an abridged or re-imagined manner. Key highlights across the 2021 school year include:

- House Swimming Carnival - participants only
- Full House Athletics Carnival
- House Netball Competition
- AGSA International Women's Day breakfast
- Year 12 Mentors' Breakfast
- Year level assemblies (via Teams)
- College assemblies (either in person or online)
- Student leadership speeches and elections
- Sacred Heart Day
- SCSA sports in Semester 1
- College leaders' formation day with Salesian College, Chadstone
- Clubs, music performances and more.



STUDENT SATISFACTION

The students were surveyed in Term 3, and they provided insights from Year 7 to 12. Surveys sought feedback on motivation and engagement during home based learning, sense of connectedness, managing learning at home, help-seeking behaviours and what they were looking forward to in the return to onsite learning.

The following is a sample of student responses:

- "I'm looking forward to seeing my friends and learning face to face" Year 7
- "I'm looking forward to participating in school clubs and activities that I would be doing now" Year 8
- "It hasn't been that different, but I feel less productive than last time" Year 9 comparing lockdown 6 to other lockdowns.
- "I am looking forward to seeing my peers again, as well as being able to have proper class discussions that are more interactive" Year 10
- "Due to not having a teacher in front of me in person, I lack motivation" Year 11
- "I like being in the comfort of my own bedroom, it's less noisy" Year 12

Student responses are indicative of what they valued about onsite learning and face-to-face interactions.

Student voice was also sought via the College's Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS). The following is a sample of the survey data:



STUDENT ATTENDANCE

School attendance was marked in morning Homeroom, each class and afternoon Homeroom for students in Years 7 to 9. Students in Years 10 to 12 did not attend afternoon Homeroom as a means of reducing congestion in student movement. During periods of home based learning, afternoon Homeroom Program was suspended for all year levels.

Practices were in place to support student attendance and ensure accurate record keeping.

The following information is provided to parents via Operoo and Parent Access Module (PAM) and describes student attendance processes:

Recording student attendance

- Attendance is marked at Homeroom and each class during the day
- SMS regarding student absence are issued to parents/carers each morning for unexplained
- absences
- Student absences are followed up by the Homeroom Teacher and/or Year Level Leader
- Reasons for student absence are recorded
- Attendance records are accessible via PAM
- Attendance and participation details are included in semester reports

School refusal is supported by the College Counsellor, Year Level Leader and Deputy Principal, Student Wellbeing with the aim of working with the student and her family to address barriers to school attendance and rebuild connectedness. Individualised plans are developed collaboratively to support a student experiencing challenging circumstances or a chronic condition that impedes her capacity to attend school

Late Arrival and Early Leaving

Students arriving late to school are required to sign in at the College Office. A note from the parent or carer providing a reason for the late arrival is required. The student presents the explanatory note to the Homeroom Teacher either on the day of late arrival or soon after. Students must provide a note from a parent or carer explaining the reason for leaving school early. This also applies to notifications made via PAM. The student presents the note to the Homeroom Teacher (or Year Level Leader) during morning Homeroom and the Student Planner is stamped by the Year Level Leader. The student signs out via the College Office upon presentation of a stamped Student Planner note.

Student Absence

If for any reason a student is unable to attend school or will be late to school, the parent/carer contacts the College. Absences and late arrivals are expected to be advised by 8:30am. There are four ways that parents/carers communicate student absence:

- Via PAM. The platform is accessible until 8:30am of the day of absence.
- Telephone the Student Absence Line on 9568 5488 (select option 1). All calls will be directed to a College voicemail service.
- Email the College Administration - studentabsences@shgc.vic.edu.au
- Submit the appropriate notification form to the Principal prior to a planned absence, including a holiday taken during the term, which is to exceed two days. Forms are available from Year Level Leaders and a term's notice is required.

Unwell students

Parents/carers are advised not to send an unwell student to school. Parents and carers are expected to collect their child from school if the child feels unwell whilst at school - Administration staff contact parents/carers when students present at Sick Bay.

Reasons for Parent Notified Absences

Whenever a parent/carer notifies the College of a student absence, late arrival or early dismissal, it is expected that details regarding the reason for the absence are provided.

SMS and Student Absence

An SMS service is used to advise parents and carers of unexplained student absences from school.

The SMS advising unexplained absence is sent at approximately 9:30am each morning. The message service supports student care and effective management of school attendance.

On days of traffic congestion or transport issues leading to a significant number of students arriving after 8:30am, the SMS is delayed allowing students adequate time to sign in at the Front Office and have their class attendance noted in SIMON Learning Management System.

The following is indicative of the message sent:

Your daughter,student name..... inhomeroom... is absent from school today ...date.... Please contact the College by reply SMS or phone (03) 9568 5488 ASAP.

On receipt of an SMS, parents and carers are asked to reply as soon as possible.

The College makes every effort to contact the parent or carer who has been nominated as the preferred point of contact. Only one SMS per student is sent.

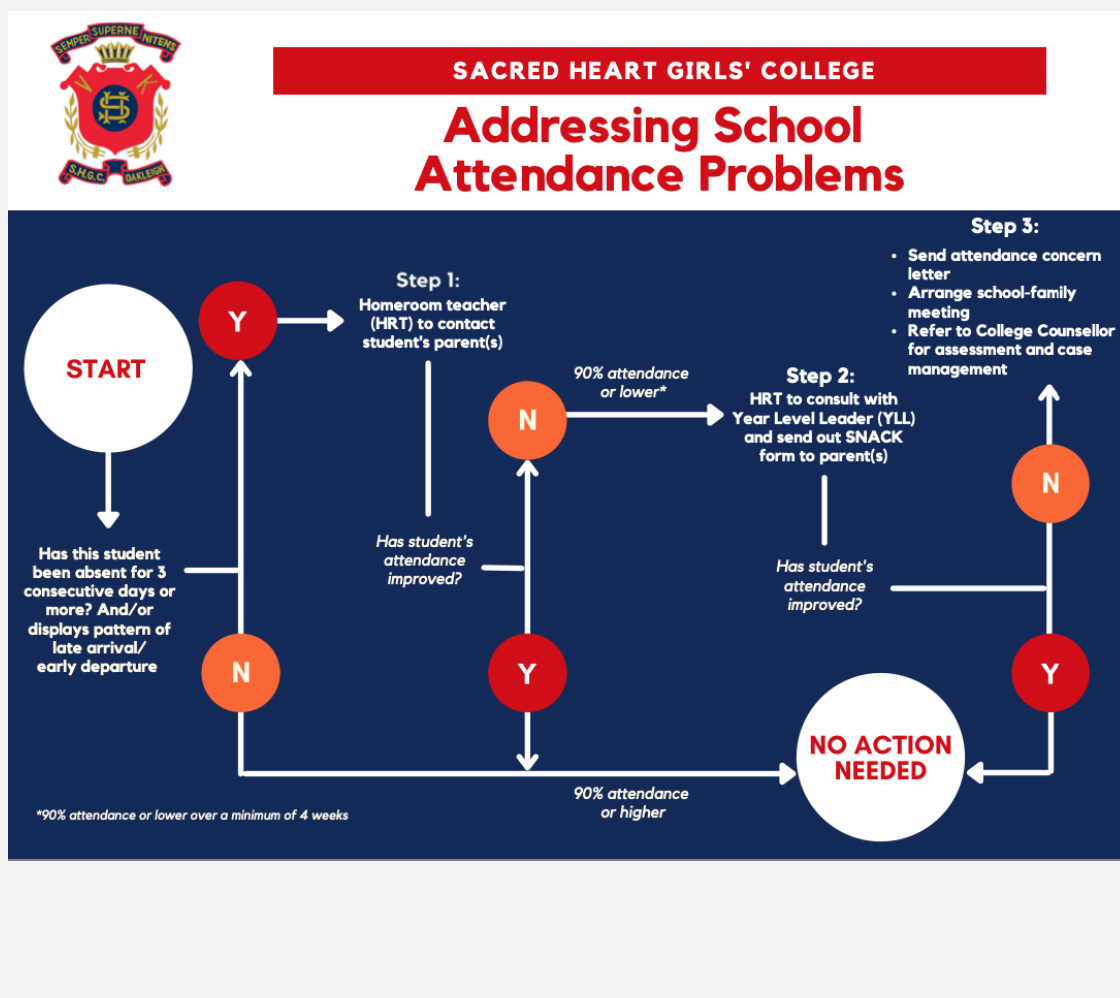
Attendance records during periods of home based learning

Students attended all classes, including morning Homerooms via MS Teams. Attendance records were maintained for every class.

Student Attendance Concerns

Students whose attendance was of concern, including school refusal, received support through Year Level Leaders, College Counsellors and Deputy Principal - Student Wellbeing. Additional agencies were accessed/consulted as appropriate, including Monash Council Youth Services, Navigator Program and specialised education settings.

A process for addressing student attendance issues was developed and implemented in 2021. Due to COVID lockdowns, full implementation will not be effective until 2022.



YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	96.5%
Y08	96.0%
Y09	94.9%
Y10	94.9%
Overall average attendance	95.6%

SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	99.0%
VCAL Completion Rate	0.0%

POST-SCHOOL DESTINATIONS AS AT 2021

Tertiary Study	85.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	1.0%
Deferred	3.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%



Child Safe Standards

Goals & Intended Outcomes

In addition to school goals and intended outcomes for student wellbeing, Sacred Heart Girls' College implemented specific policies, processes and activities to ensure that all staff were fully aware of their Child Safe Standards and Reportable Conduct requirements. Implementing Child Safe Standard 7 was an intentional focus to empower and inform students.

And so, in creating and maintaining a Child Safe learning community, policies were in place and practices undertaken to ensure that all staff and visitors were aware of their legal and moral obligations towards the safety of young people in the care of the College.

Students, through the Wellbeing for Learning Program, information in the Student Planner and year level noticeboards, the work of Respectful Relationships student leaders and Health and Physical Education classes, were informed about their rights and empowered to speak to trusted adults about child safe concerns for themselves or peer/s.

Policies and practices implemented in the area of child safety at Sacred Heart Girls' College are intended to provide students with a safe and consistent environment:

- where students have confidence in disclosing concerns in regard to Child Safety.
- by ensuring that Standard 7 is explicitly taught to students to empower and inform them of Child Safety matters and their right to be safe.
- by ensuring that PROTECT protocols are adhered to, including post report review and student welfare check.
- by ensuring that staff are informed of their responsibilities and are supported in any situation where a Child Safe report is required.
- by monitoring staff maintenance of current professional standards in regard to mandatory reporting professional learning.
- by ensuring that staff and Volunteer Code of Conduct standards and practices are aligned with Child Safe Standards.
- by rigorously overseeing Child Safe responsibilities in co-curricular activities and ensuring that on-site and off-site activities and staffing satisfy Child Safe Standards.
- by ensuring that staff are aware of their professional obligations in regard to Code of Conduct and mandatory reporting and are competent and confident in fulfilling these.
- by updating Child Safety policies in line with MACS requirements

Achievements

In light of the periods of home based learning, student pastoral care and Child Safety required new approaches to support student safety in all learning domains.

The following measures were implemented and found to be successful:

- staff Professional Learning for Child Safety - mandatory reporting online module, staff briefings, SHGC processes and Family Violence Information Scheme. This enabled all staff to be competent in the area of Child Safety processes, expectations, warning signs and mandated responses.
- school support for reporting Child Safety concerns was provided for each staff member making a report and each report reviewed in line with PROTECT protocols.
- student pastoral care lists - student engagement, mental health concerns and students at risk. Such lists were provided to the Leadership Team, Year Level Leaders and College Counsellors. A modified list with all sensitive information removed was shared with teaching staff. This allowed subject teachers to be alert to students of concern, without specific details being provided, and to afford additional care and monitoring to these students.
- Wellbeing for Learning Program activities and workshops focussing on Child Safety Standard 7 in each year level and in a manner appropriate to students' developmental stage.
- student-led initiatives instigated by the SRC and Respectful Relationships Leaders - awareness raising activities such as RUOK? Day and Bullying. No Way! Day.
- pop up lunchtime information booth staffed by Syndal Headspace.
- face-to-face and MS Teams based counselling sessions during periods of home based learning to ensure students always had access to appropriate support in times of difficulty at home.

Other practices to embed Child Safety commitment and awareness within the school community included:

- Child Safety as a standard meeting agenda item
- Staff Code of Conduct
- visitor and volunteer register (Working With Children Check Card) and supervision when on site or in vicinity of students.
- provision of information to students via posters, handouts, student planner, SIMON student messages regarding Child Safety and a wellbeing display area at each year level.
- provision of information to parents regarding adolescent mental health and wellbeing and safety via Operoo letters, advertising external agency webinars (such as Headspace), SchoolTV special reports and College newsletters.
- adherence to PROTECT protocols for all forms of suspected child abuse and reporting of all such matters to Melbourne Archdiocese Catholic Schools Wellbeing Unit.
- Child Safety protocols in staff recruitment and position interviews.
- Child Safety strategies and checks in all on-site and off-site activity approval forms and risk matrices.
- promotion of inclusion of all students and staff through Wellbeing for Learning Program, House events, special days (Indigenous Literacy Day, Harmony Day) and more.

Leadership & Management

Goals & Intended Outcomes

The College's goals for Leadership and Management were predominantly developed from the Stewardship pillar of the 2019-2022 College Strategic Plan. This goal is to:

>> govern, lead and manage resources ethically, responsibility and sustainably

From this a number of priority actions were developed for 2021. These were to:

- Strengthen the Annual Review process with reference to AITSL standards
- Develop the capacity of Middle Leaders
- Identify staffing needs associated with Marketing and Development of the College
- Review remaining stages of Masterplan

Achievements

The Enhancing Catholic School Identity (ECSI) project, conducted by the Catholic Education Commission of Victoria in conjunction with the Catholic University in Leuven (Belgium), assists in understanding the Catholic Identity of a school. Sacred Heart engaged in this survey project in 2021 in preparation for a full school review in 2022. The survey contributed to the College's understanding of how our Catholic Identity is expressed in work and practice and will support future development in this important sphere central to the life of Sacred Heart. Students, staff and parents and carers participated in the survey.

The College Leadership Team, along with the Canonical Administrators and the College Advisory Council, prepared for the implementation of the next stage of the College Masterplan. Stage 3A brings about the relocation of the Learning Diversity Department and Student Services (Counselling) into the heart of the College. This, along with the development of additional general purpose learning spaces and further open learning spaces, will provide much needed learning areas for our students. It is planned that this stage of the Masterplan will be developed at the Latrobe Street end of the Jubilee Building (Library, Year 8 and 9 corridors) extending this building to the Administration building. Once the Learning Diversity and Counselling Services have been relocated, Latrobe House will be demolished to make way for the car spaces lost due to Stage 3 being developed.

The directives from the Department of Health (DH) and the Catholic Education Commission of Victoria (CECV) were implemented by the College Leadership Team to guide the College safely through the second year of the COVID-19 pandemic. Each directive was implemented successfully as the College navigated the many periods of home based and on-site learning (and sometimes both at once). Special attention was given to those students who were identified as vulnerable during the periods of lockdown. Teachers were alerted and counselling support was available. Some students are invited (with the consent of their families) to come into the College to be supervised in the Jubilee Library as they accessed their home based learning classes.

The Information Communication Technology (ICT) Department was reviewed by a specialist IT consultancy company. The consultancy team adopted a three-pronged approach; an exploration of the IT network and infrastructure, staff survey and ICT team survey. The first component saw the team testing the College network both virtually and on the ground. All staff were invited to complete a technology survey related to their roles within the College. As a part of the assessment and review of roles and responsibilities of the ICT Team, the consultancy team members shadowed the personnel in the ICT Team. A report was prepared and shared with the Leadership Team. The recommendations put forward were discussed with the ICT Manager and the ICT team with the aim of ensuring best practice and efficient procedures are developed to meet the changing required of the teaching and learning program of the College.

The Victorian Institute of Teaching (VIT) revised the Code of Conduct for registered teachers in Victoria. The new code along with a redeveloped Code of Ethics came into effect at the beginning of Term 3. As part of this, the Leadership Team guided the teaching staff through a series of workshops to understand the implications for professional practice. The major changes dealt with social media and the responsibility of teachers beyond the classroom.

The College transitioned quickly and smoothly through the various rounds of home based learning. Well prepared information, guidelines and handbooks were presented to students, parents / carers, and staff throughout the year. The Home Based Learning Program handbooks assisted all in ensuring the maintenance of the College's learning and teaching program. The College was open for onsite supervision of students who are children of essential workers and for those who require support for either wellbeing or academic issues.

Whilst many activities had to be cancelled or postponed, others were maintained throughout the year. For example, Geography Week was celebrated with daily reflections and a Geography in The News quiz posted on SIMON. Reconciliation Week was also celebrated with prayers, reflections and information sharing to raise awareness of the theme for this year.

The integration of the College into the new governance structure under the auspices of Melbourne Archdiocese Catholic Schools (MACS) continued with the restructure of many delegations and authorities. This along with a major revision of College policies assisted in this integration process. The College Advisory Council was formed replacing the College Board. The College Advisory Council will continue to play a similar role as the previous Board.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

School based professional learning is supported by a formal structure which provides an extended (75 minute) block of time every week.

Aims

- To create conditions and structures for effective staff growth and for the opportunity to continue to develop the College as a professional learning community within the Catholic context.
- To provide for the continued development of staff across a number of key areas, ensuring they are able to best meet their professional obligations, the needs of the College and their own teaching requirements.
- To assist embedding new and emerging practices into our classroom teaching.
- To allow time to meet the goals and priorities of the College's Strategic Plan
 - Strengthen our Catholic identity inspired and enriched by RNDM charism.
 - Be a collaborative, creative, reflective and innovative learning community.
 - Build a culture of excellence through continuous improvement.
 - Govern, lead and manage resources ethically, responsibly and sustainably.
 - Develop authentic, purposeful partnerships and relationships within and beyond the school community.
- To improve the collaboration of team based practices in learning areas
- To allow for greater flexibility in responding to system and government initiative in a timely manner
- To provide consistency of expectations regarding participation for all teaching staff.
- To minimise the number of meetings within the one week.

These are divided into four focus areas and where appropriate, included both teaching and non-teaching staff. In 2021 many of these activities needed to be conducted online.

1. **Staff Forums:** Mission and Vision review, Revise VIT Code of Conduct, Masterplan, Compliance related (Emergency Management training, Asthma, Anaphylaxis, Mandatory Reporting, OHS, COVID), Learning support @ SHGC, NCCD presentation, staff team building activities
2. **Faith Formation:** Enhancing Catholic School Identity Project, Dr Anna Rowlands - Catholic Social Teaching, whole day immersion program was postponed to 2022 because it could not be conducted virtually.
3. **Learning and Teaching:** The focus of our School Based Learning Program in 2021 was Improving Student Learning, using feedback. Teachers completed an action research project, that required modification due to the often changing learning medium. This included a whole day at the beginning of Term 3. Other school based professional learning sessions changed regularly across the year to enable teachers to plan, adapt and review

teaching programs and assessment to respond to the pivoting between face-to-face and home based teaching. As well as to provide support for further developing teacher skills in the use of Microsoft OneNote and Teams, and other digital tools to improve student home based learning.

- 4. Student Well Being:** Wellbeing for learning sessions: Excel conversations, Practical Applications in Adolescent Development, where we have been, where are we going. This included a whole day at the beginning of Term 2.

Due to the pandemic, opportunities for external professional learning were varied across 2021, and those that were on offer often focussed on remote learning and many professional associations conducted these free of charge in 2021.

Some of the activities included:

- ACU Advisory Conference
- Alliance of Girls Schools Australia Conference
- ATOM State Conference
- CDES Teachers Annual Conference
- Change the World- Digital Marketing
- Coaching and Mentoring
- Deakin Careers Seminar
- EduTech
- Food and Mood Forum
- Home Economics Vic Annual Conference
- Transgender/ Gender fluidity
- Leadership Development Series
- Masterclass for Reading
- Meet the Assessors
- Mentoring Leading a Learning Culture
- Naplan Data Training
- New Approach to Trauma
- One Conversation at a time
- Out of Fields Maths
- RASNET Conference
- Recontextualising Pedagogy National Conference 2021
- Respectful Relationship Community of Practice Network
- Reviewing student performance 2020 VCAA
- Spiritual Conversations - Skills for Leadership
- Spiritus- Learning Evangelisation
- Strengthening school responses to students' self-harm
- Supporting Student returning onsite
- Teachers Tool Kit Legal Studies.
- Teaching Assistance in Inclusive Schools

Teaching tomorrows Citizens
 VCE Biology Conference
 VCE History Conference
 Victorian ADHD Conference
 Women's Middle Leadership Program

Number of teachers who participated in PL in 2021	100
Average expenditure per teacher for PL	\$414

TEACHER SATISFACTION

The College's 2021 MACSSIS survey results were pleasing and indicated a high degree of staff satisfaction with the College. In particular, staff were overwhelmingly positive in regard to the school climate and the quality of relationships between leadership and staff. They rated highly both the positive attitude of their colleagues and the positivity of their working environment. Relationships between staff members are viewed as highly collegial and the College leadership was seen as friendly, supportive, and respectful. During the extended periods of remote learning, staff were regularly contacted by members of the College Leadership Team to gauge how they were travelling, which helped staff to feel valued, supported and connected to the College.

These results also indicated that staff view leaders as setting a positive tone for the school culture and that communication of important information is regular and effective. Staff feel they are successful in their roles and experience a high level of collective efficacy and team collaboration. A further indicator of staff satisfaction is the low level of staff absenteeism and the high rate of staff retention each year.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	87.2%
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TEACHER QUALIFICATIONS	
Doctorate	2.1%
Masters	23.4%
Graduate	39.4%
Graduate Certificate	7.4%
Bachelor Degree	95.7%
Advanced Diploma	20.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	103.0
Teaching Staff (FTE)	89.8
Non-Teaching Staff (Headcount)	43.0
Non-Teaching Staff (FTE)	35.3
Indigenous Teaching Staff (Headcount)	0.0

College Community

Goals & Intended Outcomes

The College's goals for Community were predominately developed from the Community pillar of the 2019-2022 College Strategic Plan. This goal is to:

>> *develop authentic, purposeful partnerships and relationships with and beyond the school community*

From this a number of priority actions were developed for 2021. These were to:

- Re-evaluate current communication processes
- Seek opportunities for developing partnerships and relationships
- Establish a Parents' Association.

Achievements

Past student connections are seen as vital to a vibrant school community. Past students shared their expertise in a variety of ways. COVID dependent, the College was able to reach out to past students to support the Outdoor Education Program along with coaching sporting teams. Past students of the College were also able to offer advice to students in Year 12 as part of a Mentors Program. It is pleasing to see students wish to continue their direct involvement in the College and the benefits gained are certainly reciprocal.

Parent connections are central in the education of young women. As Sacred Heart Girls' College parents are not generally geographically close, the College recognises the importance of fostering positive relationships. Throughout 2021, the College continued to involve parents and carers in the community, mostly through technology. Parents participated in Program Support Group meetings, Parent Information evenings, music performances, Principal Chats, Learning Conversations and more showing that Sacred Heart Girls' College value greatly the partnership with parents and carers.

Parents are urged to contact the College and an open dialogue is encouraged. Connections with our parent community were also enriched by the distribution of the College Newsletter via email. This helped to keep parents informed of College happenings which they could discuss with their daughters.

Sacred Heart's learning and communication platform, SIMON, enabled more immediate opportunities for communication. Parents were able to access information regarding their daughter's experience at Sacred Heart via the Parent Access Module (PAM). They were also able to use this platform to communicate directly with their daughter's subject teachers, thus keeping open the lines of communication throughout our home based learning program.

Links were maintained with the RNDM Sisters through the virtual walkathon whereby students were able to raise money for the ministry of the RNDM Sisters in the Philippines. The success of this event proved that the students at Sacred Heart Girls' College are aware of the need to play a positive role as global citizens, even during the pandemic.

VALUE ADDED

Past Students' Association

Sacred Heart Girls' College Past Students Association aims to provide links between the College and its former students. Sister Theresa Parish as teacher, Principal and Librarian, acknowledged as her special mission the care of and concern for the "old girls". It was natural that the Past Students Association should have initiated around her and her wonderful knowledge of College families.

The PSA today celebrates the achievements of all students who graduated from Sacred Heart and honours their collective contribution to the development of the College over sixty years. The Association provides the opportunity for connections to the College to be maintained through reunions, the Mentors' Breakfast and the development of an archive of the College history.

Co-Curricular Activities

Students at Sacred Heart Girls' College are provided with the opportunity to engage in a diverse range of activities designed to enhance the classroom curriculum. Activities such as visits to parliament, the courts, Oakleigh shopping centre, forests and beaches enable interactions to occur with our local community and beyond in a diverse range of environments (some of these were able to held virtually in 2021). Such opportunities expand student knowledge and outlook, whilst improving skills of engagement in a world beyond Sacred Heart Girls' College.

Language and Culture Tours

As part of the language program at Sacred Heart Girls' College students have the opportunity to visit other countries to be immersed in both the language and culture. These experiences see students visiting many culturally significant sites and experiencing the delight of other cultures. These were postponed due to the pandemic, but we look forward to reinstating such enriching experiences as soon as is possible.

Sacred Heart Arts' Festival

Each year the Sacred Heart Girls' College students entertain the community through the Arts; dancing, singing, multi-media, visual art and instrumental music. In 2021 this Festival again was an online experience. The development of a virtual festival with gallery spaces and performance stages showed the ingenuity and talent of the staff and students. Members of the community were entertained and impressed by the quality on display.

PARENT SATISFACTION

Sacred Heart Girls' College parents responded to the MACSSIS Survey 2021. This provided some rich data to gauge parent satisfaction. Parents indicated that there were few barriers to engagement with the College (83% positive). The School Fit domain measures families' perceptions of how well a school matches their child's developmental needs. In this area, parents believed the College is a good fit for their daughters with 77% responding positively. Retention data indicates that parents are satisfied with the educational experience at Sacred Heart Girls' College (94% Years 7 to 9 and 95% Years 10 to 12).

Communication was also seen in a positive light, 60% of parents felt that communication was open and timely while 22% were neutral in their assessment. Parents were also very satisfied with the nature of the Catholic Identity of the College with 78% of responses being either positive or neutral. It was clear from the data that by and large, parents are satisfied with the education offered to their daughters through Sacred Heart Girls' College.



Future Directions

The College Strategic Plan 2019-2022 provides a framework for future directions of the College.

Strategic Intent		
<p>We are a Catholic faith community enriched by the RNDM charism; a community where students are at the heart of all that we do.</p> <p>We commit to honouring the uniqueness and gifts of each person by:</p> <ul style="list-style-type: none"> • Celebrating and strengthening our Catholic identity, <u>history</u> and heritage • Creating an authentic, challenging, collaborative and safe learning environment • Building a culture of excellence • Adopting ethical and responsible practices that ensure sustainable use of <u>resources</u> • Working in partnership with parents and the broader community 		
	Goal	Strategy
Identity	To strengthen our Catholic identity inspired and enriched by RNDM charism.	Ensure Gospel values are at the heart of all our policies, <u>programs</u> and practices.
Learning	To be a collaborative, creative, <u>reflective</u> and innovative learning community.	Develop a whole school understanding of, and approach to, engaging and effective learning and teaching. Ensure a holistic approach which strengthens connections between learning, <u>wellbeing</u> and faith development.
Excellence	To build a culture of excellence through continuous improvement.	Develop a shared understanding of excellence and implement processes to bring about continuous improvement.
Stewardship	To govern, lead and manage resources ethically, <u>responsibly</u> and sustainably.	Ensure all resources foster, <u>support</u> and promote excellence.
Community	To develop authentic, purposeful partnerships and relationships within and beyond the school community.	Strengthen community engagement and connectedness by cultivating positive relationships.

