



Sacred Heart Girls' College Hughesdale

2022

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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons
Acting Executive Director
Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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

The College Theme for 2022 – “Listen with the Ear of your Heart”, provided a richness of material for reflection throughout the year. St Benedict recognised the importance of listening with the heart, identifying that a spirit of quiet reflection and attentiveness to other people contributes to the growth of that community. Throughout 2022, the College community was called to value the gift of listening. This disposition is not to be taken for granted, rather it is to be fostered. Good listening does not take place only through the ears, but also through the heart.

Year three of the COVID-19 Pandemic saw the year begin with many responsibilities placed upon schools to ensure the safety of the community. Decisions related to school activities, such as sport or camps, were made by the College regarding the risk involved. Even through the impact of the virus was still of great concern, Sacred Heart was able to maintain onsite learning throughout the year.



Anniversary celebrations were held across the year. The Sisters of Our Lady of the Missions (RNDM) established the College 65 years ago in 1957. As well as this significant College commemoration, the Sacred Heart community joined with the Sisters in celebrating 125 years of the first RNDM foundation in Australia and 160 years since Euphrasie Barbier formed the Congregation of the Sisters of Our Lady of the Missions in Lyon, France.



The pandemic curtailed celebrations in the first part of the year due to the necessary health restrictions. As these eased, gatherings were allowed with students and staff joining in the anniversary celebrations. The Feast of the Visitation, along with the College Walkathon was held on Tuesday, 31 May. The 65th Anniversary Mass was held at St Patrick's Cathedral on Friday, 24 June, the Feast of the Sacred Heart of Jesus. The student and staff community enjoyed a wonderful day at Luna Park on Friday, 9 September. The Family Fun Evening held on Friday, 25 November, rounded off a year of celebrations for the community.

Two major reviews took place in 2022. The first of these was the four yearly School Review conducted by MACS. Several strengths of the College were identified, including:

- Strong academic achievement is reflected in consistent positive results at Years 7 to 10 and VCE levels.
- The College provides a structured and highly supportive Catholic environment to support all students.

After careful examination of the feedback and data available, opportunities for improvement were identified:

- Deepening and promoting teacher and student understanding of student agency in learning
- Reviewing assessment across domains and greater analysis of student learning data

The Principal Review was also held, with recommendations and opportunities identified:

- Ongoing development of the Partnership in Mission with the RNDM Sisters
- Continue to work closely with the Deputy Principal Learning and Teaching as major innovations continue to take place in the learning program

Approval for the construction of Stage 3A of the College Masterplan was granted, with construction beginning late in the year. A Federal Government grant of \$1.5 million assisted in the funding of this close to \$6 million facility. The project will provide a student wellbeing/learning support hub, additional general purpose learning spaces as well as open multi-purpose areas. Construction of the building will be completed in Term 3, 2023.

Major curriculum innovations were developed throughout the year with a review of the Year 9 and 10 learning programs. This resulted in the revision of the Year 9 curriculum for 2023 with the introduction of the Year 9 STRIVE Program. The revision of the senior years undertaken by the Victorian Curriculum and Assessment Authority (VCAA) provided the opportunity for the College to seek accreditation to offer the VCE-VM (Vocational Major) course in 2023. All criteria were successfully met and the VCE-VM will be offered in 2023.



Catholic Identity and Mission

Goals & Intended Outcomes

The College's goal for Catholic Identity and Mission was predominantly developed from the Identity pillar contained in the 2019-2022 College Strategic Plan. This goal was to:

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

From this, two priority actions were developed for 2022. These were to:

- ensure Gospel values are at the heart of all our policies, programs and practices
- foster our partnership in mission with the RNDM Sisters

Achievements

2022 saw the celebration of the 65th Anniversary of the founding of the College, and 125 years of the RNDM presence in Australia. The highlight of our celebrations for the year was the opportunity to come together at St Patrick's Cathedral to celebrate Eucharist for Sacred Heart Day with Archbishop Peter Comensoli as the celebrant. The Faith and Liturgy Leaders across Years 7–12, College Leaders and members of the choir assumed key roles in the liturgy, contributing to a happy and memorable celebration of Sacred Heart Day.

During the year, the timeline of the RNDM Sisters in their mission since foundation was created and displayed in the Year 10 corridor for all the community to see and learn more about RNDM mission. The story complemented the unit of work on the RNDM Life and Mission in Year 7 RE classes.

In 2022 the faith life of the College was enriched by student and staff participation in a broad range of liturgical and retreat experiences, as well as social justice outreach activities and our commitment to the charism and mission of the RNDM Sisters. Underpinning all of this was our focus on community, with Gospel values and RNDM charism at our core.



Activities Developed by Liturgy and Retreat Co-ordinators:

- Staff Retreat 'Our Reconciliation Journey' with Vicki Clark and June Oscar at Templestowe in April.
- Staff Retreat 'The Gift of Interculturality' with Sr Cathy Solano RSM at Lysterfield in September
- Year 11 Retreat – Melbourne Zoo 'Care for Creation' Sue Martin facilitator.
- Year 12 Retreat
- Ash Wednesday Liturgy and distribution of ashes
- Reconciliation liturgies in Lent and Advent
- Easter Mass
- Student Prayer Group
- Sacred Heart Day Mass
- Focal points for Liturgical seasons or Feast Days – displays, notices etc.
- Daily prayers for student Homeroom
- Staff Prayer
- Valedictory Mass



The Achievement and Activities in Religious Education Learning in 2022 included:

- Incorporating the Pedagogy of Encounter and Teacher Dialogue Tool into the RE Curriculum.
- Excursion to the Jewish Museum
- Excursion to the Islamic Museum
- RNDM Timeline
- RNDM Year 7 RE classroom visits
- Year 7 RE Class Masses
- Reconciliation Liturgies
- Guest Speakers for Year 12 RE
- Year 12 Retreat



The Charism of the Sisters of Our Lady of the Missions (RNDM) underpins the spirit of our College. The charism focuses on the gift of mission, the development of a listening heart that directs all to always respect all people, particularly women and girls and all who find themselves marginalised in society. At Sacred Heart we have developed a special relationship with RNDM mission to Manobo tribal girls in Mindanao, Philippines.

In 2022 there were a number of community fundraising activities that involved students and staff. These included: Mother's Day Stall, casual clothes day, Annual Walkathon and the Fair Well on the closing day of the school year. Other events involved fundraising activities for students, staff and parents including SHGC Trivia Night, Fathers' Day Raffle and Mothers' Day Raffle.

All of these fundraising activities assisted in raising money for the mission of the RNDM Sisters in the Philippines. The main focus was to help increase access to education for the Manobo girls in Kulaman by assisting the RNDM Sisters. The College also fundraised for the Kuya Centre in Manila. This centre takes in street boys and works to help them gain an education and, where appropriate, be reunited with their family. One special fundraising activity was with only the Year 12 students. This involved the auctioning of the Year 12 Homeroom Banners. The money raised from this activity assists two Manobo girls to College for at least one year.

When a fundraising activity is launched, time is given to help those participating to understand where the money raised is going and why this particular focus is chosen.

EDUCATION OF MANOBO INDIGENOUS GIRLS, PHILIPPINES - RNDM



All Social Justice activities are based on three principles of Catholic Social Teaching: Human Dignity, Solidarity and Subsidiarity. Students from Years 7-12 who opt to become Social Justice Leaders, learn to understand these principles by their involvement as leaders in many activities that occur in College life and as important practice of their commitment to the Gospel.

Social Justice Activities for 2022 included:

- Brigidine Asylum Seekers Project Collection
- Palm Sunday Rally for Refugees
- Project Compassion and Caritas fundraising
- Shrove Tuesday Pancake Stall
- Colours of Ukraine Day Fundraiser and Casual Clothes Day for Project Compassion
- MacKillop Family Services Student Leadership Day.
- Joan Chittister Lecture for student leaders
- Social Justice student conference
- Reconciliation Week activities and Fundraising for Opening the Doors Foundation (Fire Carrier Leaders)
- The Vinnies Winter Appeal and Vinnies Year 11 Winter Sleepout
- Oaklea Hall Residential Care: Volunteer weekly visits and activities, including the Afternoon Tea at SHGC for residents.
- Vinnies Sustainable Clothes Swap and Fundraiser
- Laudato Si Film Afternoon raising funds for flood victims in Victoria and promoting awareness of sustainable practices to combat climate change
- Colour and Culture Day (celebrating diversity and culture) Lunchtime show on the steps of the Fourvière Centre including cultural dances and guests.
- The Christmas Fair Well

VALUE ADDED

RNDM Timeline:

2022 was the 160th year of the RNDM order. In order to celebrate this milestone a timeline was created and put on display in the Year 10 corridor. This timeline outlined the creation and expansion of the RNDM work around the world. Students, staff and visitors were encouraged to walk through the timeline and listen to the stories. This timeline helped those who used it to have a deeper understanding of the religious order which founded our school and therefore a deeper understanding of our identity as a College.



Learning and Teaching

Goals & Intended Outcomes

The College's goals for Learning and Teaching were predominantly developed from the Learning and Excellence pillars contained in the 2019–2022 College Strategic Plan. These two goals were to:

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

From this, a number of priority actions were developed for 2022. These were to:

- develop a proposal for the Year 9 and 10 curriculum
- develop a plan to implement the VCE–Vocational Major (VCE-VM)
- use data and evidence to inform teacher practices
- develop our students to be critical thinkers and skilful communicators



Achievements

The first stage of the review of the Year 9 and 10 curriculum was completed, which focused on Year 9. After nearly 18 months of research, consultation with staff and students, reflection on our MACSIS data and exploration of models at other schools, a proposal was developed and presented to the Leadership Team.

The aim was to ensure the Year 9 curriculum is promoted as an opportunity for students to develop a wide range of skills, explore strengths and interests and experience new learnings that are not a prerequisite for VCE. It is hoped to develop greater variety in pedagogical and assessment practices and increase student engagement and agency by offering more hands on, real life, practical activities. The result was the development of the Year 9 STRIVE Program: an integrated curriculum that provides the opportunity for cross-disciplinary learning

that utilises a problem-based approach to assessment. In 2023, one day per cycle will be allocated to the program for the whole year. The Wellbeing for Learning Program will be incorporated into the day.

To ensure students experience all the discipline-based learning areas of the Victorian Curriculum, and to avoid repetition with the content of some current electives, it was necessary to alter the Year 9 curriculum structure to accommodate the introduction of STRIVE. From 2023 greater depth will be given to elective subjects with the number of periods per cycle increasing from 4 to 6. Students will study one semester of History and one of Geography rather than both for the whole year.

The second major achievement was the authorisation for the College to offer the VCE-Vocational Major (VCE-VM) from 2023. This is a very exciting development for the College as the Victorian Certificate of Applied Learning has not previously been offered. The process was time-consuming, and the dedicated VCE-VM Implementation Team spent many hours ensuring the application was successful. In 2023 this option for select Year 11 students as a pathway to an apprenticeship, traineeship, further education and training or full-time employment will be offered. Students who choose this option will receive a Victorian Certificate of Education-Vocational Major.

In 2023, the first VCE-VM cohort will be undertaking VCE-VM Literacy, Numeracy, Work Related Skills and Personal Development Skills (Units 1 & 2). A team of teachers have undertaken professional development on applied learning and have been busy preparing these courses. In addition, students will undertake a VET subject of their choosing and VCE Religion and Society (Unit 2). The College plans to develop and expand the program in 2024.

The first step in developing our students to be critical thinkers and successful communicators was to establish a focus on improving disciplinary literacy across the curriculum using an evidence based model. The 2022 focus was to provide targeted vocabulary instruction in every subject and to develop students' ability to read academic texts, with a view to combine writing instruction with reading in every subject in 2023.



STUDENT LEARNING OUTCOMES

Literacy

Overall, the Year 7 NAPLAN data indicates that students at SHGC are generally able to perform above the state average, with the Median, the 10th Percentile and the 90th Percentile all higher than state levels. Students were able to perform best in the Writing, which was a free writing activity. This suggests that our students have the ability to successfully craft written content that is appropriate for the task and audience. The areas of greatest difficulty were the areas of Reading, Grammar and Punctuation. These areas required highly specific skill sets. The larger number of students below the state mean and below the national minimum could suggest skills gaps, perhaps due to the significant disruption to the students' education in Years 5 and 6 during the COVID-19 Pandemic.

Overall, the Year 9 NAPLAN data indicates that students at Sacred Heart Girls' College generally perform well above the state average, with the Median, the 10th Percentile and the 90th Percentile all significantly higher than state levels. These encouraging results suggest that the increased focus on explicit Literacy skills in English classes in Years 7 and 8 is having a positive impact. In particular, the shortened 'tail' of the 10th Percentile, indicated that the targeted literacy intervention programs are improving skills and outcomes for students who may otherwise struggle. As with Year 7, areas for growth are in skill building in Reading, and Grammar and Punctuation. These areas saw some of the lowest results state-wide, which could again be attributed to the significant disruption to learning in 2020 and 2021 due to the COVID-19 Pandemic.

It is hoped the College's focus on improving disciplinary literacy will improve student outcomes in all areas of literacy in 2023 and beyond. Additionally, literacy intervention is offered to students based on triangulated data from MYAT testing, primary school recommendation, Sacred Heart Girls' College teaching staff recommendation, and in the case of the Year 8 Booster Program, NAPLAN data. Students are withdrawn based on need, for either group or 1:1 intervention, 1-2 times per cycle to work intensively on reading, grammar, and punctuation skills.

Numeracy

The College numeracy results for the 2022 NAPLAN for Years 7 and 9 are very positive. The school's median (50th Percentile) values are above the state values, and the percentage of students above the National Minimum Standard for both year levels is very high.

In Year 7, the state median was 554, the school's median was 582, and 96% of the students scored above the National Minimum Standard for numeracy. Three per cent of the students were at the National Minimum Standard for numeracy (5 students), and 1% were below (2 students).

In Year 9 the state median was 591, the school's median was 619, and 99% of the students scored above the National Minimum Standard for numeracy. One per cent of the students were at the National Minimum Standard for numeracy (2 students), and no students were below the National Minimum Standard.

The students who have been identified as 'at' or 'below' the National Minimum Standard at both year levels had already been identified as students of concern, and have received numeracy assistance in Years 7 and 8.

In 2022, for the first time at Sacred Heart Girls' College, NAPLAN testing was conducted online. This meant that students were given tests that were adaptive and dependent on student responses. In numeracy, the following areas were assessed:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Both year levels performed very well in all these areas. The best performing area for both Years 7 and 9 was Number and Algebra. The excellent results achieved at Year 9 are a testament to the well thought out and well presented, Mathematics courses in 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 results may also be attributed to in-class numeracy support teachers who work with Year 7 and 8 Maths classes in order to assist students who are in need of more specialised attention.

The data of 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 as the lower end. In 2022 compared to 2021, it appears that the Year 9 top end students are performing at a similar level to the state (Five-year trend report suggests this has been a common result over the years). This may be an area of improvement for the College. Over the years, the College has offered special competitions such as 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 and above the state median (NB: NAPLAN was not run in 2020 due to COVID-19).

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	632.2
Year 9 Numeracy	621.2
Year 9 Reading	615.6
Year 9 Spelling	627.6
Year 9 Writing	620.3



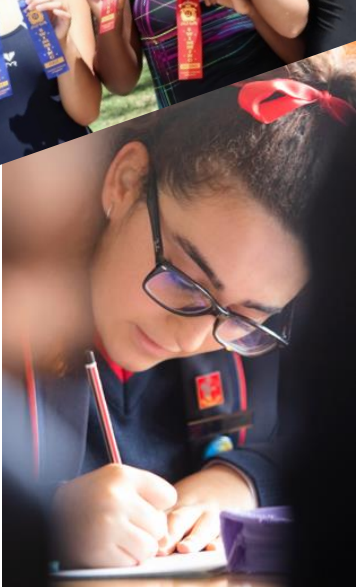
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	98.8	-	98.1	-0.7
YR 07 Numeracy	-	100.0	-	98.7	-1.3
YR 07 Reading	-	100.0	-	98.7	-1.3
YR 07 Spelling	-	98.8	-	100.0	1.2
YR 07 Writing	-	100.0	-	100.0	0.0
YR 09 Grammar & Punctuation	-	98.7	-	100.0	1.3
YR 09 Numeracy	-	99.3	-	100.0	0.7
YR 09 Reading	-	99.3	-	98.6	-0.7
YR 09 Spelling	-	97.5	-	100.0	2.5
YR 09 Writing	-	96.8	-	99.3	2.5

* 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 goal for Student Wellbeing was predominantly developed from the Excellence and Learning pillars contained in the 2019–2022 College Strategic Plan. This goal was to:

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

From this, two priority actions were developed for 2022. These were to:

- build Wellbeing Leaders' understanding of adolescent development (emotional, spiritual, physical and intellectual)
- build whole staff understanding of adolescent development and wellbeing (emotional, spiritual, physical and intellectual)



Achievements

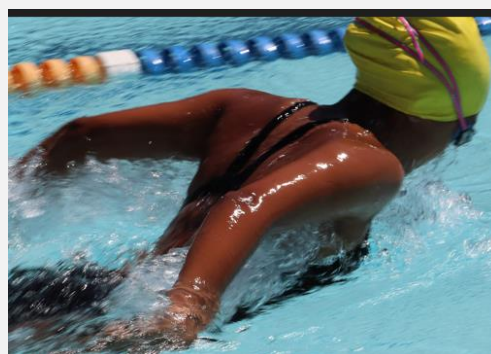
- Whole staff completion of student health and wellbeing online learning modules
- Whole staff completion of mandatory reporting online learning modules
- Whole staff Professional Learning sessions held on:
 - 11 May (understanding major mental health issues for SHGC students, and, staff wellbeing in supporting students);
 - 8 June (developing staff confidence and competence in undertaking student wellbeing conversations using MACS Excel framework and better understanding SHGC Wellbeing for Learning program at each year level);
 - 31 August (Respectful Relationships)
 - 16 November (Respectful Relationships – student presentation)
- Whole staff full day Professional Learning program on 12 July (understanding support processes; staff workshops on specific mental health topics)
- Staff access to Be You modules
- Staff access to external professional learning opportunities
- School review: demonstration of full compliance of the Child Safe Standards

- School review found strong evidence of:
 - Safe, Positive and Enabling Learning Environments
 - Resilience, Identity and Growth
 - Student Agency and Empowerment
- School reviewers' insights:
 - “A whole College approach to positive wellbeing and student behaviour through the College’s Wellbeing for Learning Program is based on the Resilience, Rights and Respectful Relationships (RRRR) curriculum. This was valued by students and families and identified as an ongoing priority focus. Implementation of the Wellbeing for Learning Program, coupled with the College’s partnerships with a fulltime qualified psychologist, counsellor, pastoral care worker and allied health agencies, to support student wellbeing were seen as strengths of the College. Illustrations of this were observed in College programs and through focused learning activities and surveys incorporating student self-reflection about wellbeing and behaviour of themselves and of their peers.
 - Activities were clearly aligned with relevant Victorian Curriculum Personal and Social Capabilities and reflected Catholic social beliefs and values. Students could articulate a range of wellbeing practices and strategies in order to feel safe. Student, parent/carer, and staff survey data corroborated the perceptions of a safe and positive learning environment. The reviewers identified the College’s intent to continue to strengthen and embed wellbeing and learning practices, as a future focus, particularly for students’ mental health post COVID.”
 - “Through focus groups most students expressed personal and emotional attachment to the College. Students indicated they knew who to go to if they needed support, and when asked about bullying, most responded that whilst it happened at times, they felt they had strategies and skills to deal with it effectively. The College also responded to increasingly complex issues due to the cultural diversity of the College and provided considerable additional wellbeing support for students during remote learning.”

VALUE ADDED

Whilst Term 1 was interrupted in regard to student attendance and participation because of COVID-19 quarantine and isolation regulations, events and activities were held for most of the 2022 school year, including:

- House Swimming Carnival - participants only
- Full House Athletics Carnival
- House Cross Country Competition
- House Netball Competition
- AGSA International Women’s Day Breakfast
- Year 12 Mothers’ Day Breakfast
- Year 7 Fathers’ Day Breakfast
- Year level assemblies
- College Masses
- College assemblies



- Year level Outdoor Education Program camps
- 65th Anniversary celebrations
- College Co-Production with Salesian College (“Beauty and The Beast”)
- Student leadership speeches and elections
- Student leadership training
- Sacred Heart Day (incl 65th Anniversary celebration) Mass – St Patrick’s Cathedral
- House Performing Arts Competition
- College Walkathon
- SCSA and SEGAP sports
- College leaders’ formation day with Salesian College, Chadstone
- Clubs, music performances and more.



STUDENT SATISFACTION

Student voice was evident in the College’s MACS School Improvement Survey. The following is a sample of the survey data:

- Student responses were aligned with the average for MACS secondary schools in relation to sense of belonging and student voice.
- Student responses were slightly below the average for MACS secondary schools in relation to school engagement.
- Student responses were above the average for MACS secondary schools for safety.

Mindful of the ongoing mental health impacts of the COVID-19 pandemic and lockdowns in 2020 and 2021, support measures, counselling services and wellbeing programs focussed on facilitating student connections and a sense of belonging; building positive relationships, positive help-seeking behaviours and social skills and strengthening mental health. We recognised that supporting young people to rebuild confidence and addressing increased anxiety and depression were crucial – such were the patterns for young people throughout the nation.

The school review, student focus groups led to the following conclusion by the reviewers:

“One of the many strengths of the College are the programs and processes in place to support the learning, wellbeing and safety of the students. Discussions with focus groups confirmed that the support provided through College wellbeing programs and from associated allied health staff and agencies, was valued by students and families.”



STUDENT ATTENDANCE

School attendance was marked in morning Homeroom, each class and in afternoon Homeroom for students in Years 7–9 (Semester 1) and for students in Years 10–12 (Semester 2). Only half the school held afternoon Homeroom each day as a means of reducing congestion in student movement.

The following practices ensured accurate recording of student attendance and provisions for recording reasons for student absence/s:

Recording student attendance

- Attendance is marked at Homeroom and in each class during the day
- SMS regarding student absence is 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 Parent Access Module (PAM)
- Attendance and participation details are included in Semester reports

School avoidance and school refusal is case managed by the College Counsellor with support from Year Level Leader and Deputy Principal – Students. The intention is to work with the student and their family to address barriers to school attendance and rebuild connectedness. Individualised support plans are developed collaboratively to support a student experiencing challenging circumstances or a chronic condition that impedes their 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/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/carer explaining the reason for leaving school early. This also applies to notifications made via Parent Access Module (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 Parent Access Module (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/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 and have their class attendance noted in SIMON Learning Management System

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

Home Based Learning Student Attendance

Home-Based Learning was implemented at specific times across the school year to allow for continuation in learning programs. Such times include, but were not limited to, Learning Conversations. Students attended all timetabled classes or completed set classwork, including morning Homerooms. Attendance records were maintained for every class if taught by a teacher, or in morning Homeroom if independent work was set for each class.

Student Attendance Concerns

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

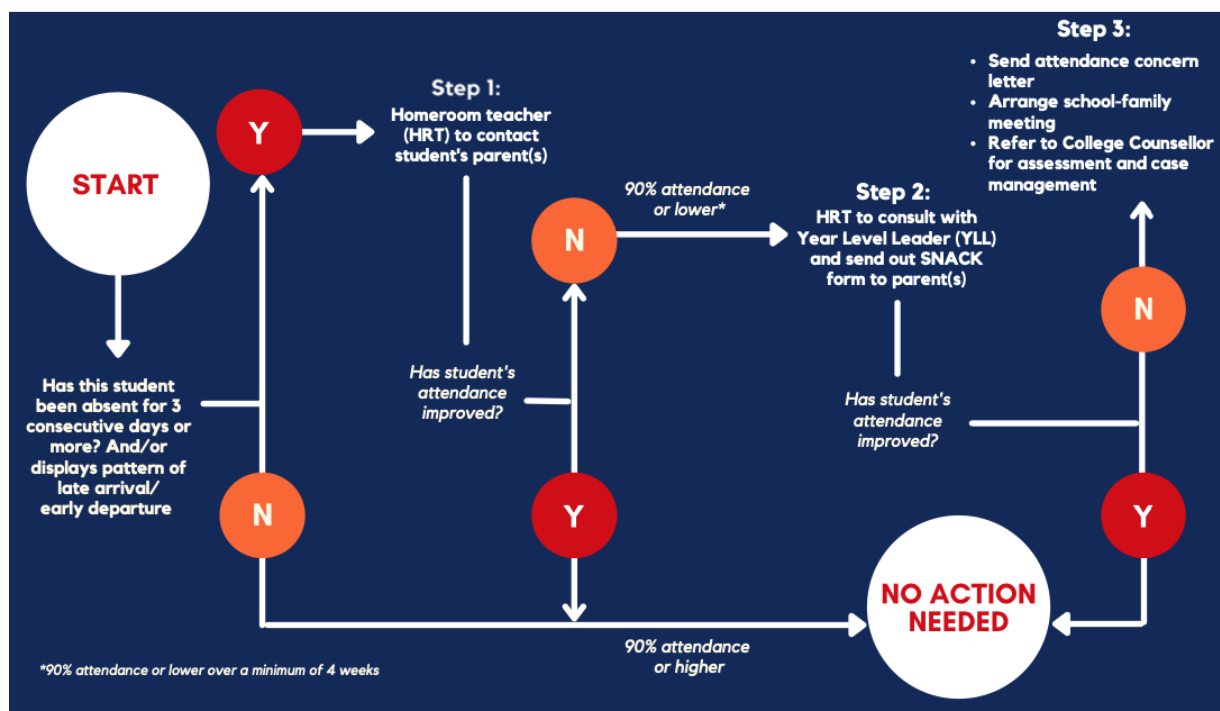
Case management for school refusal was undertaken by a College Counsellor.

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



SACRED HEART GIRLS' COLLEGE

Addressing School Attendance Problems



YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	90.7%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Year 07	94.8%
Year 08	94.0%
Year 09	93.2%
Year 10	92.6%
Overall average attendance	93.7%

SENIOR SECONDARY OUTCOMES

VCE Median Score	32.0
VCE Completion Rate	100.0%
VCAL Completion Rate	0.0%

POST-SCHOOL DESTINATIONS AS AT 2022

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 goals for student wellbeing which were predominantly developed from the Excellence and Learning pillars of the 2019–2022 College Strategic Plan, Sacred Heart Girls' College implements specific policies, processes and activities to ensure that all staff are fully aware of Child Safe Standards and Reportable Conduct obligations under Ministerial Order 1369 (new Child Safe Standards as of 1 July 2022).



All policies and practices ensured a safe learning community for all young people in our care. All staff, visitors and contractors were informed of legal and moral Child Safe expectations through the Code of Conduct and visitor processes.

Students were informed of their rights and empowered to speak to trusted adults about Child Safe concerns for themselves or peer/s through:

- The Wellbeing for Learning Program
- Student Planner information
- Year level communications and assemblies
- College counselling referral processes
- The work of Respectful Relationships student leaders and Health and Physical Education classes

Policies and practices implemented in the area of Child Safety at Sacred Heart Girls' College provide students with a safe and consistent environment:

- Where students have confidence in disclosing concerns regarding Child Safety.
- By ensuring that Standard 7 (Terms 1 and 2) and Standard 3 (Term 3 onwards) are 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, staff welfare check and ongoing student support as required.
- By ensuring that staff are informed of their responsibilities and are supported in any situation where a Child Safe report is to be made.
- By monitoring staff maintenance of current professional standards regarding mandatory reporting professional learning.
- By ensuring that staff and Volunteer Code of Conduct standards and practices are aligned with Child Safe Standards, especially following new Child Safe Standards as of 1 July 2022.
- 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. Oversight provided by Planning Team.
- By ensuring that staff are aware of their professional obligations regarding Code of Conduct and mandatory reporting and are competent and confident in fulfilling these.
- By updating Child Safety policies in line with MACS requirements.
- Investigating bullying allegations using MACS bullying investigation tool.

Achievements

All staff were briefed on the new Child Safe Standards within the staff professional learning program to ensure that the new Standards were known in accordance with the transition timeline.

All transition to new Standards checklist requirements were completed by mandated dates.

All families were informed of new Child Safe Standards with information provided in a range of languages.

The following measures were implemented and found to be successful:

- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards.
- Continued implementation of "PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools".
- Staff Professional Learning for Child Safety - mandatory reporting online module, staff briefings and presentation on SHGC processes. 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 referenced at each Deputy Principal, Year Level Leader and College counsellor meeting.
- Students alert list (for students needing a higher level of support) updated as necessary and shared with all staff.
- Wellbeing for Learning Program activities and workshops focussing on Child Safety Standard 7 (Semester 1) and Standard 3 (Semester 2) in each year level and in a manner appropriate to students' developmental stage.
- Student-led initiatives instigated by SRC and Respectful Relationships Leaders - awareness raising activities such as RUOK? Day and Bullying. No Way! Day.
- Human Resources practices, including volunteers, (recruitment, supervision, performance review).

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

- Child Safety – Risk Management practices and complaints handling processes
- 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 and SchoolTV special reports
- Adherence to PROTECT protocols for all forms of suspected child abuse and reporting of all such matters to MACS Wellbeing Unit
- Child Safety protocols applied to staff recruitment and position interviews
- Child Safety strategies and checks in all on-site and off-site activity approval forms and risk matrices for Planning Team approval
- Promotion of inclusion of all students and staff through Wellbeing for Learning Program, House events, special days (eg Sacred Heart Day, Harmony Day) and more

Sacred Heart Girls' College was shown to be fully compliant in all aspects of Child Safe Standards during course of school review.

PROTECT

Protecting children & young people
from abuse is our responsibility





Leadership

Goals & Intended Outcomes

The College's goal for Leadership and Management was predominantly developed from the Stewardship pillar contained in the 2019-2022 College Strategic Plan. This goal was to:

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

From this, a number of priority actions were developed for 2022. 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
- implement Stage 3A of the 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.

A central focus in 2022 was the completion of the College Review. Through a detailed review of all aspects of education at Sacred Heart, it was clear that the College and its leadership were functioning exceptionally well. The following strengths were reported through the review:

- The leadership team is collegiate and has a common focus on school improvement. Members of the team are approachable and support a safe and orderly learning environment.
- Students staff and families value the welcoming and inclusive culture and respect for diversity. There is effective two-way communication between families and the school, particularly enhanced throughout remote learning. A strong sense of community is evident, with leaders, teachers, students and parents expressing pride in being part of the College community.
- The College has embraced the culture of RNDM charism and promoted extensive social justice initiatives.
- An ongoing commitment to provide a learning environment with contemporary facilities is evident. A wide range of resources and a comprehensive Information Communication Technology (ICT) infrastructure enabled learning and teaching programs to be developed effectively.
- The provision of onsite support from a psychologist, counsellor and pastoral care worker has assisted the College to develop multiple pathways for support and communication opportunities with parents and guardians, particularly in the wellbeing area.

The College Leadership Team, along with the College Advisory Council, began the implementation of Stage 3A of the College Masterplan. This extension, at the Latrobe Street end of the Jubilee Building (Library, Year 8 and 9 corridors), will link with the administration building. Central to this project is the relocation of the Learning Diversity Department and the Counselling service, bringing both into the heart of the College. In addition, new general purpose and open learning spaces will provide much needed additional facilities for students. Once completed, Latrobe House will be demolished to make way for increased landscaping and replacement car spaces.

In order to meet the changing requirements of the teaching and learning program of the College, the recommendations put forward from the ICT review were discussed with the ICT Manager and the ICT Team. In line with best practice, ICT infrastructure updates were undertaken in 2022 and more efficient procedures were developed. Further upgrades are planned for 2023 including the strengthening of user authentication to protect the College and its users.

During 2022 the College transitioned quickly and smoothly back to a full onsite learning and teaching program. From the experience of the pandemic, increased use of technology has been carried through to onsite learning. Learning specific programs and applications have enhanced the provision of a vibrant learning and teaching program. Parental interaction and involvement have also been improved using technology. Hybrid events have been created for Learning Conversations, Assemblies and Award Presentations, enabling parents the opportunity for onsite or online engagement and attendance.

The integration of the College into the new governance structure, under the auspices of Melbourne Archdiocese Catholic Schools (MACS), continued. This included the restructure of many delegations and authorities and a major revision of College policies. The College Advisory Council has provided effective leadership of the College during its first full year of this governance structure.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

School based professional learning is supported by a formal structure that provides an extended (75 minute) block of time every week. In 2022 this program included sessions on the following:

- School Review preparation (sphere evidence gathering, assigning evidence to each indicator, making judgements on the rubric, final recommendations, developing actions)
- Compliance related (Emergency Management, Asthma, Anaphylaxis, Mandatory Reporting, OHS)
- Learning support at Sacred Heart, NCCD presentation, staff team building activities
- Academic Integrity at Sacred Heart
- Embedding Literacy Practices across the Curriculum
- EAL strategies
- Respectful Relationships

Some of the external professional learning activities staff have undertaken include:

- 2022 Meet the Assessors (all studies)
- 24th Annual Psychology Teachers Conference
- An afternoon with the Resilience Project
- Association of Directors of Music in Independent Schools (ADMIS) Conference
- ATAR Atrophy
- Catholic Tool Kit Workshop
- CEBA 2022 Conference
- COMVIEW
- Drama Victoria Conference
- Edutech
- Emerging Leaders Program
- Exploring Multiplicative Thinking Years 7 to 9 Numeracy
- From Data to Action for School Improvement - Understanding the ECSI standard report for your school
- Future Market Strategies
- Interfaith Understanding Webinar
- MACS Child Information Sharing Scheme
- MACS Multimode Professional learning: Engaging in scripture teaching and an adult learner
- MAV22 Conference
- Mental Health and Wellbeing in Schools
- Middle Leadership Program
- Middle Years Science Masterclass Series 2022
- MLTAV Language Conference
- NCEC Conference
- New to Teaching History and Vic Curriculum
- Respectful Relationships
- School Sports Law
- Social Education Victoria Annual Conference
- STAV Physics Conference
- STAV VCE Biology
- Student Health Support Plan Online Workshop
- Supporting Young People on the Spectrum
- T1-Nspire Cx11 CAS Learn Energise Connect
- The Catholic Dialogue - Schools Today
- Using Research Well in Practice

- VCAA Communities of Practice
- VCE Applied Computing Teaching Conference.
- VCE-VM Workshops
- VTAC Briefing for careers practitioners.
- What's Possible for School Based Provisions. Gifted and High Ability Children
- York Assessment of Reading for Comprehension

Number of teachers who participated in PL in 2022	130
Average expenditure per teacher for PL	\$786

TEACHER SATISFACTION

The College's 2022 Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS) indicated high staff satisfaction with many aspects of the College.

The quality of collegial relationships within teams and with leaders is viewed as positive and effective. Leaders are viewed as very supportive of staff professionally and personally. They are considered trustworthy, treat staff respectfully and fairly, and make decisions in the College's best interests. Important information is communicated clearly and effectively to staff by College leaders and they are very knowledgeable about what is happening in the College.

Staff perceive the College climate as a very positive working environment. Access to professional learning experiences makes staff feel valued. Teachers feel these opportunities have improved their practices and that of their colleagues and that they are supported to take risks in their teaching practices as they seek to improve student learning outcomes. They feel successful in their roles and appreciate any OHS concerns being dealt with promptly and thoroughly. Staff perceive interactions with, and between students, as respectful and appreciate the orderly environment. The low level of staff absenteeism and the high staff retention rate each year are further indicators of a positive working environment.



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.8%

ALL STAFF RETENTION RATE	
Staff Retention Rate	85.9%

TEACHER QUALIFICATIONS	
Doctorate	2.2%
Masters	21.7%
Graduate	40.2%
Graduate Certificate	7.6%
Bachelor Degree	94.6%
Advanced Diploma	21.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	106.0
Teaching Staff (FTE)	91.8
Non-Teaching Staff (Headcount)	47.0
Non-Teaching Staff (FTE)	38.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

The College's goal for Community Engagement was predominately developed from the Community pillar contained in the 2019-2022 College Strategic Plan. This goal was to:

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

From this, two priority actions were developed for 2022. These were to:

- develop strategies to enhance current partnerships and relationships
- seek opportunities for developing partnerships and relationships

Achievements

Past student connections are seen as vital to a vibrant school community. In 2022, past students shared their expertise in a variety of ways. The College was able to again reach out to past students to support the Outdoor Education program along with coaching sporting teams. Past students of the College led IT sessions as part of onsite and online activities or Girls In IT Week. It is pleasing to see past students wish to continue their direct involvement in the College and the benefits gained are certainly reciprocated.

Parent connections are vital 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 2022 the College continued to involve parents/carers in the community, both in person and online. Parents/carers participated in Program Support Group meetings, information evenings, music performances, Principal Chats, Learning Conversations, organising a combined staff and parents committee for Family Night in Term 4 and more, showing that Sacred Heart Girls' College value greatly the partnership we have with parents/carers.

Parents/carers are urged to contact the College and an open dialogue is encouraged. Connections with the parent community were also enriched by the improved use of the College website and social media to celebrate student involvement and achievement. This helped to keep parents informed of College happenings which they could discuss with their daughters.

Our learning and communication platform, SIMON, enabled more immediate opportunities for communication. Parents/carers were able to access information regarding their daughter's experience at Sacred Heart Girls' College via PAM (Parent Access Module). They were also able to use this platform to communicate directly with their daughters' subject teachers thus keeping open the lines of communication throughout the Home Based Learning Program.

Links were maintained with the RNDM Sisters through the annual walkathon whereby students were able to raise money for the work of the RNDM Sisters in the Philippines. The success of this event proved that the students are aware of the need to play a positive role as global citizens, even during the pandemic. It was also wonderful to have the RNDM Sisters again visit the College in person after COVID to attend Masses, assemblies and award celebrations.

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 been initiated around her and her wonderful knowledge of College families. The Association today celebrates the achievements of all students who graduated from Sacred Heart and honours their collective contribution to the development of the College over 65 years. The Association provides the opportunity for connections to the College to be maintained through reunions, Mentors' Breakfasts and the development of an archive of College history. In 2022, the Association held a 65th Anniversary Reunion, open to all former students and staff of the College.

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 within and beyond our local community in a diverse range of environments. Such opportunities expand student knowledge and outlook whilst teaching awareness and responsibility to the 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 language and culture. These experiences see students visiting many culturally significant sites and experiencing the delight of other cultures. While such trips were postponed in 2022 due to the pandemic, we look forward to reinstating these enriching experiences as soon as possible.

Sacred Heart Arts' Festival

Each year the students entertain the community through the arts. The College provides many opportunities for students to learn and demonstrate their skills in dancing, singing, acting, instrumental music, and multi-media and visual art. In 2022 the Arts Festival returned as an onsite activity. Parents/carers and community members were able to walk through exhibits and be entertained by a variety of performers. The College again joined with Minaret College and Salesian College in displaying student visual artwork. This sharing between the three Colleges promotes understanding of both the Catholic and Islamic faiths and is an excellent vehicle for greater understanding.

PARENT SATISFACTION

Sacred Heart Girls' College parents responded to the MACSSIS Survey 2022. This provided some rich data to gauge parent satisfaction.

Key points included:

- 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 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% at Years 7-9 and 95% at Years 10-12).
- 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.
- 100% of parents indicated that they would recommend the College to other parents.

It was clear from the data, that by and large parents are very 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.

We are a Catholic faith community enriched by the RNDM charism; a community where students are at the heart of all that we do.

We commit to honouring the uniqueness and gifts of each person by:

- Celebrating and strengthening our Catholic identity, history 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 resources
- Working in partnership with parents and the broader community

**SACRED HHEART GIRLS' COLLEGE
STRATEGIC PLAN 2019-2022**

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, history 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 resources • 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, programs and practices.
Learning	To be a collaborative, creative, reflective 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, wellbeing 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, responsibly and sustainably.	Ensure all resources foster, support 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.