



Sacred Heart Girls' College Hughesdale

2020

Annual Report to the School Community



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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*.
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

11 June 2021

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

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

There was no manual for handling the COVID-19 crisis, and it was quickly known that the virus was very difficult to prevent, treat or predict. It was initially thought the emergency would pass within a few months (or so we were told!!), that the second half of the year would bring with it a sense of normality and the resumption of free travel within Australia and the probable reopening of overseas travel. As we know, that did not turn out to be the case. For the ensuing months, all decisions were conditional as we awaited the advice and direction of the health, government and educational authorities.

Sacred Heart successfully responded with great flexibility in offering both virtual and face to face instruction, providing the young women of our community with the maintenance of our excellent learning environment. This not only met their learning needs but was creative in providing a setting that was very aware of the social and emotional requirements of our young women. Sacred Heart, through 2020, provided every opportunity for the development of minds, bodies and spirit. Sacred Heart responded to the need to provide high quality education in a physically safe environment that was most supportive to the mental health of students and staff.

Throughout the year, we learned that Sacred Heart was creative and agile in pursuing new ways of doing things in order to support the learning of our young women. We learned that Sacred Heart teachers and support staff ably pivoted and changed methods whilst retaining the foundational focus of our work in providing our students with a continuation of our excellent learning environment. New strategies and technologies soon came into play, as our community adapted to what was required in response to the pandemic. Sacred Heart continued to place our young women first and foremost in the teaching and learning processes. Despite the challenges provided by the year, we can celebrate success. It was a hard and challenging year, but as we look back, so much was gained.

The guidance and leadership of our leaders of eLearning, with the support of the ICT Department, provided the necessary technological tools to successfully navigate the year. The Learning Leaders and Co-ordinators, along with the Year Level Leaders, responded to every challenge facilitating as smooth a journey as possible throughout 2020. The care and attention to detail of the staff provided the necessary elements to meet the needs of our young women.



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:

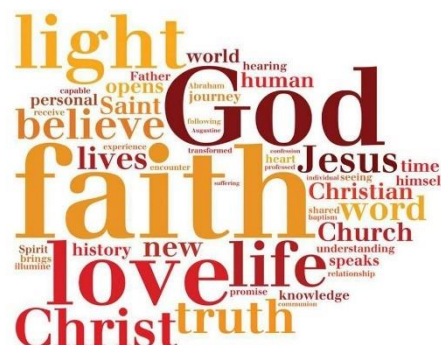
- **strengthen our Catholic identity inspired and enriched by RNDM charism**

From this a number of priority actions were developed for 2020. These were to:

- strengthen the faith life of the school through prayer, liturgy, learning, celebration, belonging and outreach
- review the Mission and Ministry Team
- evaluate the role of the Religious Education Department in supporting Mission and Ministry
- review the Vision and Mission Statements
- explicitly identifying our RNDM charism in the Vision and Mission statement.

Achievements

The expression of faith at Sacred Heart takes on a variety of forms. In 2020 there were many innovative ways in which the faith life of the College was expressed and celebrated. In the early part of the year staff and students gathered as a whole school community, in year level groups, in Homeroom classes and small groups, for prayer and reflection. This was transformed into many virtual celebrations as the year unfolded.



Taken up into heaven, Mary shows us the way to God, the way to Heaven, the way to life.



- How is Mary apart of your life today?
- Mary is like a mother figure, how has she guided you?
- How can we be more like Mary?
- How does this message relate to our lives especially during this time?

Reflection

Faith and Liturgy Leaders

Once again, the Faith and Liturgy Leaders from Years 7-12 have supported the development of greater student involvement in the planning of liturgical events. They actively promoted the faith life of the College through the planning of Masses and many virtual gatherings throughout the year. They provided many opportunities for community involvement in significant celebrations. The first all school gathering for the year took place in Kendell Hall for the Opening School Mass. At this Mass we welcomed Father Maria Raju Godavarthi, the new parish priest of Oakleigh (Sacred Heart and Christ Our Holy Redeemer). Father Raju, at the conclusion of the Eucharist, blessed new members of staff and Student Leaders for 2020.



Feast of the Sacred Heart

The celebration of the Feast of the Sacred Heart was adapted to meet the safety requirements necessary due to COVID-19. The College community joined in prayer and reflection in an extended Homeroom period. The Mission and Ministry Team, in conjunction with the Student Leaders and the Faith and Liturgy Leaders, prepared the prayer and reflection which was then shared with each Homeroom. This provided all with the opportunity to prayerfully reflect on the patronal feast of the College. During the prayer service Sister Madeleine introduced RNDM Sisters Oanh and Ut from Vietnam. The Sisters spoke of the ministry of the RNDM Sisters supporting the poor in Vietnam. One group they spoke about was the stateless Cambodian / Vietnamese people living along the Mekong River in small boats or tiny huts.



Feast of The Visitation

The Year 12 Faith and Liturgy Leaders, Sarah Fritchley and Penelope Watt; our Deputy College Captain of Social Justice, Mia Basile and Deputy College Captain of Faith, Arya James, led the celebration of the Feast of the Visitation Prayer and Reflection that was shared in all Religious Education classes. As part of this reflection, Michaela Angelucci shared her experience of participating in the Philippine Immersion held at the end of 2019. Michaela presented a reflection on the young women with whom our students engaged in Manila.



VALUE ADDED

Student Reflections on the faith life of Sacred Heart in a time of COVID-19.

Australian Catholic Youth Festival

My experience at the Australian Catholic Youth Festival was one of the best and most inspiring experiences of my life. The atmosphere there was like no other; it was so inclusive and fun, and you always had something to do or someone to talk or listen to. It was just so many young people in one place who were sharing and delving deeper into their faith. All the different talks, speakers, guests, performances and especially the music was incredible, and it allowed me to connect more to my faith. I got to meet so many other Catholic young people and it also gave me the chance to become so much closer to the other girls who came on the trip as well as to Mrs Fyfield and Ms Melrose - such amazing teachers to accompany us. It was such a rewarding experience to be involved in and I would definitely go to the next one if I have the chance. I really encourage people to go as it is a really eye-opening experience to attend.

Sacrament of Reconciliation

During a stressful time of the term, feeling overwhelmed with SACs and assignments, the students of Years 10,11 and 12 were given an opportunity to take time away from the busyness and spend time with God through the Sacrament of Reconciliation. The Liturgy was led by Fr Raju and the Faith and Liturgy Leaders and allowed for students to begin their preparation for the Lenten season. Whether it be reflecting on their upcoming SACs, their relationship with family members, teachers and friends, personal aspects of their life or time for personal prayer. By receiving the Sacrament, students were able to spend time developing their relationship with God as well as reflect on the upcoming weeks leading up to Easter.



Student Led Prayer

In this time of isolation, it is important for us, as a school community, to keep connected so the Faith and Liturgy Leaders, under the guidance of Mrs Clarke and Mrs Peluso, have led community prayer at lunchtime on Fridays. This has given staff and students the opportunity to be involved in an online environment of prayer, reflection and meditation. We take part in prayers, listen to readings, watch videos, and have time to reflect on different topics each time we join together. The first online student led prayer was led by the Year 12s. We shared a video created by Genevieve Bryant where she reflected on the readings for the upcoming Sunday Mass. The most recent prayer group was led by the Year 10s with the theme of Mother's Day; they read passages that talked about what it is to be a mother, talked about Mother Mary and we watched a video while everyone who attended that session reflected on the women we cherish in our lives. We are so grateful for Mrs Peluso and Mrs Clarke's support, as well as the support from all students and staff who have joined us to share in this prayer experience.

Important women in our lives:



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**
- **build a culture of excellence through continuous improvement**

At the beginning of the 2020 school year, a number of priority actions were identified:

- Develop a learning & teaching charter.
- Develop a structured school based professional learning program.
- Develop processes and procedures to support the new Assessment, Feedback and Reporting Policy.
- Implement the findings for the 2019 numeracy review.
- Establish a Learning Diversity Team.
- Review our senior school pathways.

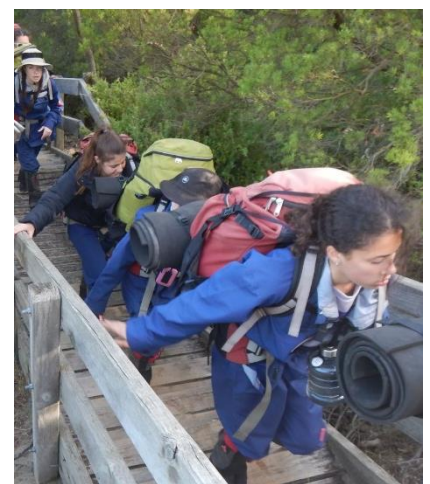
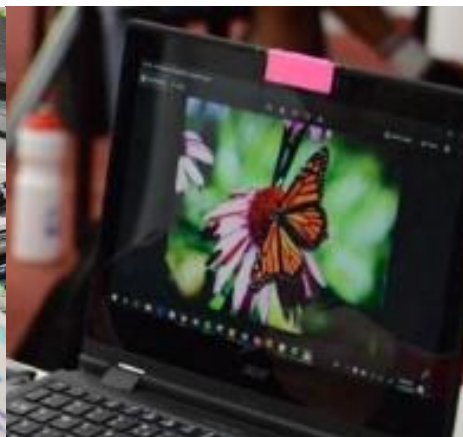
However, many of these were placed on hold due to the COVID-19 pandemic and the implications of extended periods of remote learning on the school community, which is reflected in our achievements.

Achievements

- Development of the Home Based Learning Program (HBLP) for Term 2 to best suit the learning needs of our students which was then reviewed and modified for Term 3.
- Responded with agility and creativity to the challenges of remote learning.
- Conducted intensive school based professional learning to support home based learning, particularly on the Microsoft 365 suite of products, eg Teams, One Note.
- Developed assessment practices and procedures to reflect changed learning environment, eg work habits rubric for home based learning, interim reports for Term 1, semester assessments to replace exams.
- Introduction of numerous online events to support the learning and teaching program: parent teacher interviews, subject selection forums, VTAC sessions, VCE transition interviews.



- Developed and conducted an alternative end of year program for Year 10 students to replace work experience and to expose students to related skills.
- Produced eBooks with video content to replace subject selection information evenings.
- Sought parent feedback regularly in regard to home based learning and virtual events with a view to retaining some of the success in 2021.
- Reimagined our awards celebration to reflect the changed learning environment.





STUDENT LEARNING OUTCOMES

No other cohort testing was utilised, but the College did ensure that evidence of student learning that reflected the change was gathered.

This included:

- A review of our types of assessment to reflect the changed environments.
- Greater use of technology to gather evidence of students learning.
- Regular feedback to parents continued.
- A home based learning rubric was developed which identified work habits of remote learning and used across all three terms to monitor student progress throughout home based learning.

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	
Year 9 Numeracy	
Year 9 Reading	
Year 9 Spelling	
Year 9 Writing	

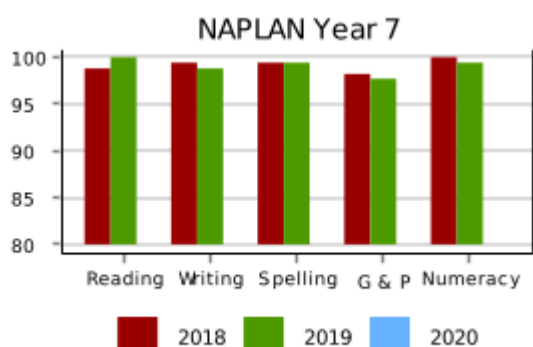
* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018 %	2019 %	2018 – 2019 Changes %	2020 %	2019 – 2020 Changes %
				*	*
YEAR 07 Grammar & Punctuation	98.2	97.7	-0.5		
YEAR 7 Numeracy	100.0	99.4	-0.6		
YEAR 7 Reading	98.8	100.0	1.2		
YEAR 7 Spelling	99.4	99.4	0.0		
YEAR 7 Writing	99.4	98.8	-0.6		
YEAR 9 Grammar & Punctuation	97.4	98.8	1.4		
YEAR 9 Numeracy	99.3	100.0	0.7		
YEAR 9 Reading	99.3	100.0	0.7		
YEAR 9 Spelling	98.7	99.4	0.7		
YEAR 9 Writing	95.4	97.5	2.1		

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

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.







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 goal was to:

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

From this goal, priority actions were determined for 2020:

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

Achievements

Social Emotional Learning

A Wellbeing Team was formed in 2020, with the main task of investigating social-emotional learning frameworks to support learning and develop staff professional learning to build staff understanding and capacity in supporting adolescent mental health and wellbeing and engagement. The process of investigation, test-driving and implementation was to extend across the four terms. With the first full day, staff professional learning unable to be held due to COVID-19 restrictions, the project timeline was re-developed so that the program was integrated into the Wednesday afternoon staff professional learning program. The main focus was Catholic Education Melbourne's Excel framework - *enable; connect; engage and learn* - with sessions aimed at developing understanding of each pillar and building real-life examples for staff.

Enable, connect, engage and learn

The Wellbeing for Learning Program was reviewed and developed using student survey data, current wellbeing principles and practices and staff reflection. The program continued to focus on social emotional learning and Respectful Relationships.

Staff Professional Learning

Staff professional learning sessions were strategically utilised to build staff capacity in understanding adolescent mental health, meeting compliance requirements (mandatory reporting, anaphylaxis and asthma briefings) and ensuring that current child safe information, policies and processes were made known to all staff.



Student pastoral care

Due to extended periods of home-based learning, student pastoral care and safety were closely monitored and processes adjusted. Students identified at being at risk in terms of child safety, school engagement, attendance, mental health and/or maintaining learning progress were closely monitored by Homeroom Teachers and Year Level Leaders in particular. Returning to school following home-based learning, necessitated a change to programs to ensure that students were confident in their return to school and able to access support for challenges experienced whilst offsite.

Fortnightly meetings with Deputy Principal Student Wellbeing, College Counsellors and respective Year Level Leaders 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 co-ordinated and comprehensive support and intervention process.

Working with parents and community agencies providing proactive support and timely actions strengthened partnerships.



Student Planners

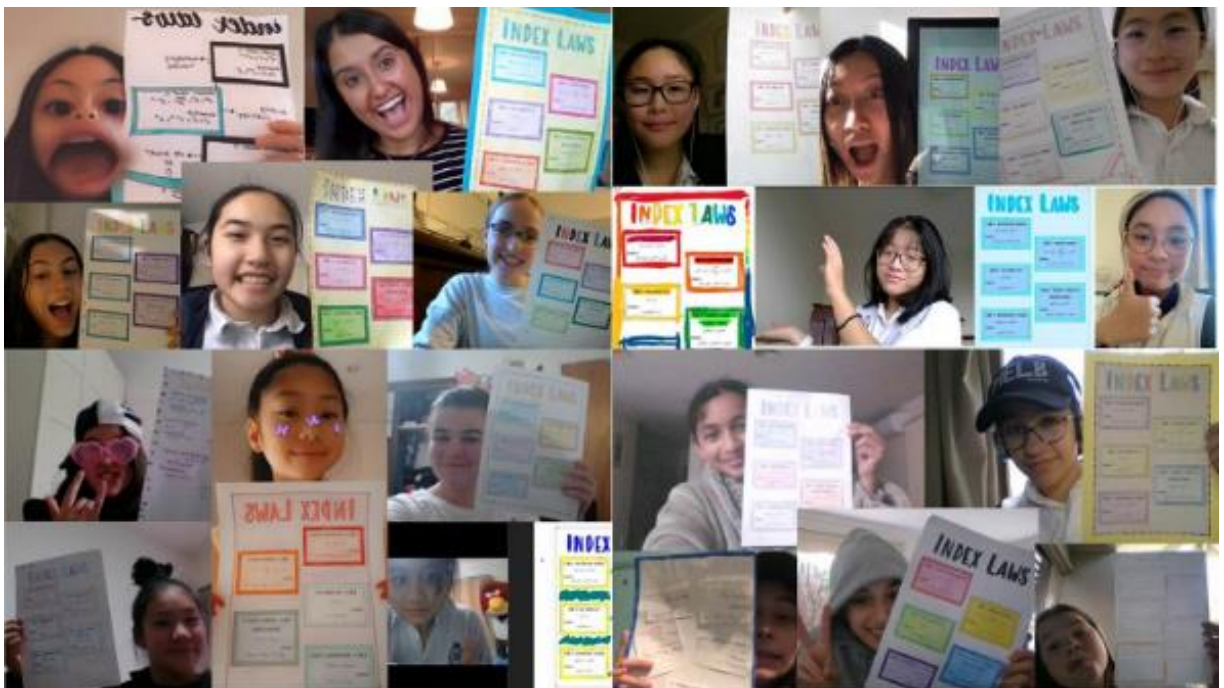
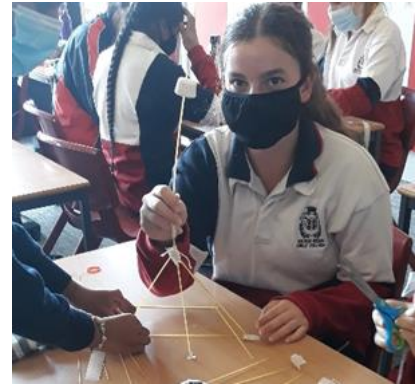
Student planners are a key organisational tool for students in all year levels. A competition was inaugurated with senior school Visual Communication and Design and Art students. Provided with a design brief, six highly talented students submitted cover designs that encapsulated their sense of the Sacred Heart community. Congratulations to the first successful designer of the student planner cover - the first in a long line of talented young women.

Student Leadership

Student leadership provides student voice and builds 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 Sports), 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 School Leaders and Year 10 Peer Support Leaders.



Periods of home-based and onsite learning activated student skills and talents in unforeseen and wonderful ways. Student Leaders across all leadership groups were able to inform and connect with their peers and continue their work using technology in engaging and effective ways. College assemblies were held online in Terms 2 and 3 and enhanced by the pre-recorded, creative work of students across all year levels.



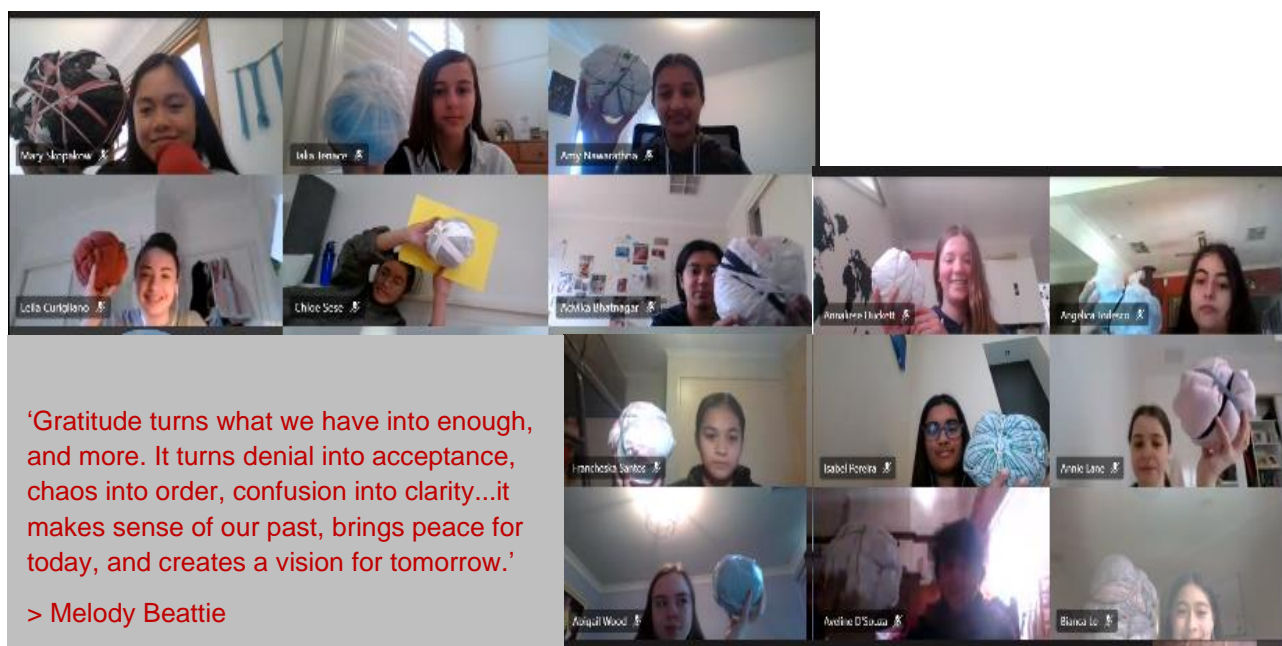
Policy maintenance

Policies and processes were updated in line with Catholic Education Melbourne's policies and protocols to ensure compliance with Child Safety Standards and best practice in regard to student safety and wellbeing.

VALUE ADDED

Key Highlights across the 2020 school year include:

- House Swimming Carnival
- Years 12 and 7 Big Sister/Little Sister program
- Alliance of Girls' Schools Australasia International Women's Day breakfast
- House Netball Competition
- Regina Pacis, Jakarta, school visit
- SRC events: Bullying. No Way! Day, RUOK? Day, SRC breakfast, International Women's Day
- Student led online and onsite College Assemblies
- Homeroom Representative led Wellbeing for Learning sessions
- Student leadership application processes and workshops
- Senior Student Leadership Formation Day
- Faith and Liturgy Leaders' student online and onsite prayer group
- Student wellbeing packs posted to every student in Term 3
- Year 7, 2021 welcome packs posted in lieu of transition interviews
- Year 7, 2021 online Q & A sessions in lieu of Parent Information Evening

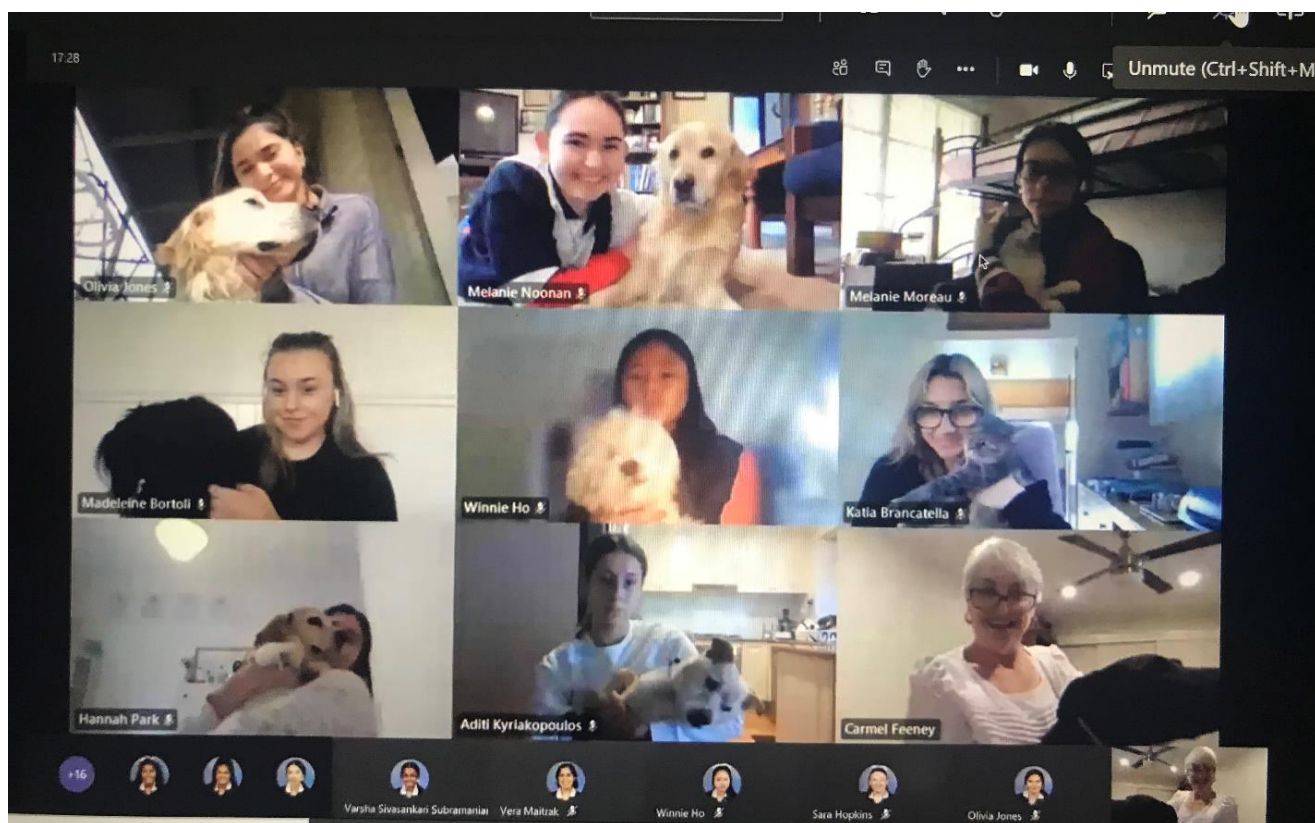


STUDENT SATISFACTION

Student surveys conducted during both periods of lock down and upon return to onsite learning indicated students' challenges and satisfaction. Comments included:

- *I am managing well during this time. Although staying home is difficult, I try to remind myself we're doing this to keep everyone safe. (social emotional wellbeing)*
- *I am able to vary my position during HBLP lessons (sitting, standing). Working online for extended periods of time makes me feel tired. I do at least 30 minutes of exercise daily. (Physical wellbeing)*
- *I feel safe at home. I feel safe online. I have someone at home that I feel comfortable to talk to. (safety)*
- *I don't feel motivated when I wake up but gradually get into a rhythm throughout the day. (motivation)*
- *I am able to stay motivated and on task during each HBLP day. (motivation)*
- *Happy, grateful, overwhelmed, nervous (emotions experienced in returning to onsite learning)*
- *I'm worried about what it will be like travelling on public transport to and from school and catching up on schoolwork. But I'm excited to see my friends. (thoughts on returning to onsite learning).*

Numerous emails from parents and carers expressed gratitude for the hard work undertaken by teachers and year level leaders to ensure that student learning and wellbeing were fully catered for across the school year.



STUDENT ATTENDANCE

Daily school attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally. Children and young people who regularly attend school and complete Year 12 or an equivalent qualification have better health outcomes, better employment outcomes, and higher incomes across their lives.

Student attendance includes involvement in programs conducted at school, offsite curriculum programs or other activity organised by the school (eg VET course, Outdoor Education Program, etc). Students are expected to attend school during normal school hours every day of term. In specific circumstances, a student may have an approved exemption from school attendance (eg ill-health, planned absence, etc).

Referrals to Department of Education and Training Attendance Office in 2020 predominantly resulted in improved student attendance and better understanding of the importance of, and value placed on, regular school attendance, school engagement, the development of positive school-home relationships and support measures. The focus was on strategies and supports to address contributing factors to school attendance problems and working in partnership with families. Case management was undertaken by College Counsellors in consultation with Deputy Principal Student Wellbeing and Year Level Leaders.

The introduction of iPad for student sign in and sign out improved student records and the direct link to SIMON attendance records supported more prompt sending of absence SMS to parents and carers.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	96.5%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

YEAR 7	97.4%
YEAR 8	95.8%
YEAR 9	95.1%
YEAR 10	95.8%
Overall average attendance	96.0%

SENIOR SECONDARY OUTCOMES

VCE Median Score	34.0
VCE Completion Rate	100.0%
VCAL Completion Rate	0.0%

POST-SCHOOL DESTINATIONS AS AT 2020

Tertiary Study	79.0%
TAFE / VET	2.0%
Apprenticeship / Traineeship	5.0%
Deferred	9.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%



Child Safe Standards

Goals & Intended Outcomes

In creating and maintaining a Child Safe learning community, policies and practices were undertaken to ensure that all staff and visitors are aware of their legal and moral obligations towards the safety of young people in our care. Students, through Wellbeing for Learning and Health and Physical Education, were informed about their rights and empowered to speak to trusted adults about times and situations where they did not feel safe or were concerned for the safety of another young person.

The 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 can safely disclose own concerns or those of others in the areas of Child Safety.
- Child Safety reports are responded to in line with the PROTECT protocols.
- Staff are informed of their responsibilities and are supported in any situation where a Child Safe report is required.
- Staff maintain current professional standards in regard to mandatory reporting professional learning.
- Appropriate follow up and review is undertaken following reports.
- Students are empowered, enable and informed (eg Child Safe Standard 7).
- Staff and Volunteer Code of Conduct standards are aligned with Child Safe Standards.
- School rigourously oversees its Child Safe responsibilities in co-curricular activities.
- Staff are aware of their professional obligations in regard to Code of Conduct Scheme.

Achievements

Compliance with PROTECT protocols

Disclosures by students to staff are followed up in a timely manner and in line with PROTECT protocols. All reports were recorded with Catholic Education Melbourne. Students and staff were provided with counselling support and wellbeing checks.

PROTECT

Protecting children & young people
from abuse is our responsibility



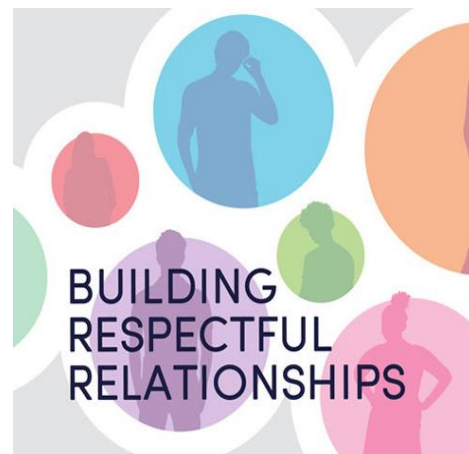
Staff Professional Development

Professional learning staff presentations were included in compliance expectations for understanding Child Safety Standards and College policies and processes. The Deputy Principal, Student Wellbeing conducted a PROTECT presentation to all staff in September in preparation for return to face-to-face learning with the associated possibility of student disclosure/s upon return to onsite classes.

The Principal and Deputy Principal, Student Wellbeing, completed Child Information Sharing Scheme and Family Violence Information Sharing Scheme training.

Student Empowerment

Child Safe Wellbeing for Learning materials were developed by Respectful Relationships student leaders for students in Years 7 to 11. The response from students was positive and teaching staff reflected that the materials were engaging, relevant and of a high standard. The materials were developed under the guidance of Deputy Principal, Student Wellbeing and the College Counsellor.



Year Level Leaders ensured that materials relating to Child Safe Standard 7 were presented to all year levels. Child Safety information in Student Planner was reviewed and updated.

Students with additional learning needs, from LBOTE families and the Indigenous student were specifically considered to support inclusion and foster security and support as required.

Policies and Practices

The College satisfactorily completed the annual Child Safety VRQA Child Safety audit. Documentation (position descriptions and policies) and recruitment practices clearly reflected Child Safety Standards expectations for staff. VIT and WWCC card records were well maintained.

Child Safety was a standard agenda item in Board Meetings, Leadership Team meetings and Year Level Leader meetings. Police and DHHS interview protocols were updated in line with current Child Safety Standards.

Risk Management

Risk management for onsite and offsite planning requirements continued to be reviewed to ensure that Child Safe Standards obligations are met. Staff are well aware, when organising student activities, that all visitors to the College must adhere to Child Safe requirements and that measures must be undertaken to ensure the same for offsite providers. Such requirements are consistently met.



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, responsibly and sustainably**

From this a number of priority actions were developed for 2020. These were to:

Staff development

- Strengthen the Annual Review process with reference to AITSL standards.
- Develop the capacity of Middle Leaders.
- Review and evaluate the on-boarding and exiting for staff.

and

Maintaining enrolments

- Identify staffing needs associated with Marketing and Development of the College.

Achievements

Staff Retirements and Recruitment

Over the past two years the College has celebrated the retirement of ten long serving members of the College staff who between them, provided over 160 years of service to the Sacred Heart community. The years of committed service were recognised by colleagues, students and families. Strong recruitment practices established by the Human Resources Department enabled the employment of staff who ably filled these positions.

Key members of staff were welcomed in 2020 with the appointment of the first Community Relations and Development Leader at the College and a new Director of Business Operations.

School Facilities were improved over the year

The Theresa Parish Building was painted, and new sunshades were installed over the windows. The Year 12 study room was completely refurbished with a much more interactive, collaborative and comfortable learning space developed. The refurbishment of the IT office and workspace along with the Lower A Open Space were completed. The students and staff are enjoying these enhanced learning spaces and work areas.





The school closures facilitated the fast tracking of a number of projects around the College. New lockers were installed in the Year 8, 9 and 12 Homerooms. The program of renewal of the interactive white boards continued with new boards installed in Year 8, 9, 10 and 11 rooms. Carpet replacement took place with the Year 8 and 9 classrooms and corridors refreshed.

Higgins Community Fund Grant

The College was fortunate to secure \$20,000 from the Community Fund of Ms Katie Allen, Federal Member for Higgins. This grant was used to provide additional shade areas around the school. One was attached to the northern corner of the Euphrasie Barbier Building in the central courtyard and the other on the northern side of the Theresa Parish Building.

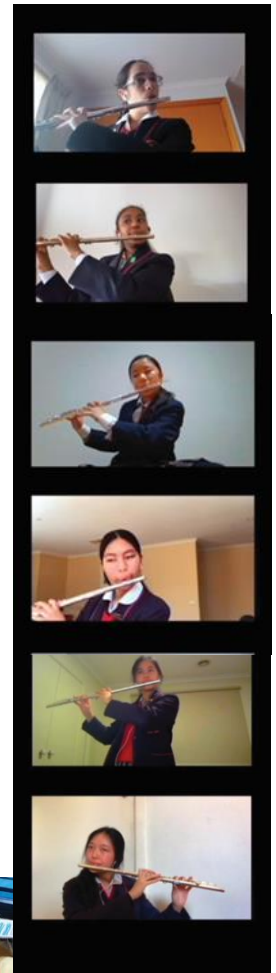
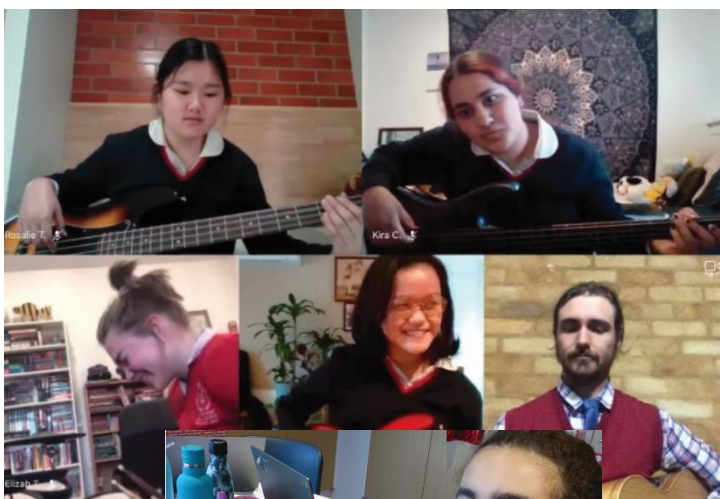
Financial Audit

All aspects of the auditing process went well with no great concerns expressed by the auditors. The documentation was excellently prepared by the Business Manager and the members of the Finance Office.

Response to COVID-19

The College Leadership Team worked extremely hard in preparing the community for the COVID-19 pandemic emergency in the successful transitions to home based learning and the return to face to face classes during the course of the year. It was a very fluid environment with information constantly flowing into the College. The Team maintained a calm balanced approach to all their tasks related to this critical incident. This also trickled down to the staff and students. A number of parents/carers took time to reflect on the approach of the College that created a secure and calm environment for their daughters.

The development of various editions of the College's Home Based Learning Program Guidelines and the Return to Onsite Classes Guide proved to be helpful for all in the community as the year progressed.



Ongoing support for both staff and students was well maintained throughout the year. Members of the College Leadership Team continued their responsibility of contacting their colleagues to offer support in whatever way possible. Professional learning sessions on Wednesday afternoons afforded the opportunity for various teams to meet and for the eLearning support staff to assist their colleagues. These virtual meetings proved to be valuable in the maintenance of ongoing learning.

The COVID-19 Consultation Committee was established early in the year in response to addressing the safety and wellbeing of staff and students. This committee provided a valuable avenue for communication and clarification of aspects of adjusting to life with COVID-19 at Sacred Heart.

Consultative Committee - Positions of Leadership

The tenure of staff members holding Positions of Leadership concluded at the end of this year. The process for selecting the leaders for the next three years took place in the second half of 2020. Most roles have been renewed and minor adjustments were made. This process was finalised early in Term 4.

Highly Accomplished Lead Teacher (HALT)

The Deputy Principal of Learning and Teaching undertook the Highly Accomplished Lead Teacher (HALT) Assessors Training. National Certification is a quality teaching initiative, recognising that exemplary teachers make an important contribution to teaching and leadership in schools. Certification of HALT contributes to the improvement in teacher quality by focussing on self-reflection, evidence of impact and providing external feedback on their professional practice. The HALT program has been offered to staff.

Governance

Monsignor Stuart Hall was appointed President of the Canonical Administrators of the College and Rev Leenus Neetany SAC, Administrator of St Patrick's Murrumbena, was appointed a Canonical Administrator of Sacred Heart by Archbishop Comensoli.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

A new structure was introduced in 2020 to support school based professional learning, which provided an extended (75 minute) block of time each 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 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 were divided into four focus areas and where relevant, included both teaching and non-teaching staff.

1. Staff Forums:

Compliance (Asthma, Anaphylaxis, Mandatory Reporting, Epilepsy) matters, NCCD presentation including Professional Learning Disability Standards for Education, Learning Support @ SHGC, Governance, Strategic Plan priorities.

2. Faith Formation:

Immersion experiences, Seasons of Creation - Laudato Si. A whole staff formation day, "Way of the Heart" was also conducted virtually in Term 3.

3. Learning & Teaching:

Our professional learning goals in this area changed dramatically from what was originally intended and was predominately focussed on supporting teachers to manage and succeed in an online environment. Sessions were teacher led and consisted of developing teacher skills in using Microsoft OneNote and Teams, and also how to use tools within these platforms to gather evidence of student learning in order to assess, provide feedback and report to parents. Sessions were also dedicated to learning area team planning, review and reflection on home based learning, assessment practices, future focussed learning.

4. Student Well Being:

Wellbeing for learning - Excel framework (multiple sessions).

Due to the pandemic, opportunities for external professional learning were limited across 2020, and those that were on offer often focussed on remote learning and many professional associations conducted these free of charge in 2020.

Some of the activities included:

- Lawsense School Staff Law Update
- VCAA Assessor Training
- Teen Mental Health First Aid
- Emotional Wellbeing
- Targeted teaching in secondary Mathematics
- HTAV Conference
- VATE seminar days

TEACHER SATISFACTION

Some examples of the feedback provided by teachers during the periods of home based learning throughout 2020:

"I would just like to thank you and the Leadership Team for the work that was done to prepare us for this transition. I imagine it may be quite a different experience for you not seeing the school in action so I thought you might like to know how classes are going."

"I began the day with 7 Purple and smiling faces in Homeroom all dressed in uniform (tops anyway). This morning I have had two 7 maths classes and the girls have navigated the technology, asked questions and completed some work. I am able to see what each student has completed, the questions they need help with and converse with them via Teams. Its working!!"

"As for HBL, the first week felt like I was in my first year of teaching again. Two weeks on and it is all rolling along very well. I have found some big positives in going through the process despite not having physical contact with the students."

"I think the school has done a wonderful job of supporting students, parents and staff through this unusual time. Thank you for your leadership."

"It has been an interesting time for everyone and a lot of adjusting to the new way of College life. The first cycle was probably the most difficult, no real problems though, just very different for students as well as teachers. There have been a couple of hiccups with technology - no email for a few hours one day and no audio from students but that has been the extent of it. This cycle has been going very well."

"The College must be a strange place without students, I have always thought that the students are the soul of a school so let's hope there will be an end to this sooner rather than later and everything can return to normalcy."

"This cycle of home based learning was definitely better and the students are coping much better with the "new norm". I hope this continues. My main concern is fatigue - for both students and teachers. I am witnessing first-hand the increasing lack of motivation and energy with my own children in their studies but even any form of sport or exercise. I am hoping we may be offered some light at the end of the tunnel by the end of this week."





TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.1%
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TEACHER QUALIFICATIONS

Doctorate	2.1%
Masters	17.9%
Graduate	43.2%
Graduate Certificate	9.5%
Bachelor Degree	94.7%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	108.0
Teaching Staff (FTE)	91.5
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	34.9
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 2020. These were to:

- seek opportunities for developing partnerships and relationships.
- establish a Parents' Association.
- re-evaluate current communication processes, eg Website. Social Media and Newsletter.

Achievements

Past Student Connections are seen as vital to a vibrant school community. Past students shared their expertise in a variety of ways. Prior to the lockdown in 2020 we were able to again reach out to our past students to support the Year 12 Mentor Breakfast, the Outdoor Education program, along with coaching sporting teams. 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 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 2020 we continued to involve parents and carers in our community. Parent Information Evenings relating to VCE were held online, Music performances, Principal Chats instead of Open Mornings, Learning Conversations and more showed that Sacred Heart Girls' College value greatly the partnership with parents and carers.

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

SIMON - the learning and communication platform enabled more immediate opportunities for communication. Parents 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 daughter's teachers thus keeping open the lines of communication throughout our Home Based Learning Program.

Social Justice activities were led by the student leaders along with the girls from the Vinnies group. Students were encouraged to still think and act beyond their own environs. Activities relating to events beyond their own world saw the students signing petitions and writing letters regarding deaths in custody and the #metoo campaign.

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.



RNDM INTERNATIONAL MISSION DEVELOPMENT OFFICE, ROMEO

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VALUE ADDED

Past Students' Association (PSA)

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 fifty 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 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 be held virtually in 2020). Such opportunities expand student knowledge and outlook whilst improving skills of engagement in a world beyond Sacred Heart Girls' College.

Sacred Heart Arts' Festival

Each year Sacred Heart Girls' College students entertain the community through the Arts; dancing, singing, multi-media, visual art and instrumental music. The use of the renovated home of the Arts – The Fourvière Centre provides a wonderful space to showcase the artistic talents of the students. This specialised area, along with Kendell Hall and other venues, enable parents and visitors to stroll from stage to stage, display to display, moving image to moving image while enjoying the hospitality of the College. This year the Festival was presented virtually.

Social Justice Activities

Sacred Heart Girls' College provides the vehicle for students to reach out and engage with a variety of community members and organisations. Activities such as visits to Oaklea Aged Care and the Oakleigh Community Centre give girls the opportunity to give back of their time and expertise. Money and donations are raised through our annual Project Compassion program along with Christmas Hampers for St Vinnies. Girls are also encouraged to contribute funds to support those in need in our world affected by natural disasters. Such activities align closely with the values taught through the Gospels giving our students a heart for the world.



PARENT SATISFACTION

Some examples of the feedback provided by parents and carers during the periods of home based learning throughout 2020:

"I wanted to thank you and all the other teachers for putting in a massive amount of work to make this on-line learning successful. I realise a great amount of effort has gone into setting up all the learning tasks and the different methods that are now required. It has been pretty seamless at this end which is a credit to you and the teachers. We appreciate all the time and effort you have put in to making this work and ensuring the children still feel connected and supported."

"As a parent of a Year 11 student I have been very impressed with the delivery of the remote learning structure. Sharing the study with my daughter I have been privileged to listen in on the delivery of her classes. I must commend you and your teaching staff on the seamless transition and the commitment of her teachers providing the best teaching and learning for her under the current circumstances. Thank you

"I would just like to convey my thanks for all the efforts being made by the staff in teaching the Year 8 students, and in particular 8 Silver that includes my daughter. I am sure that the current circumstances have produced many challenges for the teachers, but in speaking to my daughter and actually overhearing some of her lessons I have been very impressed by the content of the instruction and also the positive vibe that the teachers have brought to a difficult situation. Please know that the efforts made by staff are having a helpful and beneficial impact on students. Thanks again.

"A short note of thanks and gratitude to the leadership team at Sacred Heart Girls' College and all teaching and support staff for the commendable work efforts to prepare students for online learning during this unprecedented COVID-19 (Coronavirus) shut down.

"We greatly appreciate the planning and adaptability to maintaining the continued quality learning for all students. We count our blessings for the invaluable gift of education and the school life that provides a rich shared learning of discussion and academic experience.

"The gift of teaching has been presented into our home with a love and passion shown by professional dedicated teachers with a commitment to wellbeing and excellence in these challenging times and we truly say thank you.

"As difficult as this time of social isolation is from school friends, as parents we are encouraged to see our children are working with a degree of resilience to respond to the different challenges with a new appreciation for the things we have taken for granted in the past. May Christ lead us in confidence and trust as we look to Him for the future.

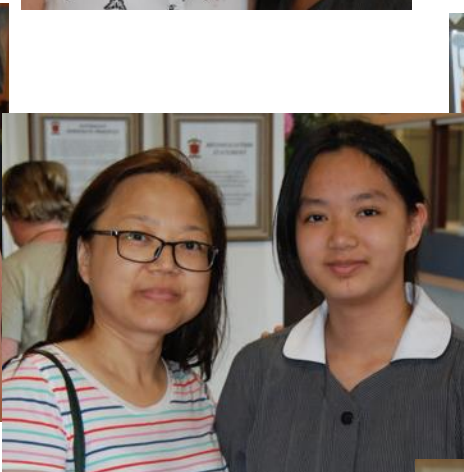
"We pray all the community at Sacred Heart Girls' College stay safe and with a gratitude of appreciation we look forward to a safe return back to school."

"Thank you for all your tremendous work and dedication over the past few weeks. The students and parents of Sacred Heart are richly blessed.

"We have been impressed with the rigorous academic program offered and the feedback and support provided to the students during this time. We have been pleased to see how our daughter in 7 Gold, has approached and undertaken her online learning but she is

eagerly anticipating her return tomorrow and contributing to the life of the school in her role as a Faith and Liturgy Leader."

"Thank you for the wonderful spirit-filled, warm, friendly and supportive learning environment you nurture and for all the wonderful work you do."



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, 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.