



Sacred Heart Girls' College 2023 Annual Report to the School Community



113 Warrigal Road, HUGHESDALE VIC 3166
Registered School Number: 1571

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Principal's Attestation

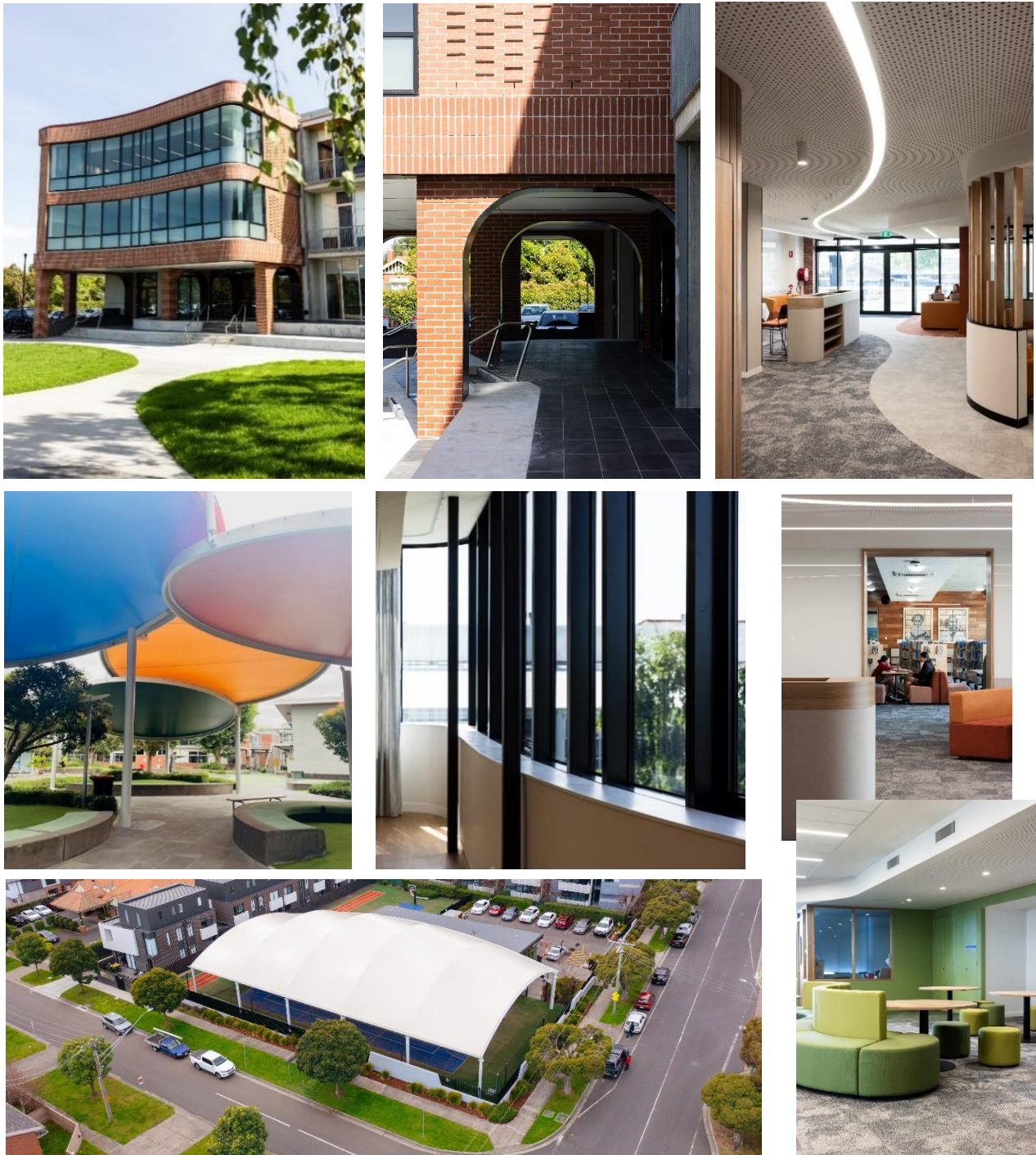
I, **Christopher Dalton**, attest that Sacred Heart Girls' College is compliant with:

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

Attested on 12 June 2024

About this Report

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



Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So, in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter Comensoli commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons Executive Director
Executive Director
Melbourne Archdiocese Catholic Schools Ltd

Vision Statement

In the spirit of the RNDM Sisters, we aspire to honour the uniqueness and gifts of each person by:

- Enriching spirituality and celebrating our Catholic identity and heritage
- Promoting excellence in wellbeing and learning
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Demonstrating outward looking leadership and service
- Fostering a safe community where all are treated with respect and dignity
- Providing opportunities to be innovative and responsive to a changing world
- Challenging each student to discover their personal attributes and strengths to engage with local and global issues



Mission Statement

Sacred Heart Girls' College is a Catholic secondary school inspired by the charism of the Sisters of Our Lady of the Missions (RNDM).

We nurture an inclusive and diverse culture, fostering life-long learning and a commitment to social justice.

The College provides a dynamic environment that educates young people to be compassionate, discerning, resilient, and true to our motto, Always Striving Upwards



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.



**SACRED HEART
GIRLS' COLLEGE**



Principal's Report

The College Theme for 2023 – “*Let there be peace, let it begin with me*”, provided enriching material for the Sacred Heart community. Pope Francis reflected: “Christianity is incompatible with any kind of violence, and believers should devote themselves to becoming builders of peace.” He emphasised that Christ’s message of peace is “for everyone” and that Christians must do everything they can to break the cycle of violence. “Believers should become less focussed on their own affairs and rights and become bearers of peace”. Students, staff, parents, and carers were called upon to play a role in the creation of peace. A peace that emanates from our hearts to others in our families, our communities and the world.

The post pandemic period saw the recommencement of many school-based activities that were curtailed over the past three years. Thankfully 2023 proceeded with full engagement in the many opportunities provided in the Sacred Heart community. Lessons learnt from the time of the pandemic also provided some new ways of addressing and undertaking several school activities. One of these was the successful continuance of the online learning conversations and the associated home-based learning days for the students.

The College’s Partnership in Mission with the Sisters of Our Lady of the Missions (RNDM) was reinvigorated with staff participating in the Footsteps of Euphrasie Barbier Pilgrimage to France and England and students competing in netball in the RNDM Mission Cup in New Zealand. Student leadership exchanges once again took place with Sacred Heart Sorrento, Western Australia.

The implementation of Stage 3A of the College masterplan continued throughout the year. The development of the new wing is to provide additional learning spaces and a student hub. The ground floor of the building presents first class facilities for the Learning Diversity and Counselling Departments. The refurbished library in the Jubilee Building provides a beautiful connection into the student hub. The new building opens out onto a terrace which leads to a newly landscaped outdoor space. The learning spaces on the second and third floor will be available for use in 2024.



Sacred Heart Girls' College

Further development has taken place at the McBride, Health and Physical Education Centre on Kangaroo Road. A sunshade has been erected over the court with a new synthetic surface laid. The Centre now becomes a PE/Sport space that will be used throughout the year.



Two major curriculum innovations were implemented in 2023. After extensive work from the curriculum teams, the College gained accreditation from the Victorian Curriculum and Assessment Authority (VCAA) to implement the Victorian Certificate of Education Vocational Major (VCE VM) in 2023. This pathway of study to complete the VCE provides students with the opportunity to engage in applied learning. The implementation of this program has provided an enriching pathway for students completing their VCE.

Sacred Heart Girls' College

All students in Year 9 participated in the STRIVE Program. This innovative program provided an integrated curriculum of cross disciplinary learning, utilising a problem-based approach to assessment.

Following on from the College Review in 2022 the next Strategic Plan (2023-2026) was developed early in 2023. The Strategic Intent of this plan to be implemented across the next four years provided the opportunity for the College community to recommit to the Mission and Vision of Sacred Heart.

In this framework it is identified:

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

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

- Celebrating and nurturing 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 on partnerships with the school, local and global community

Goals and strategies for the plan were devised under the following five pillars: Identity, Learning, Excellence, Stewardship and Community.

The Annual Action Plan for 2023 was developed, reviewed and reassessed as the year progressed.

The College's relationship with past students was revitalised in 2023. The Past Students' Committee is keen to provide further support to past and present students in the many activities that take place through the course of the year. This will in time further strengthen the past students' links with the College.





Catholic Identity and Mission

Goals & Intended Outcomes

The College's goal for Catholic Identity and Mission was predominately developed from the Identity pillar contained in the 2023-2026 College Strategic Plan. This goal was to:

- to enrich and live out our Catholic identity inspired by the RNDM Charism

From this goal, a number of priority actions were developed for 2023. These actions were to:

- engage in dialogue with the whole school community
- review the Mission and Ministry Team

Achievements

The Social Justice Leaders and the St Vincent de Paul group led the College community through the Caritas Project Compassion Lenten Journey. Shrove Tuesday pancakes and various other fundraising activities such as the VCE Vocational Major students conducting food stalls at lunchtime, took place.

Student leaders led the distribution of ashes on Ash Wednesday. The extended gathering provided time for a liturgy with prayer and reflection being led by students.

Reconciliation Week was recognised as a significant time of awareness raising, prayer, reflection and action. National Sorry Day on Sunday, 26 May, saw the College community observe a minute's silence in the Courtyard at recess. Homeroom prayers reflected the importance of the Sacred Heart community recognising the need for all to enter into right relationships with First Nations peoples of Australia.

The Feast of the Visitation was celebrated on Wednesday, 31 May, with a special assembly. Reflections were presented on the mission of the RNDM Sisters around the world as they visited and reached out to support those in great need. The College Theme for 2023, "*Let there be peace, let it begin with me*", was highlighted by a procession of students carrying crosses, identifying the world's trouble spots as places in desperate need of peace.

Catherine Scerri conducted a workshop for Year 7-9 students on the issue of poverty and homelessness in the Philippines. Catherine leads Bahay Tuluyan, an organisation that supports homeless young people in Manila and its environs.



Sacred Heart Girls' College

On the final day of Term 3, at the Staff Retreat, staff were blessed and commissioned as they prepared to engage in RNDM formation activities. Four staff members joined Sisters Madeleine and Catherine on the RNDM Footsteps of Euphrasie Barbier in France and England. Two staff members travelled to Vietnam to work with the RNDM Sisters in Formation.

Value Added

Year 8 students participated in the Jewish Museum excursion as part of their Religious Education Program.

The RNDM Sisters visited the Year 7 Religious Education classes to reflect on their life as a religious Sister and on the early days of Sacred Heart.

Student representatives joined staff members in Melbourne at the Palm Sunday Walk for Justice and Freedom for Refugees. The group heard from various speakers, who reflected on the challenges encountered by refugees and asylum seekers.



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 2023–2026 College Strategic Plan. These goals were to:

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

From these goals, a number of priority actions were developed for 2023. These actions were to:

- implement recommendations of the Year 9 & 10 curriculum review
- implement the VCE Vocational Major at Year 11
- continue the school wide focus on developing our students to be critical thinkers and skilful communicators
- develop a learning and teacher charter

Achievements

The successful introduction of our new Year 9 STRIVE learning program took place in 2023. This program is designed with the overarching goal of nurturing confident, creative and lifelong learners. It provides students with a holistic educational experience that extends beyond traditional classroom boundaries. The rationale for the STRIVE program is rooted in the belief that a comprehensive education encompasses not only academic excellence but also the development of essential life skills, creativity and a proactive attitude towards learning. In its first year the STRIVE teaching team developed a range of active learning experiences across five broad themes - Wellbeing, Investigating Melbourne, Civics and Citizenship, STEM and Future Ready. The other major recommendation from our 2021-2022 Year 9 & 10 curriculum review, was a change to our elective structure to ensure all students studied at least one subject from both the Arts and Technologies Learning Areas.

The VCE Vocational Major was introduced at Year 11 proving to be a very positive learning experience for both students and teachers. Being able to offer an alternate pathway for our students to enable them to complete their VCE at the College has been a long-term goal and has empowered these students to become successful, engaged learners.



A school wide focus on improving disciplinary literacy underpinned the College’s school based professional learning program and SHGC’s participation in the MACS Secondary Literacy Project. The focus on disciplinary literacy is viewed as a critical stepping stone to our students improving their critical thinking. Across 2023, the specific focus was on writing and reading and resulted in each learning area producing writing guides for all subjects to support and improve student writing skills. A whole school rollout of these guides was scheduled for the beginning of 2024.

Student Learning Outcomes

Due to the changed reporting for NAPLAN in 2023, it is not possible to compare trends over time. As can be seen from the data student performance across all strands at both Years 7 and 9 is very strong with Sacred Heart students achieving better than both the state and national results. Only one or two students are identified in each category as needing additional support. These students had already been identified as needing additional learning support and since the beginning of the year have received both in class support and modification of tasks where required. Our literacy and numeracy interventions at Year 7 and 8, target students at the lower end of the developing scale and provide individualised strategies in a small group setting to further develop their skills across these areas.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	592	86%
	Year 9	612	87%
Numeracy	Year 7	579	87%
	Year 9	610	89%
Reading	Year 7	579	92%
	Year 9	608	86%
Spelling	Year 7	577	93%
	Year 9	608	94%
Writing	Year 7	583	89%
	Year 9	630	91%

*A school’s NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes

VCE Median Score	32
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post School Destinations as at 2023

Tertiary Study	135
TAFE / VET	12
Apprenticeship / Traineeship	Nil
Deferred	1
Employment	Nil
Other – the category of Other includes both students looking for Work and those classes as Other	Nil







Student Wellbeing

Goals & Intended Outcomes

The College's goals for Student Wellbeing were predominantly developed from the Excellence and Learning pillars contained in the 2023-2026 College Strategic Plan. These goals were to:

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

From these goals, two priority actions were developed for 2023. These actions were to:

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

Achievements

Provision of comprehensive student health and wellbeing provisions and initiatives, which include, but are not limited to the following:



Tier One Mental Health and Wellbeing Supports

Student surveys, Wellbeing for Learning Program, Child Safe PROTECT and CISS/FVISS processes, SRC breakfast, learning diversity learning and pastoral support, counselling services, responsible use of technology processes and awareness, student-led clubs, student leadership positions and wellbeing awareness raising/support (Bullying No Way! Day, RUOK Day, Cyber Safety Day, etc).

Tier Two Mental Health and Wellbeing Supports

Support for students in Out of Home Care, learning and pastoral care support for Indigenous students, support for students from a refugee background, pastoral support for students who identify as LGBTQTI+ in line with "Created and Loved: a Guide for Catholic Schools on identity and gender" (Diversity Group established), student health and medical conditions management and support, bullying investigation, regular wellbeing meetings and student attendance follow up processes including student attendance parent checklist, parent meetings and formal notification processes.

Three Mental Health and Wellbeing Supports

Student support group and care team meetings, behaviour support plans, safety plans, wellbeing plans, school avoidance and refusal support processes, referrals to mental health services, financial support and referral to support agencies (The Orange Door, Navigator Program).

- Whole staff completion of student health and wellbeing online learning modules
- Whole staff completion of mandatory reporting online learning modules and health briefings
- Whole staff Professional Learning sessions developed by Wellbeing Team
- Staff access to Be You modules
- Staff access to external professional learning opportunities
- Full adherence to auditing processes in areas of: Child Safety, student health (anaphylaxis, asthma and first aid provisions).





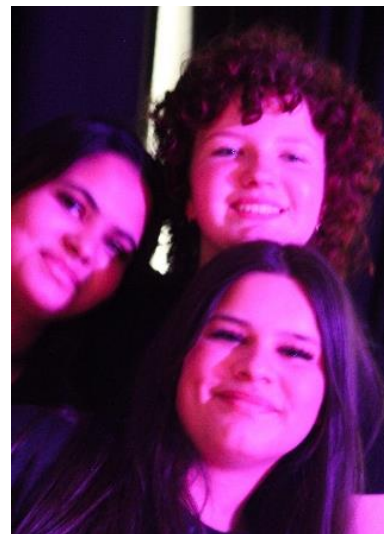
Value Added

- Student leadership groups, meetings and formation programs
- Sports programs – House competitions, inter-school sport, state competitions
- Range of competitions at regional, state and national levels across various disciplines (eg MUNA, debating, etc)
- Social Justice outreach activities and workshops
- College co-Production with Salesian College
- Respectful Relationships – cluster membership and development of parent seminars
- Community events – Sacred Heart Day, start and end of year activities and College assemblies showcasing student projects, talents and achievements
- Student clubs, ensembles, performances etc.

Student Satisfaction

Student voice was evident in the College's MACS School Improvement Survey and school-based surveys. Results were comparable to or higher than MACS average range in the areas of school engagement, school climate, school belonging, learning disposition, student safety, student voice and Catholic identity.

Student data from MACSIS, Resilient Youth survey and student focus groups is used to inform Homeroom Teacher professional learning and whole staff professional learning. Wellbeing for Learning Program and student pastoral care and wellbeing services, processes and initiatives.



Student Attendance

The building blocks of a great education begin with all students coming to school each and every day. We work in partnership to ensure strong student attendance.

At Sacred Heart Girls' College, practices are in place to support student attendance and ensure accurate record keeping:

- Attendance is marked at Homeroom and at each class during the day
- SMS regarding student absence are issued to parents/carers each morning for unexplained absences

Sacred Heart Girls' College

- Student absences are followed up by the Homeroom Teacher and/or Year Level Leader
- Reasons for all student absences 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 are supported by the College Counsellor, Year Level Leader and Deputy Principal – Students, with the aim of working with the student and their family to address barriers to school attendance and rebuild connectedness
- Parents/carers may be asked to complete an attendance concerns checklist for low student attendance levels
- Individualised plans are collaboratively developed to support a student experiencing challenging circumstances or a chronic condition that impedes their capacity to attend school

When a student is absent, parents/carers are asked to:

- Record details via Parent Access Module (PAM), or
- Telephone the Student Absence Line or
- Email the College Administration with details regarding the reason for their absence.

If the College is not advised of an absence, an SMS message to parents/carers will be sent to follow up.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.7%

Average Student Attendance Rate by Year Level	
Year 7	93.2%
Year 8	91.4%
Year 9	90.6%
Year 10	91.0%
Overall average attendance	91.6%

Leadership

Goals & Intended Outcomes

The College's goal for Leadership was predominately developed from the Stewardship pillar contained in the 2023-2026 College Strategic Plan. This goal was to:

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

From this goal, a number of priority actions were developed for 2023. These actions were to:

- use the AITSL standards to guide professional learning and growth
- develop a staff wellbeing charter
- investigate, develop and implement a plan for an eco-friendly, sustainable learning environment

Achievements

The development of the 2023-2026 Strategic Plan was completed. This plan reflects the recommendations of the reviews held in 2022 - both the College Review and the Principal Appraisal. The Action Plan was developed from the Strategic Plan to guide the College through the next four years. The Annual Action plan for 2023 set out the goals for 2023.

The approval of the new Enterprise Bargaining Award created an additional layer of planning for the year. The 30/8 model has provided teachers with a reduction in face-to-face hours to 19 hours, a limit on after-school meetings and incursions into the school day. Time-In-Lieu was another major element in the EBA negotiation. Pay increases and leave variations were also introduced.

Key appointments for the leadership of the College took place in 2023. The Director of Student Well Being took up her role working closely with the Deputy Principal – Students. At the end of the year a new Deputy Principal – Staff was appointed to take up the position in 2024.

The construction of Stage 3A of the Masterplan made great progress throughout the year. The new facilities providing additional classrooms and open collaborative learning areas. In addition, the Student Wellbeing hub consisting of Learning Diversity and Counselling was developed on the ground floor. The build was completed early in Term 4 with the landscaping project a few weeks later. The sunshade installation and resurfacing of the court at the McBride Centre was completed earlier in the year. This greatly enhanced the Physical Education and Sports space by providing the opportunity for year-round, all-weather use

All staff engaged in a presentation from Fran Power, titled "You in Youth". This provided reflection for staff to support the mental health challenges students encounter in the classroom and beyond. The presenter has wide experience with young people and their families. She is well-versed in educating adults about mental health and how to empower young people to live their best life possible.

Expenditure And Teacher Participation in Professional Learning Undertaken in 2023

School based professional learning is supported by a formal structure that provides two one hour blocks every week as well as full days throughout the year. In 2023 this program included sessions on the following:

- Compliance related (Emergency Management, Asthma, Anaphylaxis, Mandatory Reporting, Child Safe and OH&S)
- Learning Diversity at Sacred Heart, NCCD presentation, staff team building activities Academic Integrity at Sacred Heart
- Embedding Literacy Practices across the Curriculum
- EAL strategies
- Respectful Relationships
- Faith Development
- Spirituality

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

- 2023 Meet the Assessors (all studies)
- University Careers Practical Seminar
- VCE MAV Conference
- Choral Conductors Summer School
- MACS New Learning Diversity Leaders
- VCE Food Studies
- Implementation of CEMEA 2023
- VCAA Applied Learning
- VCAA Special Provisions Information Session
- School Refusal - A Growing Concern LDL Network
- Differentiation in Changing and Challenging Times for Schools and Learners
- Chat CPT & other Chatbots in Language Classes
- Training for Oral Language Examination
- Mission Conference 2023
- Youth Mental Health First Aid
- Career Development in Schools
- Secondary Disciplinary Literacy Project
- Quantum Victorian STEM Conference
- NAPLAN Reporting Data Service Workshop
- VCE History Conference
-

sNumber of teachers who participated in PL in 2023	102
Average expenditure per teacher for PL	\$1053.36

Teacher Satisfaction

The College's 2023 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.

Teacher Qualifications	
Doctorate	1.1%
Masters	14.0%
Graduate	21.8%
Graduate Certificate	3.9%
Bachelor Degree	48.6%
Advanced Diploma	10.6%
No Qualifications Listed	0.0%



Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	102
Teaching Staff (FTE)	89.0
Non-Teaching Staff (Headcount)	47
Non-Teaching Staff (FTE)	40.1
Indigenous Teaching Staff (Headcount)	0





Community Engagement

Goals & Intended Outcomes

The College's goal for Community Engagement was predominately developed from the Community pillar contained in the 2023-2026 College Strategic Plan. This goal was to:

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

From this goal, a number of priority actions were developed for 2023. These actions were to:

- develop strategies to enhance current partnerships and relationships
- promote open communication and respectful interactions with Parents/Carers.
- seek opportunities for developing partnership and relationships

Achievements

Past student connections are seen as vital to a vibrant school community. Past students shared their expertise in a variety of ways. We were able to engage our past students in supporting the Outdoor Education Program along with coaching our sporting teams. Past students were also able to offer advice to students in Year 12 as part of a Mentors Program along with leading IT sessions as part of activities for Girls In IT Week. Past students led sessions sharing their expertise and experience by participating in the Year 10 Future Ready Program. It is pleasing to see students wishing to continue their direct involvement in the College and the benefits gained are certainly reciprocal.

Parent/carer connections are vital in the education of young women. As Sacred Heart Girls' College, parents/carers are not generally geographically close; the College recognises the importance of fostering positive relationships. Throughout 2023 we continued to involve parents/carers in our community, both in person and online. Parents/carers participated in Program Support Group meetings, Parent/Carer Information evenings, music performances, Principal Chats, Learning Conversations and more, showing that Sacred Heart Girls' College value greatly the partnership we have with parents and carers.

Parents/carers are urged to contact the College and an open dialogue is encouraged. Connections with our parent/carer community were also enriched by the improved use of the College website 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 are able to access information regarding their daughter's experience at the College via PAM (Parent Access Module). They were also able to use this platform to communicate directly with their daughter's subject teachers, thus keeping open the lines of communication.

Sacred Heart Girls' College

Social Justice activities were led by the student leaders along with the girls from the Vinnies Group. Students were encouraged to think and act beyond their own environs. Activities relating to events beyond their own world saw the students' signing petitions and writing letters in response to social justice issues. Visits to Oaklea Hall, our local aged care facility, encouraged social connection. It is vital as a community to be outward focused instilling an understanding of the needs of a variety of our community members.

Through the introduction of VCE VM students spent time undertaking structured workplace learning. This enabled them to share knowledge and skills developed in both their VCE VM and VET classes. Engaging with TAFE and a variety of workplaces, students again had the opportunity to contribute to the broader community and develop positive connections.

Links were maintained with the RNDM Sisters through the 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 at Sacred Heart Girls' College are aware of the need to play a positive role as global citizens. It was also wonderful to have the RNDM Sisters visit the College to attend Masses, assemblies and award celebrations. Sisters also worked with the Year 7 students as they explored the history of the College and the connection with the RNDM charism.



Parent Satisfaction

The response rate to the MACSSIS survey was poor. Even though this was the case, it was noted that:

- Overall, parents indicated a satisfaction level of 75%
- Communication with parents could be a focus area with 50% of the respondents endorsing present practices
- 70% of the respondents would recommend Sacred Heart Girls' College to other parents
- 100% of respondents were aware of and had used the College online portal (PAM)



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.shgc.vic.edu.au.



**SACRED HEART
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