



SACRED HEART  
GIRLS' COLLEGE

# Annual Report to the Community 2024



## Sacred Heart Girls' College

113 Warrigal Road, HUGHESDALE 3166

Principal: Christopher Dalton

Web: [www.shgc.vic.edu.au](http://www.shgc.vic.edu.au)

Registration: 1571, E Number: E1202



Melbourne Archdiocese  
Catholic Schools

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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 - Thursday 27 March 2025

## 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. Information can also be obtained from the College Website; [www.https://www.shgc.vic.edu.au/](https://www.shgc.vic.edu.au/)

## 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 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

Melbourne Archdiocese Catholic Schools Ltd



# Vision and Mission

## Vision Statement

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

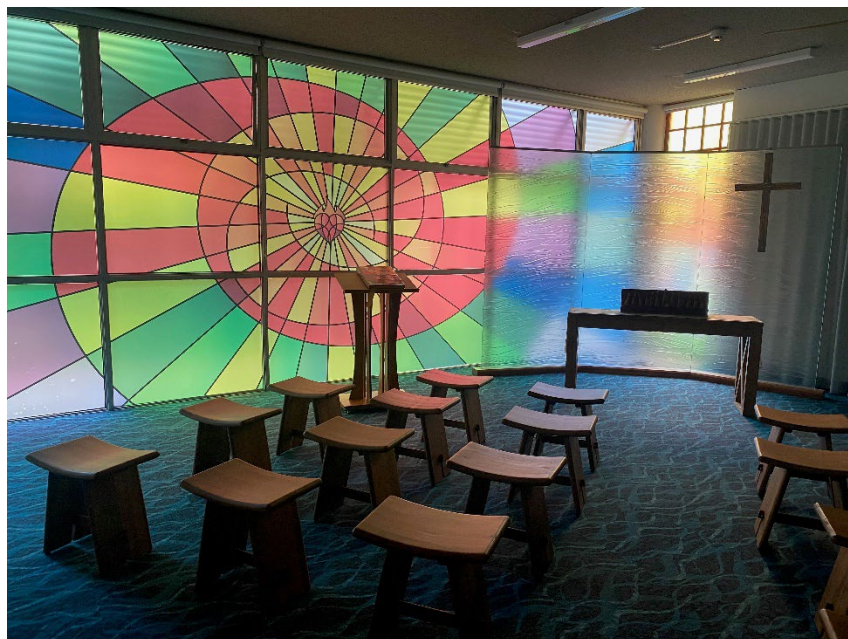
- Enriching spirituality and celebrating our Catholic identity and heritage
- Promoting excellence in wellbeing and learning
- Adopting ethical and responsible practices that ensure sustainable use of resources
- Demonstrating outward looking leadership and service
- Fostering a safe community where 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.



# Principal's Report

Our College theme for 2024 Together We Care For Our World reflected Pope Francis' great concern about the environmental challenges facing our world. This theme provided a lot of material for reflection for students and staff throughout the year. The theme reflected Pope Francis' call to care for our world, as expressed in his encyclical *Laudato Si.* This was a powerful reminder of our shared responsibility to protect and cherish the Earth. His message resonates deeply with our young people, especially secondary students, who have the energy and vision to be leaders in building a sustainable future.

For the Sacred Heart community, the 2024 theme was a call to action. All have been encouraged to adopt sustainable habits, such as reducing waste, conserving energy, and being mindful of the environmental impact of our decisions. It also pushes us to stand in solidarity with those who suffer most from climate change and environmental degradation, often the poor and marginalised. And this call to action was reflected through many of the College's priorities, initiatives and achievements across 2024.

The implementation of Stage 3A of the College masterplan continued throughout the year. Early in the year our new wing, now named the Wominjeka Centre, was fully operational with the new learning and collaboration spaces on Level 1 and Level 2 available to be timetabled across a range of learning areas. These spaces quickly became favourites for our students and teachers alike. We were fortunate enough to welcome



Bishop Tomy Ireland and the Honourable Clare O'Neil to bless and officially open the Wominjeka Centre. We were able to refurbish and redesign our prayer room into an albeit small but beautiful College Chapel.

Our 2024 VCE results continue to be excellent, and it was very pleasing that our first cohort of VCE Vocational Major students all successfully completed their VCE, highlighting that Sacred Heart offers and provides a senior learning pathway for all students.

The second year of our Year 9 STRIVE program was further strengthened and developed and has quickly become an integral part of our learning program. 2024 saw the introduction of THRIVE for our Year 7 students, which in conjunction with our transition program, provides students with the skills and develops dispositions to enable them to "thrive" in secondary school.

Our commitment to sustainability was further enhanced by the appointment of a Sustainability Coordinator who worked closely with the Director of Business Operations to develop a three year sustainability plan and initiate a student environmental action group. The formation of a Promotions Committee further supported the work of our Community Relations and Engagement Team in maintaining our healthy enrolments, further developing relationships with our alumnae and other community groups. As well as completing a redesign of our external signage which proudly promotes our College to the local community.

# 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 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 2024. These actions were to:

- Enliven the Mission and Vision statement
- Strengthen the faith life of the school through prayer, liturgy, learning, celebration, belonging and outreach

## Achievements

Staff and student formation is at the heart of how we enrich our Catholic identity and across 2024 many opportunities were provided that further enhanced the faith life of the College.

Our Year 12 student retreat program at Anglesa underwent a refresh and was moved to the beginning of the school year. It focused on deepening the students' spirituality as they prepared for the future. The Year 11 Retreat Day at Newman College (University of Melbourne) centred on servant leadership, encouraging students to listen, learn and lead with compassion as they heard from Sr Brigid Arthur AO CSB and Judy Ryan OAM.

Our teaching staff formation program included a session facilitated by Fr Elio Capra SDB in which he explored the history and significance of the Sacred Heart of Jesus in Scripture, through Science, in the Catholic Church and in religious art. Another session was facilitated by Sr Margaret McInerney RNDM explored the question "How do we, through the RNDM Charism, participate in God's Mission in the context of our RE Program?."

All staff, in conjunction with staff from Our Lady of Sacred Heart participated in a staff formation day facilitated by Dr Ernesto Valiente, titled "Oscar Romero: A Revolutionary Saint for Today's Suffering World" and "God's Revelation and Christian Faith." This provided staff the opportunity to reflect on the life and prophetic witness of Saint Oscar Romero and the different in ways in which God has and continues to reveal to humanity. All staff also participated in an outreach day during which they volunteered at various organisations such as the Brigidine Asylum Seekers Project, Oaklea Hall and St Mary's House of Welcome which further strengthened our shared mission of service and community.

Our Partnership in Mission with the Sisters of Our Lady of the Missions continued to provide great enrichment for the College community. Many blessings are experienced as a consequence of the growth and development of our ongoing partnership with the Sisters. One such experience is the staff immersion to Vietnam where three staff supported the RNDM sisters work by teaching English in the term 3 break. Our relationship with the Menubo students at the



Delesan Kaiwalan Centre in Kulaman (the Philippines) continues to grow and our donations from the College Walkathon, Fair Well and other events have enabled four girls from the Centre to be sponsored to study and graduate from university.

Social Justice and outreach activities are core to who we are as a Catholic college and provide the opportunity to enact Catholic Social Justice teachings. This year Sr. Joan Kennedy PBVM facilitated an ACRATH (Australian Council for the Abolition of Trafficking in Human Beings) educative workshop for students. Our highest number to date of Year 11 students, supported by their teachers, participated in the Vinnies Winter Sleepout at the College which included time for prayer and reflection, as well as input from St Vincent de Paul as to how our students can be advocates and supporters of those in our community who are experiencing homelessness.

Our College faith life continues to be animated with whole school masses, liturgies to mark significant liturgical days such as Ash Wednesday and Feast of the Visitation. Our Year 7 students prepare their own class mass which was celebrated by one of our local parish priests and are now able to be held in our new chapel.

Year 9 students participated in the Mary MacKillop heritage walk as part of their RE unit on the History of the Catholic Church and whilst in the city also attended mass at St. Patrick's Cathedral.



# Learning and Teaching

## Goals & Intended Outcomes

The College's goal for Learning and Teaching was predominantly developed from the Learning and Excellence pillar contained in the 2023-2026 College Strategic Plan. This goal was to:

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

From this goal, a number of priority actions were developed for 2024. These actions were to:

- Implement the VCE Vocational Major at Year 11 and Year 12
- Implement the Year 7 Thrive program
- Continue the school wide focus on developing our students to be critical thinkers and skillful communicators
- Review Enrichment programs and opportunities for highly able students
- Develop a learning and teacher charter

## Achievements

In 2024, the Thrive: Skills for Success program was launched as a new initiative for Year 7 students, aimed at equipping them with the foundational academic, organisational, and emotional skills necessary to succeed in secondary school and navigate future challenges with confidence. Students participated in structured, practical lessons designed to build key learning habits. These skills included: time management and personal organization, revision strategies, note-taking and paraphrasing techniques to enhance comprehension and academic writing, and study skills. Emotional literacy was a core component woven throughout the program. Thrive also introduced students to the concepts of Information Literacy and Academic Integrity. Particular attention was given to the responsible use of digital tools and Artificial Intelligence, helping students understand how to engage ethically and critically with online information. Overall, Thrive has provided students with a strong foundation in both academic and personal skills, setting them up for long-term success in their secondary education journey.



Innovation and creativity feature heavily in our Year 9 STRIVE and VCE VM programs. Both in their second year in 2024, these learning programs have provided students with the opportunity to develop their skills and dispositions as lifelong learners and make connections to the “real” world. With 100% completion rate, ten students graduated from the VCE Vocational Major program in 2024.

The College’s school-based professional learning program remained a key driver of educational improvement in 2024, with a continued emphasis on developing students as critical thinkers and effective communicators. A central component of this work was our ongoing involvement in the MACS Secondary Literacy Project. This year, the focus has been on writing as a fundamental mode of communication and a cornerstone of cognitive development. Teachers across all learning areas have been engaged in the explicit teaching of writing skills, embedding strategies to support students in expressing complex ideas clearly and effectively. The implementation of discipline-specific writing frameworks and the use of high-quality exemplars have played a significant role in improving student outcomes.

In 2024, the College conducted a comprehensive review of existing enrichment opportunities, both within the classroom and through extracurricular activities, to better support the needs of highly able students. As a result of this review, future-focused initiatives were developed, including the design of a targeted enrichment program scheduled for trial implementation in Term 1, 2025. Students will be identified for participation through a rigorous triangulation of multiple data sources, ensuring that those who would benefit most from enrichment are appropriately supported. This initiative reflects the College’s commitment to fostering academic excellence and providing differentiated learning experiences that challenge and extend all learners.

## **Student Learning Outcomes**

The NAPLAN data indicates continued strength in literacy, particularly in reading and writing, and numeracy, where both Year 7 and 9 cohorts outperformed the state and national averages. Targeted literacy interventions at Years 7 and 8, and cross-curricular literacy strategies have contributed to these results. A total of three students from Years 7 and 9 were identified as needing additional support in Literacy and Numeracy. 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 also 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. High-achieving students identified through NAPLAN are continually monitored and supported through enrichment opportunities.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	599.0	89%
	Year 9	614.0	81%
Numeracy	Year 7	576.0	87%
	Year 9	606.0	83%
Reading	Year 7	580.0	93%
	Year 9	600.0	83%
Spelling	Year 7	583.0	94%
	Year 9	593.0	86%
Writing	Year 7	601.0	96%
	Year 9	622.0	91%

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

Senior Secondary Outcomes	
VCE Median Score	32%
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	*

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

Post-School Destinations at 2024	
Tertiary Study	92.3%
TAFE / VET	4.5%
Apprenticeship / Traineeship	
Deferred	2.6%
Employment	
Other - The category of Other includes both students looking for Work and those classed as Other	0.6% Independent Tertiary Institution



# Student Wellbeing

## Goals & Intended Outcomes

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

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

From this goal, a number of priority actions were developed for 2024. These actions were to:

- Enhance staff knowledge, skills and understanding so they can contribute to the holistic development of every student
- Acknowledge and celebrate excellence in all its forms
- Evaluate and review our learning programs and ensure they meet the needs of all students

## Achievements

- Student attendance data is strong and closely monitored across all year levels
- Increased activities with Salesian College, including parent education workshops
- Improved safety and pastoral care provisions for students with more complex mental health concerns - Student Safety Plans and attendance monitoring systems.
- Improved student care plans for students with health needs
- Improved monitoring of student online behaviours through development of reporting systems and account auditing.
- Staff Professional Learning sessions and presentations focused on improving student engagement and building positive relationships.
- Strong attendance at College community events (House Carnivals, Sacred Heart Day and Fair Well)
- Close working with community agencies supporting youth in areas of mental health, empowerment and personal development
- Student-led College assemblies celebrating student life, opportunities and achievements
- Diversity Group, Respectful Relationships, SRC initiatives and lunchtime clubs
- Student leadership formation and development workshops.
- Redesign of Sport and Physical Education uniform items based on staff and student consultations to introduce more comfortable, durable and aesthetically pleasing uniform options.
- Building of home-school relationships through Mothers' and Fathers' Day breakfasts,

Valedictory Mass and Graduation Dinner.

- Supporting parents raising children through SchoolTV subscription and parent evenings focusing on online safety and consent.
- Strong finish to school year with Mass and Fair Well Carnival bringing different year levels together in a spirit of faith in action, generosity and friendship
- Improved attendance at Year Level Outdoor Education camps
- Successful transition activities including Orientation Day, Big Sister Little Sister activities and parent information sessions
- Improved transition support for new students in Years 8 - 12 including counselling support, Year Level Leader tracking and orientation.

### Value Added

- New measures to improve student attendance include Student Attendance Support Plan and Pastoral Care Worker craft sessions to encourage students to arrive at school in time for Period 1 and attend classes from Period 2 onwards.
- Student pastoral care list including students with mental health needs as well as attendance concerns for regular tracking.
- Installation of vaping sensors in all student toilets
- Andrew Fuller working with all staff to improve student engagement. Introduction of High Impact Wellbeing Strategies for all staff.
- Mission Australia, Resilient Youth Australia and school-generated surveys used to better understand student perceptions and needs. Data used to guide pastoral care provisions and Wellbeing for Learning Program.
- Activities on special days to celebrate diversity, culture and identity: International Women's Day, Harmony Day, RUOK? Day, Bullying No Way! Day and more. Activities designed to build awareness, respect and bring all students together.

### Student Satisfaction

Student MACSIS results indicated improvement or stability in perceptions within the domains of student school engagement, school social and learning climate, positive student-teacher relationships, sense of belonging, positive learning disposition, student safety and student voice. Strongest results in all domains were within the Year 7 cohort.

School-based student surveys were conducted and provided more detailed insights into how students perceive student-staff relationships and how staff could build even stronger links with students to enhance engagement, sense of belonging and learning.

## Student Attendance

### Years 9 - 12 Student Retention Rate

Years 9 to 12 Student Retention Rate      [ASR\_Years9To12StudentRetentionRate.retentionrate]

#### Average Student Attendance Rate by Year Level

Y07	92.5
Y08	91.4
Y09	89.6
Y10	90.5
Overall average attendance	91.0



# Leadership

## Goals & Intended Outcomes

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

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

From this goal, a number of priority actions were developed for 2024. These actions were to:

- Foster a culture where all staff understand and demonstrate leadership
- Staff development
- Develop a staff wellbeing charter
- Master planning and physical resources

## Achievements

The Annual Action plan for 2024 established the goals for 2024 in line with the 2023-2026 Strategic Plan. There were a number of key achievements in 2024 aligned to the Annual Action Plan.

The new Deputy Principal – Staff joined the College in January 2024 and, together with the Staff Wellbeing Committee, developed and launched the Staff Wellbeing Charter.

To support our commitment to sustainability, the College appointed a Sustainability Coordinator with a focus on enacting the Sustainability Plan. The aim of the Sustainability Plan is to develop an eco-friendly, sustainable learning environment

The Deputy Principals began working on a Middle Leaders Development framework which will be implemented in 2025. This framework is designed to build the capacity of the College's middle leaders.

The success of the Masterplan was again evident with the official opening of the Wominjeka Centre on 21 June 2024. The building was blessed by Bishop Anthony Ireland and opened by Hon Clare O'Neil MP. The Wominjeka Centre has provided additional classrooms, open collaborative learning areas and the Student Wellbeing hub consisting of Learning Diversity and Counselling.

All staff engaged in presentations from Dr Ernesto Valiente, titled "Oscar Romero: A Revolutionary Saint for Today's Suffering World" and "God's Revelation and Christian Faith". This provided staff the opportunity to reflect on the life and prophetic witness of Saint Oscar Romero and the different ways in which God has and continues to reveal to humanity. Teaching staff continued to focus on embedding the Dr Misty Adoniou Literacy Framework into



their pedagogy as well as reflecting on Student Wellbeing through the Andrew Fuller presentation on “Powerful Ways to Engage Students”.

### **Expenditure And Teacher Participation in Professional Learning**

#### List of Professional Learning undertaken in 2024

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 2024 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
- Using frameworks to improve writing across the disciplines
- Staff wellbeing
- High impact wellbeing strategies
- Faith Development
- Spirituality

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

- 2024 Meet the Assessors (all studies)
- AILTA conference
- University Careers Practical Seminar
- ACU Careers Advisors Conference
- MACS Exploring Sacramentality
- School Library Associations of Victoria
- VCE MAV Conference
- Design to Innovate – Monash University
- HTAV Conference
- STAV conference
- MACS Igniting Leadership Potential
- Edutech
- Digital Learning Conference
- Human Trafficking
- VCSSDPA Annual Conference
- Law Sense School excursions, camps and trips

- SEV Victoria Conference
- Level 3 Diabetes training
- MACS New Learning Diversity Leaders
- VCAA Special Provisions Information Session
- School Refusal - A Growing Concern LDL Network
- Training for Oral Language Examination
- Career Development in Schools
- NAPLAN Reporting Data Service Workshop
- Dylan Wiliam Formative Assessment and AI Conference
- SIMON User Conference
- AI in Education
- VCE Music Teachers conference
- COMMVIEW 2024
- Surviving to Thrive
- MACS Managing Performance and conduct concerns
- OHS for School Leaders
- ACU School Innovation showcase

*Number of teachers who participated in PL in 2024 – 91*  
*Average expenditure per teacher for PL - \$1, 171.92*

### **Teacher Satisfaction**

The College's 2024 Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS) indicated high staff satisfaction with many aspects of the College.

Staff perceptions on the overall social and learning climate of the school and staff safety in the school were high, with a significant increase in both areas. Leaders are viewed as being knowledgeable about what is happening in the College and continue to set a positive tone for the culture of the school. going on in the school. The quality of collegial relationships within teams and with leaders is viewed as positive and effective.

Teacher Qualifications	
Doctorate	2
Masters	26
Graduate	40
Graduate Certificate	7
Bachelor Degree	86
Advanced Diploma	17
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	97
Teaching Staff (FTE)	86.29
Non-Teaching Staff (Headcount)	41.35
Non-Teaching Staff (FTE)	50
Indigenous Teaching Staff (Headcount)	0



# Community Engagement

## Goals & Intended Outcomes

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

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

From this goal, a number of priority actions were developed for 2024. These actions were to:

- Develop strategies to enhance partnerships and relationships
- Improve communications and interactions
- Develop a strategy to attract and retain enrolments

## Achievements

To facilitate greater connections and communications with our families and the broader community, this year we reintroduced our fortnightly College newsletter, The Heart, which was very well received by all. This complements the regular social media posts that provide timely and engaging updates about student life at the College. Both of these forms of communications, along with updates to our website, allow all members of the Sacred Heart community to share in the vibrancy of college life.

Opportunities for families to connect in person with the College remain an ongoing focus in planning school events and providing opportunities to foster positive relationships. Although also recognising that online platforms also offer an opportunity for parents and carers to participate if constrained by geography or work and family commitments. Year 7 – 12 Welcome Evenings, Music performances, VCE VM and STRIVE Expo nights, Learning Conversations, Program Support Group (PSG) meetings, the Arts Festival are all ways our families can connect. We also continue to build our partnership with Salesian College through the Annual Production, Respectful Relationships forums for student and parent/carer, and Year 10 Dance classes.

Past student connections are seen as vital to a vibrant school community. The College has continued to find ways past students can engage with the school community that utilizes their skill sets and expertise. Past students acted as support assistants for the Outdoor Education Camp program at all year levels, and many have been appointed as coaches for our CGSAV and SEGAP sport teams. Past students also played roles in our Careers programs especially at Years 9 and 10. They (and some parents) supported our Year 9 STRIVE Mock Interviews, they presented and conducted Q&A sessions as part of the Year 10 mini Careers Expo and other subject based activities such as Girls in I.T., Year 7 I.T. Bootcamp and many attended the Year 12 Mentors Breakfast to share their career journeys and offer some insights and advice.



The Community Relations and Engagement team, in conjunction with the Promotions Committee, developed a marketing plan for the College to ensure we maintain and build our enrolments to ensure the future of our college. A core element of this was to further build relationships with our feeder parish primary schools and members of this team regularly attended primary school fetes with students to promote our school to future families. This plan also included an advertising campaign for 2026 enrolments on buses, billboards and social media. They also embarked on a refresh of our external College signage, so that we are readily recognizable in the local community, and to also improve directional information for visitors to the College by adding clear signage to entrances and gates.

2024 also saw the return of our language and cultural exchange immersions for French and Indonesian. For the first time our French students travelled to France for an in depth language immersion. They spent time at the RNDM school in Paris, Notre Dame des Mission Saint Pierre, and as part of the experience students were hosted by French families. This also provided the opportunity to gain a deeper understanding of the RNDM charism and to learn more about the RNDM founder Euphrasie Barbier. In 2025 we are looking forward to hosting the French students. This, along with the RNDM Mission Cup (Netball) in New Zealand) and the Sacred Heart Perth Exchange, further enhances and strengthens our relationships with RNDM schools across the globe.



## Parent Satisfaction

Our parent/carer response rate to the MACSSIS survey whilst improved from 2023 remains low with only 27 families responding. Although a small sample it was noted that

- Overall, parents/carers indicated satisfaction with the College's catholic identity, student safety, learning and social environment and fit for their child.
- Communication with parents/carers were viewed positively with 60% of the respondents endorsing present practices



## 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](http://www.acnc.gov.au)

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