



SACRED HEART
GIRLS' COLLEGE

Sacred Heart Girls' College

Annual Report to the Community 2025

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Melbourne Archdiocese
Catholic Schools



HEARTS THAT LISTEN



HANDS THAT ACT

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Principal's Attestation

I, Julie Swanson, 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 2025 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 15 May 2026

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 [My School website](#).

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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.

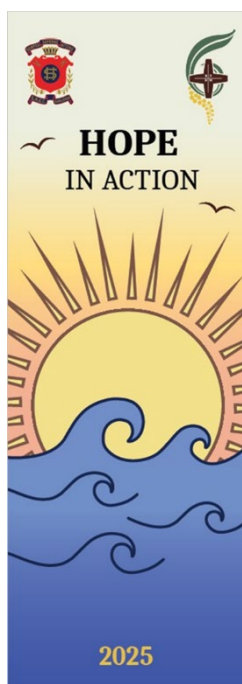
The College motto is "Semper Superne Nitens" which means 'Always Striving Upwards'. Every student is encouraged to strive towards higher standards - in spiritual development and a closer familiarity with God, in personal behaviour and character development and in pursuit of higher academic standards.



**SACRED HEART
GIRLS' COLLEGE**

Principal's Report

Each year brings with it fresh opportunities to reflect, to learn, and to grow together as a College community. In 2025, our guiding theme has been Hope in Action, inspired by the Church's Jubilee Year message, Pilgrims of Hope. Pope Francis reminds us that "hope never disappoints," yet he also challenges us to remember that young people—the very embodiment of hope—need to see signs of it lived out around them. Greta Thunberg echoes this call when she insists that hope cannot remain passive: "Once we start to act, hope is everywhere."



This theme has been more than words; it has shaped our daily interactions as students, staff, and families. Hope has been seen not in grand gestures alone, but in small, consistent choices—standing up for what is right, showing kindness, and building a stronger community together. For our students, Hope in Action has been an invitation to live courageously, to share generously, and to support one another. For our educators, it has been a reminder of the responsibility we hold to model resilience, compassion, and faith, planting seeds of hope that will take root in the next generation.

Throughout this report, on our College website and newsletter articles, you will discover countless examples of hope taking shape in everyday ways. From our R U OK? Day activities, where students reminded each other to look out for their friends, to the joy of International Women's Day, celebrated with the rallying cry #AccelerateAction, our College community has embodied this year's theme in both word and deed.

Our commitment to caring for creation has also been strengthened through the work of the Sustainability Group, championing the values of "reduce, reuse, recycle." Projects such as the VCE-VM beeswax wraps initiative reflect not only creativity but also a deep care for the future of our planet.

Equally powerful have been the acts of welcome and service: families opening their homes to interstate and international visitors, staff preparing and sharing lunch to raise funds for BASP, and past students returning to guide Year 7s through their first IT Bootcamp. The Crumpled Heart anti-bullying activity, the steady guidance of our Big Sisters program, and the camaraderie of College events all reveal the many ways hope is lived out in our midst. And of course, our ongoing partnership with the RNDM sisters, whose work is the very embodiment of hope.

Of course, no list could capture it all. The heart of this year has been the willingness of students, staff, and families to put hope into practice—through kindness, courage, and action. As we look back with gratitude, we also look forward with confidence, knowing that hope is alive in the Sacred Heart 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 priority action was developed for 2025. These actions were to:

- Strengthen the faith life of the school through prayer, liturgy, learning, celebration, belonging, and outreach.

Achievements

Inspired by the charism of the RNDM Sisters, Sacred Heart Girls' College continued to strengthen its commitment to Catholic identity and mission in 2025, forming students who live their faith through action, compassion and justice.

Religious Education remained central to this work, guided by the theme Hope in Action. Embedded across the curriculum, the program emphasised the dignity of the human person and encouraged students to express their faith in meaningful and practical ways. An experiential approach—including guest speakers, excursions and service initiatives—enhanced engagement and connected learning to real-world contexts. Across all year levels, students developed a deeper understanding of mission, service and justice, from exploring the RNDM heritage in Year 7 to engaging with complex global issues such as Indigenous rights, modern slavery and care for creation in Year 12. These experiences fostered empathy, critical thinking and a commitment to living faith beyond the classroom.

The Hope in Action theme also shaped a dynamic faith formation program. Retreats across Years 10–12 focused on vocation, leadership, justice and personal reflection, supporting students in their growth as servant leaders. Whole-school liturgies reinforced themes of hope, resilience and faith in daily life. Student leadership flourished through the Faith and Mission Student Group, participation in the Australian Catholic Youth Festival, and collaboration with St Kevin's College. Staff formation opportunities further strengthened collective engagement with the College's Catholic identity and mission.

A strong commitment to Catholic Social Teaching was evident through a wide range of advocacy, outreach, fundraising and educational initiatives. The College community raised over \$30,000 to support the RNDM mission, particularly the education of Indigenous girls in

Kulaman. Key fundraising events included the Year 12 homeroom banner auction, raising over \$5,500, alongside the Walkathon, Mother's Day Stall and student-led activities.

Students also engaged with local and global justice issues through partnerships with organisations such as Caritas Australia, St Vincent de Paul Society, ACRATH and Opening the Doors Foundation. Highlights included Project Compassion fundraising, student-led ethical awareness campaigns, participation in the Vinnies Winter Sleepout, and involvement in the Palm Sunday Walk for Refugees. Regular outreach to Oaklea Hall Aged Care strengthened intergenerational connections within the community.

The return of the Student Immersion Program provided a significant opportunity for 20 students to experience the mission of the RNDM Sisters firsthand in Vietnam. Additional learning experiences, such as Kids View and the celebration of the Feast of the Visitation, deepened students' understanding of poverty, justice and the foundations of the RNDM mission.

Collectively, these initiatives nurtured a vibrant culture of faith in action, empowering students to become compassionate, reflective and justice-oriented leaders.



Value Added

- Year 9 students investigated the history of the Catholic Church in Australia through an excursion to St Patrick's Cathedral. Also participated in the Mary MacKillop Walk, connecting learning to the lived example of Mary MacKillop.
- Year 10 students developed interfaith understanding through a visit to the Islamic Museum of Australia.
- Year 11 students examined ethical issues surrounding the dignity of life and participated in the Handover HeARTwork Project.
- Staff formation day and after-school sessions deepened staff engagement with mission and Catholic identity.
- Social Justice Leaders attend regular visits to Oaklea Hall Aged Care Home to spend time playing cards, crafts, music and bingo.
- Students and teachers attended and participated in the Walk for Refugees on Palm Sunday.
- Student advocacy and fundraising initiatives supported the Missionary work of the RNDM congregation- Australian Province as well as Caritas Australia, St Vincent de Paul Society, Opening the Doors Foundation, ACRATH, MacKillop Family Services, BASP and Catholic Care.

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 2025. These actions were to:

- Incorporate the MACS Vision for Instruction into teaching practices
- To improve student achievement in mathematics, particularly in problem-solving in Year 8
- To improve student achievement in writing, particularly in text and sentence structure, in the junior years of secondary school
- Identify additional NCCD students
- Use data and evidence to inform teaching practices
- Implementation of the Junior Enrichment Program
- Implement a GAT preparation program

Achievements

In 2025, a sustained focus on improving teaching practice and student outcomes was supported through the continued implementation of the MACS Vision for Instruction. Targeted professional learning in explicit instruction strengthened teacher capacity and improved consistency of classroom practice across learning areas. Staff collaborated to design and refined high-quality teaching resources, including worked examples to support effective modelling. Engagement with external expertise further developed the use of thinking routines, responding directly to data which indicated that while students demonstrated strong knowledge recall, further development was required in higher-order thinking skills such as analysis, evaluation, and synthesis.

In Mathematics, a coordinated and consistent approach to the explicit teaching of problem-solving strategies across Years 7–9 led to measurable improvements in student learning. Teachers worked collaboratively to plan lessons, share resources, and embed structured modelling and guided practice. As a result, students demonstrated increased confidence, improved accuracy when interpreting worded problems, and greater ability to select and justify appropriate strategies. This was reflected in improved engagement in classroom tasks and a measurable increase in Year 8 student growth in problem-solving on PAT-Maths assessments.

In Writing, professional learning and collaborative planning supported the development and implementation of discipline-specific writing frameworks.

Teachers consistently embedded explicit instruction in text and sentence structure, enabling students to better interpret task requirements, organise their ideas, and write with clarity and purpose. Increased use of these frameworks in curriculum planning and classroom practice has resulted in observable improvements in the quality of student writing, alongside increased confidence, and engagement in extended written tasks. Internal assessment data has been used to monitor and refine this work on an ongoing basis.

Enhanced use of data and diagnostic assessment strengthened the identification and support of students requiring adjustments. The introduction of Cambridge Diagnostics (Numeracy) and YARC (Literacy), alongside targeted professional learning aligned with NCCD processes, enabled more precise identification of student needs. This has supported the implementation of targeted interventions, including small group and individual support, ensuring adjustments are responsive and evidence based.

The implementation of the Junior Enrichment Program further extended high-ability learners. Selected Year 8 students, identified through a triangulation of data, participated in a project-based workshop integrating literacy and numeracy to solve complex, open-ended problems. The program fostered high levels of engagement, collaboration, and critical thinking, with student feedback highlighting increased challenge, motivation, and positive peer collaboration. This initiative has informed the continued development of enrichment pathways.

Finally, the introduction of VCE Peer Tutoring provided targeted academic support for Year 12 students. High-achieving past students facilitated small-group sessions, offering subject-specific expertise, practical strategies, and mentorship. This initiative strengthened student confidence, supported skill development, and contributed positively to student readiness for their final assessments.

Student Learning Outcomes

The 2025 NAPLAN results indicate continued strong performance in both numeracy and literacy, with Year 7 and Year 9 cohorts performing above state and national benchmarks. The majority of students are achieving within the strong and exceeding proficiency bands, with positive growth trends evident, particularly in numeracy.

Targeted support strategies continue to underpin these outcomes. In numeracy, this includes small group intervention at Year 7, in-class differentiation, and adjustments to support students requiring additional assistance. Literacy support was strengthened through the implementation of YARC diagnostic assessment, enabling precise identification of student needs and targeted intervention programs, including small group and one-on-one support. Explicit teaching of reading comprehension strategies were embedded in all Years 7-9 classes in line with the College Annual Action Plan. Writing development was supported

through the consistent use of structured writing frameworks in English classes.

Key challenges include a small increase in students requiring support, and a decline in the proportion of students achieving at the highest levels between Years 7 and 9. These trends highlight the need to further strengthen extension opportunities for high-achieving students while maintaining targeted support for those at risk of underachievement.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	Year level	2025 (current year)		2-Year Average	
		Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	600	86%	600	88%
	Year 9	624	89%	619	85%
Numeracy	Year 7	578	84%	577	86%
	Year 9	615	88%	611	86%
Reading	Year 7	580	92%	580	93%
	Year 9	613	92%	607	88%
Spelling	Year 7	587	93%	585	94%
	Year 9	602	90%	598	88%
Writing	Year 7	607	91%	604	94%
	Year 9	630	92%	626	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	31%
VCE Completion Rate	100%
VCE VM Completion Rate	*
VPC Completion Rate	*

*Data not reported for 2025 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 as at 2025	
Tertiary Study	93%
TAFE / VET	4%
Apprenticeship / Traineeship	0%
Deferred	0%
Employment	0%
Other - The category of Other includes both students Looking for Work and those classed as Other	3%



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 2025. These actions were to:

- Explore and implement ways to incorporate student voice and agency in the learning process
- To improve student attendance
- Acknowledge and celebrate excellence in all its forms

Achievements

- Strong student attendance. Attendance data is regularly generated and analysed. Responding to student absence protocols are consistently implemented and supports appropriately applied.
- Ongoing activities with Salesian College, including College Production, senior student leadership formation, student activity days and parent education workshops
- Consistent application of pastoral care provisions for students with complex mental health concerns; parent/student meetings, care team meetings, Student Safety Plans.
- Updated student health care plans for students with health conditions
- Monitoring of student online behaviours in real time, fortnightly activity reports and account auditing.
- Once a term and one full day Staff Professional Learning program focused on improving student engagement and building positive relationships.
- Strong attendance at College community events; House Carnivals, Sacred Heart Day and Fair Well (final day of school year).
- Liaison with community agencies supporting youth and families in areas of mental health and domestic violence
- Student-led College assemblies celebrating student life, opportunities and achievements
- Diversity Group, Respectful Relationships, SRC initiatives and year level lunchtime clubs
- Strengthening family connectedness; Welcome Evenings, Mothers' and Fathers' Day breakfasts, Valedictory Mass and Graduation Dinner.
- Strengthening parenting skills and resources; SchoolTV subscription and parent evenings focusing on online safety and consent.
- Strong transition activities; Family Transition Conversation evenings, Orientation Day, Big Sister Little Sister activities and Parent Transition Evening.
- Improved transition support for new students in Years 8 - 12, including counselling

support, Year Level Leader new student check-ins.

- Tracking students of concern in relation to pastoral care matters (mental health, challenging family circumstances, etc) on a fortnightly basis.

Value Added

- Special days to respect and strengthen diversity, culture, and identity: Safer Internet Day, International Women's Day, Harmony Day, RUOK? Day, Footy Colours Day, Wellbeing Week, National Child Protection Week, Bullying No Way! Day and more.
- SRC initiated "activity zone" where students can play table tennis and engage in more sporting activities every recess and lunchtime, bringing students together, building friendships and improving health and wellbeing.
- Completion of vaping sensors installation in all student toilets.
- McKillop Institute trauma-informed practice PL for all staff.
- Use of Mission Australia, Resilient Youth Australia, and school-generated surveys to gain insights into student perceptions and needs. Data used to guide pastoral care provisions and the Wellbeing for Learning Program.
- Targeted Pastoral Care Worker focus on 1:1 student attendance support; school avoidance, school can't, school refusal.
- Diverse student opportunities; Music Camp, Outdoor Education Camps (Years 7 to 10), Soirees, excursions across all learning areas, Retreats, Year 7 IT Boot Camp and more.
- Activation of student agency and voice via elected leadership positions and open membership in community Social Justice and Environmental Action service groups. SRC online portal facilitating student initiatives, questions and proposals for year level and whole school.

Student Satisfaction

- MACSIS 2025 student data indicated a strong sense of respectful relationships from staff towards students, staff concern for students and staff interest in student wellbeing. Students were confident that a staff member would respond caringly and appropriately to their concerns.
- MACSIS 2025 student data indicated a strong sense of safety at school in both physical and online environments.

Student Attendance

Years 9 to 12 Student Retention Rate

89.02

Attendance records

- Student attendance is recorded at the start of each lesson or school-approved activity. Unexplained absences are followed up by SMS text to the parent/carer on the same morning.

Approved/Explained Absences

- Records include the reason for absence. The Director of Student Wellbeing and Year Level Leaders monitor for recurring patterns. Parent/carer telephone calls and meetings are conducted to identify and address concerns.

Unapproved/Unexplained Absences

- Reasons for absence deemed not acceptable or not provided are the impetus for a staged response to absence follow-up.

Late arrival

- Persistent late arrivals are considered attendance concerns and are followed up.

Patterns of Concern

- Supports and interventions are enacted for low attendance and/or punctuality: Attendance Support Plan, parent meeting, request for Victoria Police welfare check, referral to community agency (The Orange Door, DFFH CP, Catholic Care School Refusal Clinic).
- DFFH CP PROTECT report generated if a reasonable belief is formed that the parent/carer is negligent in meeting the physical, emotional or social needs of the child, which is contributing to re-engagement with school.

Years 9 - 12 Student Retention Rate

Years 9 to 12 Student Retention Rate	89.02
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Average Student Attendance Rate by Year Level

Y07	92.53
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Y08	91.41
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Y09	89.56
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Y10	90.53
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Overall average attendance	91.01
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Leadership

Goals & Intended Outcomes

The College's goal for Leadership was predominantly developed from the Stewardship and Excellence 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 2025. These actions were to:

- Develop a shared and common understanding of leadership
- Implement a plan for building the capacity of Middle Leaders
- Support staff to better understand the uses and implications of Artificial Intelligence
- Opportunities for teacher growth against the AITSL standards

Achievements

The Annual Action Plan for 2025 established the goals for 2024 in line with the 2023-2026 Strategic Plan. There were a number of key achievements in 2025 aligned to the Annual Action Plan.

The Deputy Principals continued their work on developing a Middle Leaders program with the aim of building the capacity of our Middle Leaders. Work continues in this area with the Middle and Emerging Leaders Framework expected to be completed in 2026.

To support our commitment to academic integrity and the responsible use of Artificial Intelligence, and Artificial Intelligence Team developed and implemented the Artificial Intelligence Guidelines. The Guidelines provide direction on appropriate and inappropriate use, academic integrity requirements, acknowledgement protocols, and the ethical use of Artificial Intelligence by students and staff.

Teaching staff worked with Alice Vigors on embedding Critical and Creative Thinking Routines into their pedagogy as well as reflecting on the link between learning and wellbeing through Tom Sherrington's work on the importance of building strong learning routines. These professional learning sessions provided teachers with the opportunity for growth against AITSL Standard 3 Plan for and implement effective teaching and learning and Standard 4 Create and maintain supportive and safe learning environments.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

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 2025 this program included sessions on the following:

- Compliance related (Emergency Management, Asthma, Anaphylaxis, Mandatory Reporting, Child Safe, Respect@Work and OH&S)
- Learning Diversity at Sacred Heart
- Critical and creative thinking routines
- Building strong learning routines
- Staff wellbeing
- Faith development

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

- 2025 Meet the Assessors (all studie
- VCAA Assessor Training
- VCA NAPLAN Reporting and Data
- MACS Masterclass Series
- MACS Flourishing Learners Conference
- MACS School Improvement Network
- MACS HR Manager Training
- MACS eSafety Summit
- MACS Assessment and Data Collection Secondary Schools
- SIMON User Conference
- ACU Careers Advisors Conference
- Lifesaving Vic Pool Lifeguard Training
- VCSSDPA Annual Conference
- RANSET Conference

- VCE Music Teachers Conference
- Summer Conducting School
- COMVIE
- DigiCon
- ATOM State Conference
- Drama Vic Conference
- GTAV Conference
- PHYSCON
- LABCON 2025
- Language Teachers Vic Conference
- EA's in Education National Conference
- Educate Plus Vic Summit
- AI and IT Security
- Make Sustainability your Business
- Learning Diversity Leaders Network
- Understanding NDIS
- Mental Health First Aid
- Leading Wellbeing
- Level 3 Diabetes training
- MACS Engaging Your Faith Series
- Religion and Ethics
- MACS Advent Series
- Lent and the Cross
- Biblical Exploration: The Prophets

Number of teachers who participated in PL in 2025

97

Average expenditure per teacher for PL

\$981.65

Teacher Satisfaction

The College's 2025 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 environment of the school and staff safety in the school were high. Leaders are viewed as being respectful and knowledgeable about learning and teaching practices and continue to set a positive tone for the culture of the school. Staff report a strong sense of success in their roles and acknowledge that achievements are effectively recognised and celebrated.

Teacher Qualifications	
Doctorate	2
Masters	31
Graduate	43
Graduate Certificate	8
Bachelor Degree	94
Advanced Diploma	17
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	97
Teaching Staff (FTE)	87.67
Non-Teaching Staff (Headcount)	54
Non-Teaching Staff (FTE)	44.79
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 2025. These actions were to:

- Develop strategies to enhance partnerships and relationships
- Develop partnerships with Tertiary Institutions, Sporting Groups, and Local Government Authorities
- Seek further opportunities for past students to participate in the life of the College

Achievements

This year, we were excited to launch a new initiative: VCE Peer Tutoring. High-achieving former students returned to the College to conduct after-school tutoring sessions for our current Year 12 students. These small-group sessions were designed to build both skills and confidence, offering targeted support in a collaborative and encouraging environment. Our past students will share their valuable insights, subject knowledge, and practical tips for success, drawing on their own VCE experience to help guide and inspire Year 12 students through their final year. Due to its success the program will continue in 2026.

In 2025 we were very excited to welcome 11 students and two staff from our RNDM sister school, Notre Dame des Missions in Charenton-le-Pont, Paris. Our French guests joined us for two weeks and spent some time in classes further developing their English language skills, as well as gaining a greater awareness of schooling in Australia. We were most grateful to SHGC families who offered to host students and thus provided an opportunity to forge connections with our global partners. We also welcomed staff and students from Regina Pacis school in Jakarta and for the first time from Liceo Statale Angela Veronese in Italy. These programs provide our language students with rich intercultural experiences, fostering global awareness, deeper cultural understanding and lifelong friendships.

2025 has been an exciting and significant year for Sustainability, marking the first year of implementation of the SHGC Sustainability Plan. Throughout the year, a number of important initiatives were achieved, including reducing the use of single-use plastics, installing additional solar panels, expanding recycling opportunities, digitising processes to minimise paper consumption, growing herbs for use in the canteen and Food Technology classes, and introducing a school composting system, and registering with the Victorian Container Deposit Scheme, through which many deposits were made.

In addition, a student-led Environmental Action Group was established, providing students with the opportunity to collaborate on projects that positively impact the environment. The group undertook several initiatives during the year, including participation in Clean Up Australia Day, auditing recycling bin usage across the College, and designing garden beds to replace the nature strips around the school grounds. Through the commitment and dedication of both students and staff, the College was proudly recognised with the Monash Sustainable Earth Award.

We also saw a revamp and relaunch of the College newsletter. This fortnightly communication, alongside our growing social media profile, has enabled families, students - past and present - to engage and connect with all College happenings.

Parent Satisfaction

Seventeen families completed the 2025 MACSSIS, which was fewer than in 2024. The families represented all year levels, although only one was a parent of Year 12. The highest representation came from Year 7 and 9 parents. The lower completion rate of the survey makes it difficult to gain some insight that could be applied accurately across the parent population.

In the Family Engagement Domain, parents have discussed the school more positively with other parents, and the percentage of parents who believe the teachers support them in their engagement of their child's learning has increased significantly.

Sacred Heart Girls' College conducts online Learning Conversations with parents, students and teachers in both Semester One and Two. For Semester One, the structure is two days of Years 7-12 interviews, whereas in Semester Two, there is a day for Years 10-12 and one for Years 7-9. In Semester One, 64.9% of students had at least one parent/guardian who attended the interviews, with the highest participation at Year 7 with 77.4%. Year 11 had the lowest engagement (57.7%), and this was similar for Years 10 and 12. Year 8 was slightly higher with a participation rate of 65.7%, and Year 9's participation rate was 69.4%. Mathematics, Science and English were the subjects with the greatest number of bookings.

In the first couple of weeks of the year, parent information evenings for each year level were conducted, and these were well attended by families. These evenings are run by the Year Level Leaders and allow an opportunity for the parents to meet their child's homeroom teacher. Parents are welcome to the school for events such as the High Achievers' Assembly, Year 7 Music performances, the Arts Festival, and Years 7-11 Awards Assemblies.

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