

2023

Annual Report to the School Community



Sacred Heart College

94 High Street, KYNETON 3444

Principal: Darren Egberts

Web: www.shckyneton.catholic.edu.au

Registration: 286, E Number: E1032

Principal's Attestation

I, Darren Egberts, attest that Sacred Heart 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 10 May 2024

About this report

Sacred Heart 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

Not required

Vision and Mission

Education in Faith

We will strengthen the Catholic identity of the school in the tradition of the Mercy Sisters and in the context of a contemporary world.

Deepen the knowledge and understanding of all members of the school community in what it means to be a member of our Catholic school community.

Leadership and Management

We will be inspired by the College Mission and Vision, to build and sustain a vibrant learning community with exemplary leadership at all levels.

Build shared vision, leadership and professional responsibility and accountability at all levels. Create conditions where individuals and teams are empowered and are confident that they can and do make a positive impact on student learning and the life of the school.

Learning and Teaching

We will promote a learning and teaching culture of excellence for all.

Build the capacity of all teach staff in implementing innovative curriculum and pedagogy that embraces high expectations for all students, personalises their learning, and uses evidence-based approaches to improve teaching and learning.

Student Wellbeing

We will develop students as enablers of their own learning and wellbeing so that they can take their place in the world as responsible citizens.

Ensure a whole school approach to wellbeing that is characterised by a shared understanding of how wellbeing and learning and teaching are interconnected, and where we develop each student to be resilient, self-regulating learners.

Community

We will be an outward facing school by involving ourselves in our local and global communities adding value, depth and connectedness to these relationships.

Build and enrich community connectedness as a dimension of all policies, programs and practices, to become a more outward facing school.

College Overview

Catherine McAuley, foundress of the Sisters of Mercy, challenges all in Mercy schools to teach and embody the Good News revealed in Jesus Christ.

The mission of Sacred Heart College is to nurture the flourishing of each student – spiritually, physically, cognitively, emotionally, and socially.

This mission challenges Sacred Heart College students and staff to pursue excellence in learning and teaching, promote the growth of exemplary leadership while ensuring inclusive and safe environments for all.

In living our Mission and Vision, we are guided by the following Mercy Educational Values:
Service Hospitality Justice Compassion Respect Courage

The 2023 – 2026 Sacred Heart College Strategic Plan articulates ten strategic commitments:

- Nourishing the Catholic Identity and Mercy heritage of Sacred Heart College through encounter and action.
- Embracing diversity and difference as opportunities to promote the development of each young person.
- Continuously improving evidence-based professional practice.
- Developing engaging and challenging learning programs.
- Improving the capacity of all students to exercise agency in their learning.
- Creating a safe and inclusive learning environments.
- Nourishing a culture of exemplary leadership across all staff.
- Ensuring sustainable finances to facilitate capital development and improvements.
- Empowering our students and staff to take action on issues that impact people and our planet.
- Growing reciprocal and effective partnerships with parents, workplaces and community-based organisations

The College is undergoing a period of growth reflected in increasing enrolments (821 in 2023), new strategic priorities and the development of a Master Plan (2024 – 2033).

Principal's Report

The 2023 Sacred Heart College Yearbook featured prominently the artwork of artist, Aimee McCartney. Aimee is a Taungurung, Wotjobaluk, Wemba Wemba and Boon Wurrung woman who was commissioned by the College to produce an artwork representing Sacred Heart College and its relationship to the land. The artwork, "Mercy" features the Campaspe River as well as Kyneton's Post Office Creek with our local landscape bordered by the mountains to the east and west. The painting's vibrant colours reflect the ongoing movement, essence and spiritual connection that the school's students, staff and families have with local communities and the land.

It is a remarkable piece as it integrates the three most significant aspects of Sacred Heart College and its site: the College's foundations as a Catholic school, the rich heritage of the Sisters of Mercy here for almost 135 years and the thousands of generations of Taungurung people who cared for this land before that.

[Mercy Artwork Brochure](#)

Reflecting on the 2023 school year, the artwork's vivid and bright colours symbolise the joy and hope that has re-energised our school community over the last twelve months. 2023 saw a welcome return to normality for students and staff following a difficult three year period of pandemic interruptions. Sacred Heart College was enriched with a full program of camps, excursions, guest speakers and community events returning. A fabulous example of this was the opportunity in the June and September school holidays for Camp Campaspe to re-commence with a large number of senior students and staff hosting groups of local primary-school aged children at Sacred Heart. These children would not normally have the opportunities to enjoy the range of activities offered at school and within our local communities.

Yet the year also brought significant challenges with the tragic deaths of past student, Harrison Duff and local footballer, Dallas Keogh-Frankling. The Sacred Heart College staff also grieved the passing after a short illness of Ms Jan Bower, who had undertaken the important role of Principal's PA for the past seven years. In these difficult times, the College's unconditional commitment to compassion, mercy and community was clear and present.

With the completion of the College's Strategic Plan 2023 – 2026 last year, the second half of 2023 saw the commencement of development work on the next Sacred Heart College Master Plan. This important document will drive the development of the College's infrastructure, capital improvements and sustainability planning for the next decade. It is an exciting and unique opportunity for the school community to re-imagine what Sacred Heart College can

become while supporting our position as the Catholic secondary school of choice in the Macedon Ranges.

At the end of the year, the College farewelled Mrs Julie Mortimer after eight years service as Deputy Principal Wellbeing and more than 25 years involvement in Catholic Education. In her time at Sacred Heart College, Julie made an enormous contribution in ensuring our school is safe, inclusive and compassionate; she exemplified the selfless model of service so cherished by Catherine McAuley and the Sisters of Mercy.

Personally, the year had great highlights including a month-long family holiday to Europe in March and April but it saw the death of my beloved mother in February.

Yours in Mercy

Dr Darren Egberts
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

To enliven and enrich the Catholic identity and Mercy charism of the school, in dialogue with the wider community and contemporary world.

Intended Outcomes:

That students, staff and families feel welcomed and encouraged to actively participate in the faith life of the college.

Achievements

Accreditation:

Regular offerings have been provided for staff seeking PL to gain and maintain their accreditation to teach in a Catholic school, and to teach Religious Education or lead in a Catholic school. Three times each term, 30-minute in-services have been made available, so that teaching staff might reasonably accrue 4-5 hours of PL towards their accreditation each year.

Student engagement:

Student leadership in our liturgical life was a highlight of 2023, with over 80 students across all year levels volunteering to read or serve in other ways at our Masses and liturgical celebrations during the year.

Community Outreach:

Following the interruptions of remote learning, 2023 saw the return of the Camp Campapse program. Two events were run (April and September) with each event hosted by student volunteers from the Senior School. At each event, students offered 25 hours of volunteer service to host a recreational holiday program for primary school aged participants. Those involved were glad to see the return of the program, and deeply appreciative of the efforts of our students.

In our Junior School, our Caritas Ks event was expanded to include Year 8 students. With two Year Levels now completing the event, a significant impact in terms of awareness raising and fundraising was achieved.

With support from McAuley Services' Engagement Advisor, we held a number of events aimed at lifting the profile and understanding of McAuley's work among our community. This

led to a significant boost in our annual contributions to McAuley Services via our fortnightly staff payroll giving program, and to the inaugural “McAuley Sleepout” run by our Year 9s.

Interfaith:

We have begun developing a relationship with Ilim College, an Islamic community in the northern suburbs of Melbourne. Grounded in a spirit of friendship and mutual respect, a group of student delegates visited Ilim College in Term 4, with plans for a series of reciprocal visits to take place in 2024 and beyond.

Our Year 10 “World Religions Day” has begun anew, with a focus on the religious communities in Bendigo. All Year 10 students visited the Sacred Heart Cathedral and the Great Stupa of Universal Compassion where they explored the use of sacred spaces for communities of faith.

Value Added

- Tomorrow Man/Tomorrow Woman program has been reviewed and given greater structure for
Years 10-12. PL for teaching staff has been delivered by Tomorrow Man/Woman to increase
the community-wide understanding of the program and its goals.
- Volunteering opportunities for students at local primary schools and aged care centres have re-emerged, following a time of pause during the pandemic.
- Strengthened connections with Young Mercy Links have begun to grow, with YML co-ordinator
visiting the college to speak with students.
- End of Year Mass for Years 10 and 11 students has been introduced.

Learning and Teaching

Goals & Intended Outcomes

Goals:

1. Continuously improving evidence-based professional practice
2. Developing engaging and challenging learning programs
3. Developing all students' capacity to exercise agency in their learning
4. Creating a safe and inclusive learning environment

Intended Outcomes:

1.1 - This is evident when the teacher:

- Uses explicit criteria and data (NAPLAN, PAT etc) referenced against the achievement standards and learning goals.
- Makes consistent judgements validated by moderation in learning area teams.
- Uses peer and student and feedback.

1.2 - This is evident when the teacher:

- Links student achievement data to their own Performance Development goals
- Anchors their professional learning goals in Performance Development Plans (PDP)
- Works collaboratively with colleagues on shared development goals

2.1 - This is evident when the teacher:

- Works in Learning Area teams to design learning programs that integrate the Victorian Curriculum Content Descriptions, and Achievement Standards for Learning Areas and Capabilities.
- Designs learning programs that are developmental and scaffolded to meet students' needs, including the needs of disengaged students in the middle years.
- Implements assessment strategies that meet the Achievement Standards for Learning Areas and Capabilities.

3.1 - This is evident when the teacher:

- Assists students to take ownership of their learning by identifying strategies that support them to attain learning goals.
- Assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks.
- Provides opportunities for students to reflect on the effectiveness of their learning and plan for future development.
- Enables students to negotiate assessment methods and criteria matched to their learning goal.

3.2 - This is evident when the teacher:

- Analyses a range of student data to design learning programs with multiple entry points.
- Selects and uses a range of resources, including digital tools, to enhance learning.
- Incorporates real life contexts and learning beyond the classroom.
- Includes students in curriculum planning.

4.1 - This is evident when the teacher:

- Ensures the learning program is relevant to student needs, interests and learning goals.
- Ensures learning experiences explore and extend intercultural connections and awareness (Intercultural Capability, Victorian Curriculum F 10)
- Co-designs learning plans with students and seeks input from parents/carers.
- Ensures targeted supports for individual students are in place and effective.

Achievements

2023 saw the commencement of Launch - an intensive literacy program for students in Years 7 and 8 who required additional support.

The key pillars of Launch are:

The explicit instruction of research-proven literacy strategies.

Explicit links to Sacred Heart's curriculum.

Expert guidance and feedback from experienced teachers.

Small group settings that allow for students to gain the support that they may not get in a mainstream classroom.

Opportunities for students to openly discuss their learning and learning difficulties in an environment that fosters awareness of difference and the development of self confidence.

Launch was conducted under the guidance of three of our teachers with expertise in literacy intervention and the evidence collected by the team showed progress in most students' abilities over the course of the year.

Another initiative in 2023 was the introduction of new criteria for awards at mid-year.

The Semester One awards acknowledge the students who demonstrated the following habits across a number of subjects:

1. Substantial growth in learning
2. Determination and perseverance
3. Independence of learning

High achieving students in terms of their academic results are still recognised at the end of the year, but it was felt to be important to also recognise the efforts of students who may never achieve high marks, but excelled in terms of their approach to learning. The feedback from parents of students who received achievement awards was positive.

Student Learning Outcomes

The VCE results remained steady as 23% of students who completed examinations received an ATAR of 80 or above. Given the number of students who did not require an ATAR (heading into apprenticeships or similar), this result was positive.

Both NAPLAN and Progressive Achievement Tests (PAT) were undertaken in 2023. It is our practice to conduct the PAT tests during the end of year examination period looking for growth each year. Thorough analysis of all testing results was conducted that allowed our teachers (especially the English and Mathematics teachers) to target areas of concern in classes.)

Given the changes to the measures for NAPLAN in 2023, we are using the data for informing our teaching of individual students. Comparisons with previous years cannot be reliably made at this stage.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	551	69%
	Year 9	575	69%
Numeracy	Year 7	535	73%
	Year 9	567	72%
Reading	Year 7	553	76%
	Year 9	578	78%
Spelling	Year 7	535	64%
	Year 9	566	74%
Writing	Year 7	552	70%
	Year 9	584	70%

*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	29
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	100.00%

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

Post-School Destinations as at 2023	
Tertiary Study	35%
TAFE / VET	16%
Apprenticeship / Traineeship	16%
Deferred	0%
Employment	29%
Other - The category of Other includes both students Looking for Work and those classed as Other	3%

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

Student Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

Our aim for Sacred Heart College Kyneton is for it to be a safe and inclusive school where all students feel supported and valued. We have been working toward this goal by continuing to implement and enhance initiatives developed over the last few years. There has also been a focus on using professional learning opportunities to broaden staff knowledge and capacity to create safe and inclusive learning environments. Finally, we have been working on improving our record keeping and timely communication with families. There have been some changes to processes and procedures regarding monitoring student social behavior. The aim is to improve the depth and relevance of our data on social behavior, which will lead to opportunities for more targeted interventions and initiatives regarding student behavior.

Achievements

- Implementation of a combined student leadership forum with Catherine McAuley College, Bendigo, hosted at SHC.
- Continuation of Parent Engagement events across the year. Also the offering of a series of parenting coaching sessions to the community.
- Changes to the procedure of election 'Class Captains'. Here we shifted to a Student Representative Council model where students applied and then were interviewed by Year Level Leaders. The role of SRC expanded the responsibility of successful applicants, to include working with Junior and Senior College Captains to form a Student voice forum, held once a term. The SRC also attended the MRSC Youth Summit.
- Learning HQ continues to provide a versatile, hub style, learning space, both for students who need some adjustments to their learning and for our independent learners.
- Teen Mental Health program continues at Year 10.
- Live 4 Life (Junior Teen Mental Health) program continues in Year 8.
- Implementation of a week long Year 7 transition, which involved a suite of introductory, social and organisational learning activities.

Value Added

- Introduction of the Student Leadership Long Lunch as a way to create greater connection between student leaders and expand collaboration time.

- SRC students attended the MRSC Youth Summit as an opportunity to connect with other students in the Macedon Ranges and exercise their voice on issues facing young people, locally.
- Glen Pearsall attended the college and led a professional learning opportunity, focussing on classroom management strategies and skills.
- BE YOU professional learning opportunity, focussing on strategies to help teachers Notice Inquire and Provide assistance to students who may be struggling with their mental health. This involved a refresh of our college wellbeing supports and procedures.
- Wellbeing Week activities.
- Child Safe week.
- BE YOU professional learning opportunity focussing on Staff Wellbeing.
- Guest Speakers, such as Susan McLean, Sonjia Karass and Brainstorm Productions, presenting on issues facing our cohort.
- Continuation of D@SH and opportunities for students involved to attend community events.
- Introduction of organised whole school activities, such as STEM and Arts to contribute to the Sacred Heart House Cup.

Student Satisfaction

The 2023 MACSSIS student survey indicated high or above average results in most categories for students in Junior and Senior School. In particular, the school was affirmed in the following:

- The College's social and learning climate
- Having a culture of rigorous expectations.

However, the College did not receive similar results in Years 9 & 10 with challenges presented to improve performance in these areas.

Student Attendance

Report not currently available.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	78.6%

Average Student Attendance Rate by Year Level	
Y07	89.5%
Y08	87.3%
Y09	86.9%
Y10	89.3%
Overall average attendance	88.2%

Leadership

Goals & Intended Outcomes

To nourish a culture of exemplary leadership across all staff.

- Ensuring sustainable finances to facilitate capital developments and improvements.

Achievements

The College Position of Leadership (POL) structure was enhanced with a mixture of highly experienced and enthusiastic staff members. Regular meetings and collaboration of leadership teams such as Learning Area Leaders and Student Wellbeing Leaders continued. New leaders encouraged to attend PL in specific areas, such as VCE.

- A renewed Annual Review Meeting (ARM) program developed and implemented for teachers. In the first year of the 3-year cycle, all teachers were able to have a 1:1 meeting with a College Leadership Team member. This sustainable program allows for all teachers to have the opportunity to meet with the Principal once over the 3-year period.
- Mentor program developed to provide support for Provisionally Registered Teachers (PRT) to enable full VIT registration. This included five staff members completing mentor training.
- Data from staff surveys and the ARMs was collated and analysed in conjunction with College goals to determine relevant professional development.
- Extensive review and development of College policies and procedures to ensure efficient systems and structures are understood and implemented.
- Conferences conducted for school Leaders by AMSSA, VCSSDPA, PAVCSS and Mercy were attended with learnings shared with colleagues.
- Attendance at network meetings for school leaders in various specialty areas, such as Individual Differences and Faith and Mission, was encouraged and initiated.
- The continuation of the Senior Pathways Team further enabled VCE, VCAL, Wellbeing, and Careers representatives to collaborate and lead programs cohesively.
- There was continued underlying improvement in the recurrent financial position of the College. This was underpinned by solid enrolment numbers, more effective debt recovery procedures and more robust month-on-month budgetary analysis.
- Challenges to the 2023 budgetary position included the new Victorian Catholic Schools Multi-Employer Agreement (particularly the changes to face-to-face teaching time) and the teacher shortage issues across all Victorian schools.
- The College began significant work on the development of the next Sacred Heart College Kyneton Master Plan, interviewing and engaging a suitable Architectural firm.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Professional Learning days at Sacred Heart focused on:</p> <p>Learning & Teaching – Victorian Curriculum – General Capabilities. Faith Development – Formation Day with Guest Speakers; Jon Warhurst and McAuley Services for women and children.</p> <p>There was an increase in the uptake of Professional Learning with the resumption of external conferences and training opportunities in addition to an ongoing trend of webinars on offer:</p> <ul style="list-style-type: none"> LawSense – School Employment and Family Law Seminars Professional Association Conferences VCAA Senior Secondary Certificate Reform Webinars VCAA VCE Meet the Assessors Webinars NAPLAN Online Training MACS – Growth Coaching Training SIMON – Management Training MACS – Dan Petro, Child safety/Escalation cycle management plans Mercy Deputy Principal’s Conference Theology@4 – in-house sessions for Accreditation to teach in a Catholic school Effective Mentoring Training Master of Educational Leadership (Sponsored study) Sustainability and Ecology 	
Number of teachers who participated in PL in 2023	157
Average expenditure per teacher for PL	\$250.00

Teacher Satisfaction

Staff responses to the MACS School Improvement Survey indicated an improvement in teacher satisfaction across all domains. Teacher perceptions of school leadership effectiveness increased from 44% to 52%. Collaboration and support for teams were recognised as being valued and effective with percentage increases up to 66%. Other areas of significant improvement included perceptions of the overall social and learning climate of the school increasing to 79%. Future focus areas for improvement include better coherence

of the school's improvement strategy and the amount and quality of feedback that staff receive.

Teacher Qualifications	
Doctorate	0.8%
Masters	14.0%
Graduate	32.2%
Graduate Certificate	4.1%
Bachelor Degree	38.0%
Advanced Diploma	3.3%
No Qualifications Listed	7.4%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	87
Teaching Staff (FTE)	73.1
Non-Teaching Staff (Headcount)	55
Non-Teaching Staff (FTE)	45.7
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Strategic Commitment:

Empowering our students and staff to take action on issues that impact people and our planet.

Child Safe Standards

Our Child Safety priority for 2023 at Sacred Heart College has been to align our current policies and procedures with the new eleven Child Safe standards, ensuring that the elements focusing on improving school culture were at the forefront. Tying in with our Strategic Plan, all updates and new initiatives are viewed through the lens of Inclusion.

- Embedding of Child Safety Week on the College Calendar, providing a scheduled regular, annual update and refresher of all things Child Safe to students, staff and parents.
- Continued auditing and upgrading of environmental Child Safe requirements and concerns.
- Continual reviewing of Child Safe components in all College documentation
Revision of College Policies to ensure provision of Aboriginal and Torres Strait Islander considerations.
- Whole College focus on Inclusion and Diversity, to ensure a greater understanding and the importance of both in developing a safe and inclusive school environment
Continued support for the student-led D@SH (Diversity at Sacred Heart) group which meets fortnightly.
- Working group to support the enrolment, learning and wellbeing of new refugees families to SHCK in 2023

Achievements

- An expanded Year 7 Transition Program that included a day at Melton Wave Pool that culminated a series of activities in Week 1 including a scavenger hunt and tabloid sports.
- The College's commitment to its Catholic identity is undiminished with all major liturgies and Eucharists open to parents and family members.
- In May, the College held the third annual Makarrata assembly that brought our College community together to reflect upon our nation's history with our First Nation's peoples and, in particular, its link with the Taungurung people, traditional owners of the land on which the College sits.

- A major initiative detailed in the Principal's Report was the commissioning and unveiling of a significant artwork, "Mercy" by Taungurang female artist, Aimee McCarthy. The bright and energetic work celebrated the College's indigenous, Catholic and Mercy heritages.
- The College's annual Mother's Day and Father's Day Breakfasts continued to be very successful with 400+ SHC family members in attendance at each celebration.
- Sacred Heart College continued its important relationship with the Jarlmadangah community in Western Australia which included time in the community as well as visits to Broome and Beagle Bay in the Kimberley.
- The College was able to reinstitute a full program of camps and retreats including (for the first time) a week-long Year Nine Camp to Sydney.
- The College's long history of supporting the Great Victorian Bike Ride continued with a group of students and staff completing the nine-day trip in Gippsland.
- Sacred Heart College once again hosted Galway Debating with students from eight other independent secondary schools competing over three days in terms two and three.

The College's new strategic commitment to Sustainability was launched with a number of initiatives including:

1. Appointment of staff and student Sustainability leaders
2. Re-engaging with the Victorian Government ResourceSmart program
3. Investigating a more comprehensive system of waste management

Parent Satisfaction

Sacred Heart College welcomed the broader community and prospective students/families with the return of the College Open Evening in April. The night saw almost 500 people through the school enjoying a wide range of Learning Area based activities.

Reflecting the College's significant presence in Kyneton and the Macedon Ranges, a number of schools and community organisations have been able to utilize the school's facilities for hire or for free.

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.shckyneton.catholic.edu.au