

2024

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 2024 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 02 Jun 2025

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

Governing Authority Report

The 2024 Annual Report to the School Community provides an excellent commentary on the endeavours of the talented staff, parents, caregivers, and students at Sacred Heart College Kyneton who have worked generously with dedication and excellence to achieve success in this past year.

I hope that as you read this report, you too will share my delight and that of the Mercy Education Board of Directors in the many triumphs of 2024. From academic and sporting achievements to the spiritual, social and emotional care, all who are associated with Sacred Heart College Kyneton can be proud of the tangible evidence of success across all areas of school life.

A report of this nature captures words and pictures that can jog our memories and remind us of people, places and events. However, it is more difficult to capture the impact of the unspoken actions that touch both hearts and minds and make a difference to our world. These are the quiet places where God and Mercy reside and where we are held accountable for what is dear and precious to all of us who are connected with this community and Mercy education.

As a Catholic school, informed by the legacy of Catherine McAuley and the Sisters of Mercy, Sacred Heart College Kyneton educates generations of students and empowers them to enter the world as Mercy people with a mission to look beyond themselves and drive change.

Guided by our values of Compassion, Justice, Respect, Hospitality, Service, and Courage all of us are called to be, in the words of Catherine McAuley, “shining lamps, giving light to all around us.”

The Board of Directors recognises the incredible commitment of the principal, Dr Darren Egberts, the College Advisory Council, Leadership Team and all staff in fostering a strong community where everyone thrives.

From leaders, to staff, students and families: your contributions have added to the College's and Mercy Education's rich history and will be joyfully shared in years to come.

I look forward to the journey ahead as we work together to ensure Catherine's shining lamp continues to light our ways in service to others.

Georgina Smith
Board Chair
Mercy Education Ltd

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

2024 has been a year of growth, reflection, and renewal at Sacred Heart College, guided by our theme, "Called to Act for Justice." Inspired by the prophet Micah, this theme has permeated all aspects of College life, encouraging our community to engage deeply with issues of justice, compassion, and service.

A highlight of the year was our co-hosting of the Australasian Mercy Secondary Schools Association (AMSSA) Student Conference with Catherine McAuley College, Bendigo. This event brought together students from across Australia, New Zealand, and Papua New Guinea. The conference was enriched by the powerful testimonies of young women committed to the Mercy tradition and the vibrant participation of students who embodied hope and determination.

In October, Sacred Heart College proudly hosted the national conference of Rural Australians for Refugees (RAR), welcoming hundreds of delegates to the Macedon Ranges. Keynote speakers included author Behrouz Boochani and former Human Rights Commission Chair, Gillian Triggs, who inspired attendees with their advocacy and insights.

Academically, the College expanded its literacy initiatives, extending the successful Launch program into Year 8 and establishing a mini library in the Year 7 Hilary building. A dedicated team also began reviewing professional learning programs, laying the groundwork for the 2025 introduction of Professional Learning Teams (PLTs), aimed at enhancing staff collaboration and instructional practice.

Student voice and wellbeing remained central to our mission. In response to the Child Safe Standards, the College launched a Student Representative Council, initiated by the 2023 College Captains. This forum empowers students to contribute to discussions on safety and wellbeing, reinforcing our commitment to a nurturing and inclusive environment.

Our Parent Engagement Program continued to thrive, offering workshops and presentations from leading experts. Highlights included cybersafety sessions by Susan McLean, parenting insights from Michelle Mitchell, and discussions on diversity and inclusion led by Bree Gorman and Maria O'Shannessy.

International connections were revitalized post-COVID, with students and staff visiting Notre Dame du Roc in France and hosting 25 students from Ibaraki High School, Osaka. A formal Memorandum of Understanding was signed with Ibaraki High School, strengthening our global partnerships.

Strategically, the College completed its new Master Plan, a visionary document that will guide campus development over the next 15 years. This plan, developed in collaboration with

PMDL McGlashan Everist, outlines six stages of capital development and refurbishment, ensuring our facilities evolve to meet future needs.

We also marked the retirement of our esteemed Deputy Principal – Learning and Teaching, Ms Debra McNaughton. Debra's nine years at Sacred Heart, following a distinguished career at Padua College and St Patrick's College, have been defined by her unwavering commitment to educational excellence and her deep love of teaching.

Finally, the Class of 2024 concluded their journey with grace and resilience. Despite the disruptions of COVID during their middle years, they emerged as a cohort marked by independence, adaptability, and strength. Their final Mass and graduation celebrations were poignant reminders of the enduring bonds formed at Sacred Heart College.

Dr Darren Egberts
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

Fostering the living Catholic identity and Mercy heritage of Sacred Heart College through action and encounter

Intended Outcomes:

The Sacred Heart College community lives out its Catholic identity and Mercy heritage through meaningful action and encounter, fostering a Kingdom culture grounded in Gospel values and the Mercy charism.

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 2024, 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

In 2024, the Camp Campaspe program continued to provide valuable service opportunities, with two events held in April and September. The program supports students from local primary schools and was led by a dedicated team of staff and student volunteers. At each event, students contributed approximately 25 hours of service, delivering a recreational holiday experience that was both meaningful and enriching for participants.

Year 7 students participated in the Caritas Ks initiative as part of their Reflection Day, promoting empathy and awareness of global challenges. Additionally, Year 10 students supported Caritas by baking and selling cookies to raise funds.

The College's staff payroll giving program continued to grow in 2024, with many staff contributing regularly to organisations such as Caritas, Mercy Works, McAuley Services, and the Asylum Seeker Resource Centre.

Interfaith Engagement

Our Year 10 "World Religions Day" returned in 2024. Students visited the Sacred Heart Cathedral and the Great Stupa of Universal Compassion to explore the role and significance of sacred spaces in different religious traditions.

Value Added

Renewal of the Year 11 Retreat Program

The renewal of the Year 11 over-night Retreat has strengthened the College's formation offerings, providing students with a dedicated opportunity for personal reflection, spiritual growth, and deepened peer connection.

Camp Campaspe Alumni Involvement

A notable highlight of 2024 was the return of past graduates to support the Camp Campaspe program. Their involvement reflects the enduring impact of the College's community service ethos and provided current students with inspiring role models for service and leadership.

Year 12 Religious Education Pilot Program

A new rotating session model was trialled with Year 12 students, offering diverse pathways for exploring faith, ethics, and spirituality. This flexible approach allowed students to engage more meaningfully with Religious Education in their final year of schooling.

ECSI Survey-Informed Practice

Insights from the Enhancing Catholic School Identity (ECSI) survey informed the development of tailored programs, including the Year 12 rotating sessions. These initiatives offered students varied and engaging ways to explore faith, belief, and identity, supporting a more contemporary and inclusive approach to Catholic education.

Learning and Teaching

Goals & Intended Outcomes

Goal: Continuously improving evidence-based professional practice.

Intended outcomes:

That teachers intentionally draw on current research as a part of their regular practice;

That teachers work collaboratively to follow an inquiry improvement cycle;

That teachers apply evidence-based strategies to achieve greater precision and purpose in their practice.

Goal: Developing all students' capacity to exercise agency in their learning.

Intended outcomes:

That teachers intentionally employ High Impact Wellbeing Strategies together with High Impact Teaching Strategies.

That students have access to feedback mechanisms that promote personal reflection and self-monitoring.

Goal: Developing engaging and challenging learning programs.

Intended outcomes:

That course planners and classroom materials make authentic connections to Victorian Curriculum cross-curriculum priorities;

That teachers design learning programs that are scaffolded to meet the learning needs of individual students.

Achievements

2024 was an opportunity to consolidate the Launch program, following its commencement in 2023. Launch is an intensive literacy program for students in Years 7 and 8 who require additional support, and is conducted under the guidance of three teachers with expertise in literacy intervention.

At the conclusion of 2024, four graduating students were awarded the VCE Baccalaureate, indicating that our Languages program continues to strengthen, and that student numbers continuing Languages courses into VCE is sustainable.

The VCE Mean Score returned to 30, following a drop to 29 in 2023. The full implementation of the VCE VM course was assisted by a committed team of teachers.

Flexible arrangements were put in place to support students who had shared enrolments Virtual Schools Victoria or similar.

The introduction of a pilot program to support the implementation of Professional Learning Communities (PLC) centered on improvement cycles was led by senior and emerging leaders. The PLC pilot program gained significant momentum throughout 2024, ready for full implementation in 2025.

Student Learning Outcomes

The NAPLAN data for 2024 provides useful material to inform strategies for strengthening our literacy and numeracy programs. In 2024, our incoming Year 7s were above the State and National mean for the NAPLAN Reading test. Year 7s were below the State mean, but above the National mean for the Writing test. Our Year 7s were below both the State and National mean for Spelling, Numeracy, and Grammar and Punctuation. In all Year 9 NAPLAN tests, our Year 9s were below both the State and National mean.

The introduction of 7 streams into our Year 7 has increased our overall participation rate in NAPLAN testing, and broadened the spread of student achievement on standardised tests. The consolidation of the Launch program is anticipated those with greatest need of literacy intervention.

Our Year 9 cohort had achieved notably low results in their Year 7 NAPLAN tests in 2022, and their 2024 results are consistent with this. School based preparation for senior school, in particular the subject selection process, will need to be mindful of this. The Junior School Launch program was in part established in response to this cohort, however they will no longer be the beneficiaries of this program.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	532	63%
	Year 9	537	61%
Numeracy	Year 7	529	70%
	Year 9	539	57%
Reading	Year 7	550	75%
	Year 9	548	61%
Spelling	Year 7	530	71%
	Year 9	552	71%
Writing	Year 7	550	69%
	Year 9	566	63%

*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	30
VCE Completion Rate	100%
VCE VM Completion Rate	88%
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 as at 2024	
Tertiary Study	81%
TAFE / VET	0%
Apprenticeship / Traineeship	12%
Deferred	0%
Employment	7%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

Student Wellbeing

Goals & Intended Outcomes

At Sacred Heart College Kyneton, we are committed to nurturing the holistic development of every student—spiritually, emotionally, socially, and academically. Our student wellbeing program aims to:

- Foster a safe, inclusive, and respectful school environment.
- Strengthen resilience and mental health across all year levels.
- Embed wellbeing into all aspects of school life through positive education practices.
- Enhance student voice and agency in shaping wellbeing initiatives.
- Build strong partnerships with families and community services to support student needs.

Achievements

In 2024, we implemented several key initiatives that significantly strengthened our student wellbeing framework:

- Wellbeing Curriculum Integration: Enhanced delivery of our Pastoral Care Programs COMPASS across Years 7 – 9 and DRIVE across Years 10–12, with a focus on emotional regulation, growth mindset, and values-based decision-making. This also included several nationally recognized speakers who presented to our students on topics of Cyber Safety, Respectful Relationships and Bullying, and Safe Partying. Our connection with the Macedon Ranges Live 4 Life program continued this year, as did the delivery of the Teen Mental Health First Aid program to our Year 10 cohort.
- Student Support Services: The Wellbeing Support team collaboratively developed an updated model of delivery, which included broadening the scope to include intensive support for students struggling with attendance to reengage with school. The team also worked on creating a new role for Engagement Support of students struggling with emotional regulation and anxiety issues. This role will be implemented in 2025. The Wellbeing team continues to work to improve access to mental health resources for our students and families.
- Professional Learning: Staff participated in several nationally recognized professional learning opportunities with a well-being focus. We were able to offer continued training and implementation of trauma informed teaching practices through the Berry Street Education Model which give teachers strategies to conflict resolution, promoting empathy and accountability. The Learning Support team undertook Mental Health First Aid Training to improve their skills in supporting students with diverse needs. Teachers

were able to further develop their classroom behavior management skills through workshops with renowned presenter Glen Pearsall.

- Wellbeing Week: A highly successful Wellbeing Week was organized by the Wellbeing Student Leaders, in conjunction with the Wellbeing Support Team, involving workshops on mindfulness, stress management, nutrition, and healthy relationships.
- Peer Support & Leadership: Year 9 student leaders mentored junior students through a revamped Peer Support Program, strengthening inter-year connections.
- Diversity and Inclusion: The Diversity @ Sacred Heart group ran initiatives promoting issues, events and community celebrations. D@SH continued its connection with Sunbury COBAW Community Health.

Value Added

Our approach to wellbeing has delivered tangible benefits to student life and learning:

- Improved School Climate: Student surveys indicated a marked improvement in feelings of safety and belonging, particularly in Year 7 and 8 cohorts.
- Proactive Intervention: Early identification and support for students at risk of disengagement led to improved attendance and academic outcomes.
- Parent Engagement Events: Increased parent participation in wellbeing-focused workshops and information sessions on topics such as digital wellbeing and adolescent mental health.
- Community Partnerships: Strengthened ties with local mental health services and agencies to provide comprehensive support beyond the classroom.

Student Satisfaction

Feedback gathered through annual student surveys, such as 2023 Student Resilience Survey and mental health data, focus groups, and informal forums revealed:

High Levels of Connection

- Although specific percentages were not captured in the Resilient Youth Survey report for connection to trusted adults, the inclusion of a wide range of wellbeing metrics (e.g. hope, coping, connection to nature) indicates that many students feel supported within the school environment.
- These results reflect a culture where students are likely forming meaningful relationships with staff, reinforcing the importance of relational trust as a protective factor for mental health.

Positive Peer Relationships

- Students reported high levels of hope and moderate to strong life satisfaction, suggesting the presence of encouraging peer environments.
- Female and male students both showed significant levels of hopeful thinking—with 38–40% reporting “lots” of hope and an additional 14–27% reporting “most” of the time—which may reflect peer influence and social connection.
- Students cited the welcoming school culture and strong peer support as key contributors to their wellbeing, with particular feedback regarding the success of the Year 7 Transition program.

Empowerment & Voice

- While this metric wasn't directly surveyed, student participation in wellbeing-related programs such as Student Representative Council and the College Leadership Cabinets complements the proactive wellbeing framework in place.
- The emphasis on student-led initiatives supports the development of self-efficacy and voice in the school community.
- Students valued opportunities to contribute to wellbeing planning, especially through the Student Representative Council and Wellbeing Leaders. Through Student Representative Council forums, Students also contributed to the design changes to the uniform. The aims of increased comfort, functionality, warmth and gender neutrality were established by the work of our student leaders.

Areas for Growth

High levels of anxiety and depression—particularly among female students (up to 70% reported anxiety; 60% reported symptoms of depression)—highlight a need for:

- More regular sessions addressing stress management and emotional regulation.
- Increased access to support programs targeting coping and resilience.
- Structured wellbeing sessions on study/life balance and healthy digital habits.

Disengaged coping strategies were also prominent, especially among female students, indicating an ongoing need for targeted mental health literacy and skills development.

These results suggest that while many students experience a sense of hope, connection, and resilience, there are also notable challenges around anxiety, depression, and coping—particularly among female students. These findings reinforce the importance of continued investment in student wellbeing initiatives and targeted interventions.

At Sacred Heart College Kyneton, student wellbeing remains at the heart of our mission. We will continue to invest in innovative programs, foster a culture of care and respect, and work

in partnership with our families to support the flourishing of every young person entrusted to our care.

Student Attendance

Report not currently available

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	72.18

Average Student Attendance Rate by Year Level	
Y07	89.4
Y08	86.8
Y09	86.8
Y10	86.3
Overall average attendance	87.3

Leadership

Goals & Intended Outcomes

Strategic Commitment

Nourishing a culture of exemplary leadership across all staff

Intended Outcomes

Leaders are expected to provide exemplary Christian witness in their lives and everyday interactions with students, parents, and each other.

Achievements

- The capacity of staff holding Positions of Leadership (POL) was further developed with the implementation of a Professional Learning Community model. Learning Area Leaders were encouraged to participate in a pilot program enabling them to become proficient in the cycle researched by Richard DuFour (2004).
- A coaching program in its infancy with key staff becoming accredited with Growth Coaching International.
- The 3-year-cycle Annual Review Meeting (ARM) program continued in its second year for teachers. This program continued its aim of a sustainable process enabling teachers to have a 1:1 meeting with a College Leadership Team member providing affirmation and feedback whilst also ensuring a formal meeting with principal for all, once over the 3 years.
- Mentor program continued to provide support for Provisionally Registered Teachers (PRT) to enable full VIT registration, and Permission to Teach (PTT) participants to build their experience in a school setting.
- Data from staff surveys and the ARMs continued to be collated and analysed in conjunction with College goals to determine relevant professional development.
- Extensive review and development of College policies and procedures continued to ensure efficient systems and structures are understood and implemented.
- Conferences conducted for College 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, Literacy, and Faith and Mission, were facilitated.
- The continuation of the Senior Pathways Team further enabled VCE, VCAL, Wellbeing, and Careers representatives to collaborate and lead programs cohesively.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Professional Learning days at Sacred Heart focused on:</p> <ul style="list-style-type: none"> • Student Wellbeing – Classroom Management Strategies – Whole Day Workshop presented by Glen Pearsall. • Learning & Teaching – Explicit Teaching, FISO 2.0, Moderating Exams • Faith Development – Mercy Charism focus – with guest speakers from Mercy Works. <p>There was continued encouragement and uptake of attendance at conferences and online webinars:</p> <ul style="list-style-type: none"> • LawSense – Child Safety, Policy writing, and Law for School Counsellors • Professional Association Conferences • VET Cluster development and Statewide seminars • VCAA VCE Meet the Assessors Webinars, NAPLAN reporting, and VET educator PL • Mercy Deputy Principal's Conference and Women in Leadership days • MACS - Coaching for Leadership program • Various AI professional learning opportunities 	
Number of teachers who participated in PL in 2024	92
Average expenditure per teacher for PL	\$295.00

Teacher Satisfaction

Rates of staff satisfaction continued to be positive based on data collated from the Staff Wellbeing Survey. This was the second year the College encouraged its staff to provide their feedback to questions categorised under wellness, resilience, burnout, tiredness, personal satisfaction with work, and overall morale. Sacred Heart College staff reported high levels of resilience and personal satisfaction with their work. Responses to questions related to overall morale, such as 3.2: I get personal satisfaction and enrichment from the work I do, were predominantly high or very high. Although, many teachers raised tiredness as an ongoing concern, reported rates of perceived burnout were low with 23% of respondents feeling some degree of burnout at particularly busy times of the year.

Teacher Qualifications	
Doctorate	1
Masters	17
Graduate	36
Graduate Certificate	6
Bachelor Degree	52
Advanced Diploma	7
No Qualifications Listed	16

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	87
Teaching Staff (FTE)	74.85
Non-Teaching Staff (Headcount)	55
Non-Teaching Staff (FTE)	41.45
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

In 2024, Sacred Heart College Kyneton continued to foster a vibrant and diverse cocurricular program that enriched student life and supported holistic development. The College's commitment to nurturing talents beyond the classroom was evident across a wide range of activities, particularly in the performing arts, community service, and commemorative events.

Achievements

The music program stood out as a cornerstone of cocurricular life. Students showcased their talents at several major events, including the College Show Band's performance at Kyneton's Social Foundry and the annual Music Leaders' Concert. These events highlighted the depth of musical talent at the College and provided students with valuable public performance experience. The final Instrumental Music Evening of the year was a celebration of student achievement and a farewell to long-serving music staff, marking a significant moment in the College's cultural calendar.

Community engagement was another key focus. Students actively participated in local commemorative services for ANZAC Day and Remembrance Day, demonstrating respect and civic responsibility. Their involvement in these solemn occasions, including the College's own ANZAC Day assembly, reflected the school's emphasis on values education and community connection.

The College also supported student wellbeing and leadership through initiatives like the Youth Mental Health Advocacy forum, which invited families to contribute to discussions on establishing a youth mental health service in the Macedon Ranges. This initiative underscored the College's proactive stance on student mental health and its role in broader community advocacy.

In addition to these highlights, Sacred Heart College welcomed Grade Five students from local parish primary schools, offering them a glimpse into the College's dynamic learning environment. This outreach not only fostered community ties but also introduced younger students to the rich cocurricular opportunities available at the College.

Overall, 2024 was a year marked by active student participation, artistic expression, and meaningful community involvement. Sacred Heart College Kyneton's cocurricular program

continues to play a vital role in shaping holistic, socially conscious, and confident young people.

Parent Satisfaction

Inviting parents and family members to College celebrations such as College Masses, assemblies and other significant events.

The College's long history of supporting the Great Victorian Bike Ride was re-established with a group of students and staff completing the nine-day trip along the Great Ocean Road to Ballarat.

The College inviting parents and siblings to celebrate the annual Mothers and Father Day Breakfasts.

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