

2025

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 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 04 Jun 2026

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

The 2025 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.

We hope that as you read this report, you too will share my delight and that of the Mercy Education Board of Directors and the staff at the Mercy Education National Office at the many triumphs of 2025. 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.

2025 was a significant year in the life of the Universal Catholic Church. It was a Jubilee Year, held every 25 years. The theme for this year is Pilgrims of Hope. A report of this nature captures the inherent hope in the community that is Sacred Heart College Kyneton. This report is explicit in describing the inherent hope in this school community and its aspiration to engender hope to the world. This aspiration is what is 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 and the staff at the Mercy Education National Office recognise the incredible commitment of the principal, 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.

We 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.

Karen Jongebloed

Andy Kuppe

Acting Chair, Board Director

Chief Executive Officer (Interim)

Mercy Education Limited

Mercy Education Limited

Vision and Mission

Vision & 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

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

Principal's Report

Principal's Report:

The 2025 school year at Sacred Heart College Kyneton was marked by growth, renewal and a deepening of the College's mission as a Catholic Mercy community. Fittingly, in a year proclaimed by the late Pope Francis as a global Jubilee, the College embraced the theme Pilgrims of Hope, a message that resonated strongly across learning, culture and community life. Sacred Heart College has embraced this occasion with the 2025 College theme replicating the overall message for the Jubilee Year.

Learning and Teaching

A central highlight of 2025 was the continued strengthening of teaching and learning. The College undertook a significant review of Learning Support, leading to the introduction of a new Learning Support Executive with a stronger focus on instructional leadership. This shift has helped staff focus more personally on student outcomes, asking, "how will this practise or assessment task benefit the learning outcomes for 'Grace' or 'Angus'?"

The introduction and embedding of a new Professional Learning model based on Professional Learning Teams (PLTs), developed internally and launched in Semester 2, further supported this culture of continuous improvement. NAPLAN results also reflected solid performance across literacy and numeracy, with Year 7 Reading at 75% proficiency and Year 7 Numeracy at 70%.

Co-Curricular Excellence

Co-curricular life flourished in 2025, offering students rich opportunities for growth beyond the classroom. The College deepened its commitment to First Nations reconciliation, with the Makaratta Assembly serving as the centrepiece of the College's commitment to reconciliation, alongside the launch of the SHC FIRE Carrier Covenant and the annual immersion trip to Jarlmadangah Burru.

Students also participated in a transformative immersion to Lake Mungo, visiting sacred homelands including Culpra Milli and the World Heritage-listed Mungo site. The College proudly hosted more than 200 visitors for the 2025 Frayne Public Speaking Competition, celebrating a standout achievement: SHC Kyneton's victory in the prestigious Voice Choir section.

The Arts remained a vibrant pillar of College life, with the year's production of *As You Like It*—adapted to include music, dance and ensemble performance—showcasing the extraordinary talents of students and staff.

Community, Leadership and Growth

The College continued to experience steady enrolment growth, rising from 888 students in February 2025 to 919 in February 2026, reflecting ongoing growth at SHCK since 2022. Leadership renewal also continued, with a new Deputy Principal – Learning and Teaching as well as Director of Faith and Mission contributing to a culture of collaboration and improvement.

A special moment in 2025 was the recognition of Mr Craig Darroch, the College's longest-serving staff member, who announced his retirement after 43 years of dedicated service.

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

Achievements:

Prayer and Liturgy

Prayer and liturgy continued to be central to the life of Sacred Heart College throughout 2025. The College gathered for the four major College Masses: Opening College Mass, Sacred Heart Day Mass, Mercy Day Mass, and End of Year Mass, as well as significant celebrations including the Year 7 Commissioning Mass and Year 12 Graduation Mass.

A particular highlight of these celebrations was the outstanding involvement of students in the liturgical life of the College. Students generously volunteered as readers, musicians, singers, and prayer leaders across the year, demonstrating confidence, reverence, and leadership within the faith life of the community.

Staff and Student Formation

Staff and student formation opportunities throughout 2025 continued to strengthen the Catholic identity and Mercy ethos of the College.

Staff participated in formation experiences centred on the Jubilee theme of “Pilgrims of Hope,” encouraging reflection on spirituality, vocation, community, and the role of hope within Catholic education. Reflection days, retreats, prayer experiences, and liturgical celebrations provided opportunities for both staff and students to deepen their faith, relationships, and understanding of our Mercy values.

First Nations Justice and Reconciliation

Students and staff participated in immersion experiences to Lake Mungo, while the College also continued to strengthen its relationship with the Jarlmadangah Burru community in the Kimberley region. Representatives from the College also attended Dhum Gaab in Broadford as part of engagement with the Taungurung Land and Waters Council.

These experiences provided opportunities for on Country learning, deeper engagement with the spiritual, historical, and cultural significance of Country, and the strengthening of relationships with First Nations people and communities. They also reflected the College's ongoing commitment to walking gently and justly alongside First Nations peoples and continuing the journey of reconciliation through relationships characterized by listening, learning, and action.

Community Outreach and Justice Initiatives

Students and staff actively participated in social justice and outreach initiatives throughout 2025, reflecting the College's Mercy values of compassion, service, and justice.

Activities including Project Compassion fundraising and the McAuley Goods Drive supported organisations such as Caritas Australia and McAuley Services for Women, encouraging students to connect faith with action and service.

Value Added

Value Added:

Becoming a FIRE Carrier School

A significant milestone for Sacred Heart College in 2025 was officially becoming a FIRE Carrier School through Aboriginal Catholic Ministry. This recognition strengthened the visibility of reconciliation and First Nations perspectives within the life of the College and further embedded justice, truth-telling, and cultural awareness.

Religious Education Curriculum Renewal

In 2025, Sacred Heart College commenced participation in the Melbourne Archdiocese Religious Education Curriculum trial. This involved the implementation of the new Year 7 Religious Education curriculum, focused on a Christ-centred, knowledge-rich, and theologically grounded approach to Religious Education.

The College's involvement positioned Sacred Heart College as an active contributor to the future direction of Religious Education within the Archdiocese. Several staff members contributed to curriculum development and consultation processes through involvement in advisory groups, trial implementation, feedback, and professional collaboration with MACS and other Catholic schools across the Archdiocese.

Learning and Teaching

Goals & Intended Outcomes

Goal:

Continuously improving evidence-based professional practice.

Intended outcomes:

That PLTs are implemented school wide, as a space where teaching staff will work collaboratively on an inquiry improvement cycle, drawing on current research, and applying evidence-based strategies in their classrooms.

Goal:

Creating safe and inclusive learning environments

Intended outcomes:

That the College's Learning Support program undergoes a process of strengthening and renewal, following a review process.

Goal:

Developing engaging and challenging learning programs.

Intended outcomes:

That the College drafts and develops a "Statement of Pedagogy" to guide learning and teaching decisions and direction.

That a community-wide appreciation of Digital Literacy as a cross-curricula foundational skill in Years 7-10 is developed.

Achievements

Achievements:

Following a successful pilot program from the previous year, a college wide program for PLTs was introduced for teaching staff in 2025. PLTs have begun to draw on local and external evidence to inform a culture of continuous improvement in our learning and teaching practice.

An early accomplishment from the PLTs has been the introduction of readiness to learn routines established with Junior School classrooms.

Drawing on the input of key leaders and teaching staff with a talent for writing, an initial draft of a Sacred Heart College Statement of Pedagogy was developed in Semester 2. The draft will undergo final review and publication in Semester 1, 2026. The final statement will be a key point of reference for guiding learning and teaching decisions and direction.

Two new Positions of Leadership were introduced to support the learning life of the college: Director of Learning Culture and Director of Curriculum Operations. The introduction of two new roles was met with keen interest from a number of high calibre internal applicants, and we look forward to the positive impact that the Director of Learning Culture and the Director of Curriculum Operations will have on learning and teaching outcomes in 2026 and beyond.

Building on a position of strength, our Learning Support program underwent a review process in 2025, with a key action arising from this review being the expansion of the Learning Support team to include two new roles in support of the Director of Learning Support, these being a Learning Support Leader role in both the Junior School and the Senior School. A related change to the POL structure saw the introduction of a dedicated Learning Area Leader of VCE VM, to begin from 2026.

Student Learning Outcomes

Student learning outcomes:

In our Senior School, the VCE VM program is now fully embedded, and is an important part of our school community. In 2025, our first students to complete the Victorian Pathway Certificate graduated from the college. Amongst VCE students, stories of individual achievement were celebrated, however our Median Score was lower than the previous year. A notable cohort of VCE students successfully attained Early Entry offers at their university of choice, and the impact of this on their final examination preparation and achievement is a question for the college to explore.

The NAPLAN results for our incoming Year 7s were of note. Amongst this cohort, 66.7% achieved in the Strong band for Numeracy, and 26.5% were in the Exceeding band for Reading.

Performance across male and female students was relatively balanced, with both groups showing strength in Reading and Numeracy. At Year 9, 25.2% of this cohort were in the Exceeding band for Writing, which was a significant increase following the lower results of the Year 9 cohort of 2024.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	547	69%	540	66%
	Year 9	568	59%	553	60%
Numeracy	Year 7	549	77%	539	74%
	Year 9	574	69%	557	63%
Reading	Year 7	565	85%	558	80%
	Year 9	580	72%	564	67%
Spelling	Year 7	535	73%	533	72%
	Year 9	569	71%	561	71%
Writing	Year 7	562	78%	556	74%
	Year 9	597	73%	582	68%

*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	28
VCE Completion Rate	100%
VCE VM Completion Rate	100%
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	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

Goals and 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

Achievements:

In 2025, we continued to build on the strong foundations established in previous years, implementing several key initiatives that further strengthened our student wellbeing framework.

Wellbeing Curriculum Integration

Our Pastoral Care Programs COMPASS (Years 7 to 9) and DRIVE (Years 10 to 12) continued to provide a consistent, structured approach to social and emotional learning across all year levels. Programs focused on emotional regulation, growth mindset, and values-based decision-making. Students across the College benefited from presentations by nationally recognised speakers covering topics including Cyber Safety, Respectful Relationships, and safe social choices. Our ongoing connection with the Macedon Ranges Live 4 Life program continued, as did the delivery of the Teen Mental Health First Aid program to Year 10 students.

Behaviour Management Framework

A key focus this year has been refining our Behaviour Management Framework in the Junior School. A clear, consistent process, built around the steps of Remind, Warn, and Act, encourages students to pause, reflect, and reset. This approach keeps classrooms calm and respectful, giving every learner the best possible chance to succeed.

Complementing this framework, we have introduced a 14-day monitoring window to identify behavioural patterns early and offer support before challenges escalate. This shift has also improved the quality of communication with families: rather than contacting parents for minor incidents, we now connect with families when repeated patterns indicate a deeper need. This keeps teachers focused on students in the moment while ensuring families remain meaningfully involved.

We have also made a deliberate effort to increase commendations, formally recognising moments when students demonstrate effort, resilience, kindness, or our Mercy values. These acknowledgements remind students that their positive choices are seen and celebrated.

Student Support Services

The introduction of the Engagement Support Assistant (ESA) role has been one of the most significant developments in our wellbeing model this year. The ESA provides daily check-ins, crisis support, and attendance re-engagement for students who need an extra layer of care. Whether supporting a student in the Chill Room, facilitating a smooth return to class, or simply being a trusted, available adult throughout the school day, this role has quickly become an important part of our wellbeing network.

The Wellbeing Support Team has continued its collaborative work to ensure that students struggling with attendance, anxiety, and emotional regulation receive timely, coordinated support. The team's focus on early identification and intervention has contributed to improved engagement and attendance outcomes across the College.

Professional Learning

Staff continued to engage with high-quality professional learning grounded in wellbeing and trauma-informed practice. Training through the Berry Street Education Model equipped teachers with strategies for conflict resolution, promoting empathy, and building accountability in the classroom. The Learning Support team completed Mental Health First Aid Training to further strengthen their capacity to support students with diverse needs.

Wellbeing Week

A highly successful Wellbeing Week, organised by Wellbeing Student Leaders in partnership with the Wellbeing Support Team, included workshops on mindfulness, stress management, nutrition, and healthy relationships. The energy and engagement of students throughout the week was a genuine highlight of the school calendar.

Peer Support and Leadership

Our Peer Support Program continues to build meaningful connections across year levels. Senior students mentoring junior peers strengthens a culture of care and belonging that is central to life at Sacred Heart.

The Student Leadership Cabinet flourished in 2025, with captains representing areas including Academic, Arts, Sport, Wellbeing, Sustainability, Mercy Justice, and Applied Learning. These young leaders pursued projects that created genuine change, from sustainability initiatives and creative arts events to wellbeing campaigns and service activities in the community. Their commitment reflects the strength and spirit of our Mercy community.

Diversity and Inclusion

The Diversity at Sacred Heart (D@SH) group continued to run initiatives promoting inclusion, awareness, and community celebration. Our connection with Sunbury COBAW Community Health was maintained, supporting students and families with access to external services and networks.

Value Added

Value Added:

Our approach to wellbeing has continued to deliver tangible benefits for student life and learning:

Proactive Intervention

The introduction of the Engagement Support Assistant role and the 14-day behavioural monitoring framework has enabled earlier identification and support for students at risk of disengagement, contributing to improved attendance and engagement outcomes.

Improved School Climate

Student survey data and staff observations indicate continued growth in students' sense of safety and belonging, particularly in junior year levels.

Parent Engagement

Families have been engaged through wellbeing-focused information sessions on topics including digital wellbeing, adolescent mental health, and respectful relationships.

Community Partnerships

We have continued to strengthen relationships with local mental health services and community organisations to provide coordinated support beyond the classroom.

Student Voice

Through the Student Representative Council and Student Leadership Cabinet, students have contributed meaningfully to wellbeing planning and school life more broadly.

Areas for Growth

While there is much to celebrate, our survey data points clearly to areas requiring continued focus:

- Anxiety, low mood, and fatigue among female students, particularly in Years 9 through 12, remain the most pressing concerns in our data. Only 32% of Year 12 females reported feeling free from anxiety, and just 29% reported not feeling tired or low on energy. Targeted programs addressing emotional regulation, sleep, and stress management for this cohort are a priority.
- Help-seeking and coping remain underdeveloped across the cohort. Rates of talking to others when things go wrong were low for both genders (Year 12 females: 45%; males: 18%), and a tendency to wish problems away was common in middle years. Building emotional literacy and normalising help-seeking must continue to be woven through our pastoral programs.
- Self-perception and feeling good about myself were areas of concern, particularly for Year 9 females (38%) and Year 12 males (43%), suggesting that confidence and self-worth are vulnerable at key transition points.
- Student sense of being given useful roles at school was low across all year levels (peaking at 50% for Year 12 females and 48% for Year 8 males), reinforcing the importance of expanding meaningful leadership and contribution opportunities.
- Physical activity and sleep declined sharply through senior years, especially among females. These are interconnected with mood and energy outcomes and warrant dedicated health promotion conversations.

Looking Ahead

At Sacred Heart College Kyneton, student wellbeing remains at the heart of our mission. We are deeply committed to every young person feeling safe, supported, and ready to learn. In 2026, we will continue to invest in innovative programs, refine our support structures, and work in close partnership with families to ensure every student in our care has the opportunity to truly flourish.

We are grateful for the continued dedication of our Wellbeing Support Team, teaching staff, and the entire Sacred Heart community. It is through these relationships, day by day, that our young people are shaped and strengthened.

Haley Galloway Deputy Principal, Student Wellbeing Sacred Heart College Kyneton

Student Satisfaction

Student Satisfaction:

Resilient Youth Survey Data

Each year we draw on the Resilient Youth Student Resilience Survey to understand how our students are experiencing school life across the dimensions of being Connected, Protected, and Respected. The 2025 cross-sectional survey captured responses from 573 students across Years 7, 8, 9, 11, and 12 (310 female and 263 male), benchmarked against Australian comparison data. This evidence base is a valuable and practical guide for our wellbeing planning and program design.

Connected: School and Friendship Experiences

Friendship data was a clear strength. Almost all students reported having at least one good friend at school (female: 84 to 98% across year levels; male: 92 to 100%), with 100% of Year 7 males responding favourably to this item. Trust in friendships was also high and grew across year levels, with Year 12 females at 92% and males at 93%. Students' capacity to get along with people who are different from them was strong, particularly in Year 7 and improving again in senior years (Year 12 females: 87%; males: 75%).

Feelings of safety at school were positive and above comparison data at most year levels. Year 12 females reported 89% feeling safe at school, and Year 12 males 86%, both comfortably above national comparison figures. Year 7 students recorded the highest rates, with 83% of females and 75% of males feeling safe. This reflects the work being done to create a welcoming and secure environment, particularly for students transitioning into secondary school.

In school experience items, Year 7 females returned strong results: 75% reported having a teacher who cares, 81% reported teachers who encourage them, and 92% reported trying hard at school. There are notable dips in Years 8 and 9, particularly in areas such as caring about school, having fun, and feeling the school enforces rules fairly, which are consistent with patterns seen nationally in middle years. Perceptions of being given useful roles at school were low across all year levels (ranging from 32 to 50%), which is an area we are actively working to address through student leadership and voice initiatives.

Protected: Mental Wellbeing

Mental wellbeing data reflects patterns we observe daily in our support work with students. Anxiety is a significant concern, particularly for female students. Only 32% of Year 12 females reported not feeling nervous, anxious, or on edge, compared to 61% of Year 12 males. Year 9 females recorded 42% on this item, also well below their male peers (75%).

The ability to stop or control worrying was low across the board for females, ranging from 47 to 61% across year levels.

Mood and energy are areas of particular concern. Only 55% of Year 12 females reported not feeling down, depressed, or hopeless, and just 29% reported not feeling tired or low on energy, the lowest result across the entire cohort. Difficulty concentrating was also prevalent, with only 47% of Year 12 females responding favourably, compared to 64% of males. These results underscore the importance of targeted support for female students in senior years and inform our focus on sleep, stress management, and self-care in our wellbeing programs.

Bullying data was encouraging. The large majority of students reported not being bullied at school (Year 12 females: 95%; males: 96%), not being bullied online (Year 12 females: 97%; males: 100%), and not being socially excluded (Year 12 females: 92%; males: 93%). These figures are largely at or above national comparison data and reflect the positive social culture within the College.

Extracurricular participation was very high in junior years, with 97% of Year 7 females and 88% of Year 7 males involved in at least one activity. While participation declined in senior years (Year 12 females: 68%; males: 61%), this is consistent with the demands of VCE. Physical activity declined across year levels for both genders, with Year 12 females recording the lowest rate (61% physically active for one hour per day), pointing to an ongoing health promotion opportunity. Sleep data showed that only 47% of Year 12 students across both genders were getting at least eight hours of sleep on most nights, reinforcing the need for consistent messaging around sleep health.

Respected: Hopeful Attitudes and Healthy Choices

Hopeful attitudes were a genuine strength of the Sacred Heart community. Across all year levels, the majority of students reported thinking they are doing pretty well (Year 12 females: 92%; males: 96%), and strong majorities believed they could find ways to solve problems and that their past experiences would help them in the future. Life satisfaction, measured on an eight-rung ladder, showed Year 12 as a recovery point for females (92%) after a dip through Years 9 and 11 (75% and 70% respectively). Year 12 males recorded 89% life satisfaction, consistent across the senior years.

Coping strategies are an ongoing area for development. Only 45% of Year 12 females and 18% of Year 12 males reported talking to others when bad things happen, which was below national comparison data for most year levels. The tendency to wish problems would go away was also prevalent, particularly in middle years, with Year 9 females at just 28%. Feeling good about myself was also lower than desired, particularly for Year 9 females (38%) and Year 12 males (43%). These results confirm the importance of embedding help-seeking skills and emotional literacy across our pastoral care programs.

Healthy choices data was broadly positive. Rates of smoking, illegal drug use, online gambling, and vaping were very low across junior years and remained comparatively low in senior years, though they increased predictably with age. Alcohol use follows this pattern, with Year 12 females at 29% reporting not drinking and males at 18%, which while expected represents an important area for continued conversation around safe and healthy choices. Female students significantly outperformed national comparison data for avoiding excessive online gaming

across all year levels (Year 12 females: 87%, compared to a national comparison of 88%), while male rates were lower, particularly in Years 7 to 9.

Student Attendance

Report not currently available

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	83.45

Average Student Attendance Rate by Year Level	
Y07	89.35
Y08	86.82
Y09	86.82
Y10	86.28
Overall average attendance	87.32

Leadership

Goals & Intended Outcomes

Goal:

Nourishing a culture of exemplary leadership across all staff

Intended Outcome:

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

Achievements

Achievements:

In 2025, Sacred Heart College (SHC) continued to strengthen its culture of exemplary leadership through the development of strategic leadership structures, enhanced collaboration, and increased leadership capacity across the College.

Strengthening Learning and Teaching Leadership

Significant work was undertaken to review and redevelop the College's three-year Positions of Leadership cycle, including revised role descriptions, clearer accountability measures, and a robust appointment process designed to recognise and develop leadership potential across the College.

A key outcome of this review was the redesign of Learning and Teaching leadership structures. This resulted in the creation of three new senior leadership positions: Director of Learning Culture, Director of Curriculum Operations, and Director of Learning Support. These roles were established to strengthen strategic oversight, improve curriculum implementation, enhance student support, and build a cohesive vision for learning across the College.

This work culminated in the establishment of the Learning & Teaching Executive, a new leadership structure commencing in 2026 that will provide a collaborative framework for driving teaching excellence, curriculum innovation, and improved student outcomes.

Embedding a Professional Learning Community Culture

A significant achievement in 2025 was the implementation of Professional Learning Teams (PLTs) and the establishment of the PLT Planning Team, creating new opportunities for collaborative inquiry, teacher growth, and distributed leadership.

Learning Area Leaders were supported to facilitate professional learning cycles while simultaneously developing their own leadership capabilities. Staff across the College also participated in a "PLT Lite" model focused on the consistent implementation of classroom routines and the development of teacher efficacy in classroom management. This work was informed by contemporary cognitive science research and strengthened through the professional expertise of Andrew Fuller.

Expanding Distributed Leadership

The College further strengthened distributed leadership by establishing staff working parties to investigate future possibilities for key operational areas, including timetabling and yard duty structures. These collaborative teams enabled staff from across the College to contribute their expertise to strategic decision-making and school improvement initiatives, fostering greater ownership and shared responsibility for College priorities.

Leadership development was further enhanced through the appointment of additional staff accredited in leadership coaching through Growth Coaching International, expanding the College's capacity to provide coaching, mentoring, and professional support to leaders and aspiring leaders across the organisation.

These initiatives have strengthened leadership capacity at all levels of the College, enhanced collaboration, and reinforced a culture of continuous improvement. As a result, SHC is well placed to advance its strategic priorities and continue improving outcomes for students, staff, and the wider school community.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
Expenditure & Teacher Participation in Professional Learning: <u>Description of Professional Learning undertaken in 2025</u> Professional learning in 2025 focused on leadership development, curriculum excellence, student wellbeing, faith formation, and evidence-informed practice. Key initiatives included the Master of Educational Leadership Professional Learning Community, Mercy Leadership programs, Berry Street Education Model training, Youth Mental Health First Aid, Religious Education Trial-Based Learning Teams, and participation in the ACER Research Conference. Staff also engaged in Victorian Curriculum 2.0 implementation, subject association conferences, and digital learning initiatives including the SIMON Conference and DigiCon25. These opportunities strengthened professional expertise, enhanced collaboration, and supported the College's commitment to continuous improvement in learning, wellbeing, and Catholic education.	
Number of teachers who participated in PL in 2025	110
Average expenditure per teacher for PL	\$1300.00

Teacher Satisfaction

Teacher Satisfaction:

Sacred Heart College continued to prioritise staff wellbeing throughout 2025 by fostering a positive, supportive, and collaborative workplace culture. Strong staff retention reflected the College's commitment to valuing and supporting its employees. A new Staff Career Development Day was introduced and was well received, providing opportunities for professional growth, networking, and reflection on career pathways. Opportunities for collaboration were expanded through professional learning communities, working parties, and cross-faculty initiatives, strengthening collegial relationships and shared leadership. Staff wellbeing was further enhanced through a range of wellbeing and social events that promoted connection, recognition, and a strong sense of belonging across the College community.

Teacher Qualifications	
Doctorate	1
Masters	18
Graduate	35
Graduate Certificate	6
Bachelor Degree	50
Advanced Diploma	7
No Qualifications Listed	28

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	90
Teaching Staff (FTE)	78.11
Non-Teaching Staff (Headcount)	57
Non-Teaching Staff (FTE)	44.68
Indigenous Teaching Staff (Headcount)	2

Community Engagement

Goals & Intended Outcomes

In 2025, 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

Achievements:

A major highlight for the year was Sacred Heart College's hosting of the annual Mercy Education Frayne Festival – the festival is a celebration of public speaking, debating and voice choir and brought together more than 200 students and staff from thirteen Victorian and South Australian Mercy schools.

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 performances across our local communities 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. The College's 2025 production, "As You Like It", brought the Shakespearean classic to life with the well-known narrative imbued with dance, song and movement.

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.

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, 2025 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

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