

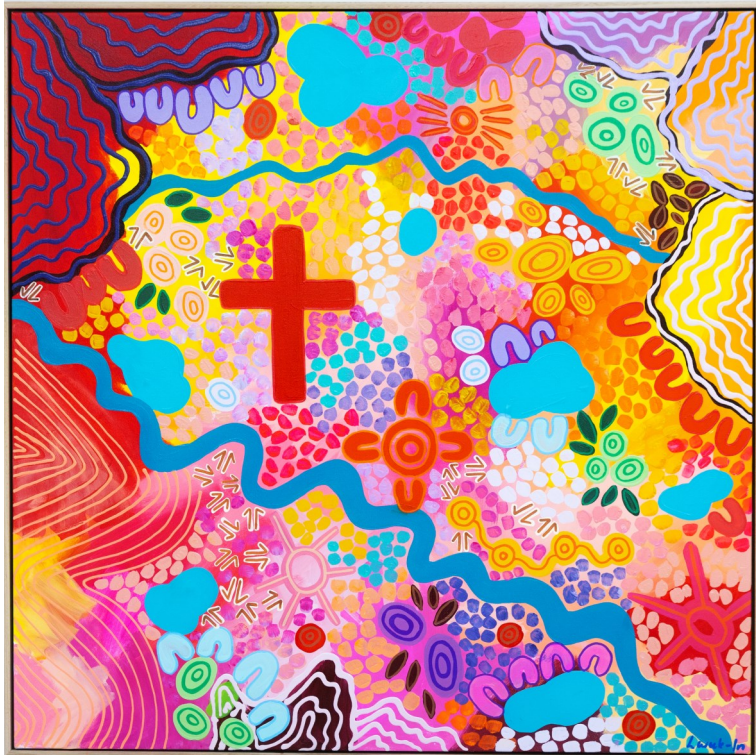


MASTERPLAN

SACRED HEART COLLEGE

EDUCATIONAL BRIEF

Learn. Care.
flourish



Mercy by Aimee McCartney
Commissioned by Sacred Heart College 2023

INTRODUCTION

'Mercy' Aimee McCartney (Taungurung, Wotjobaluk, Wemba Wemba & Boon Wurrung woman).

The work offers a representation of Sacred Heart College embedded within the surrounding country. It is a piece that speaks to us about the enormity of time, and how the landscape itself breathes into life stories of the past, and stories of the future.

ACKNOWLEDGEMENT OF COUNTRY

Sacred Heart College acknowledges the Taungurung people, the Traditional Owners of this land. We pay our respects to their leaders and Elders past, present and emerging, for they hold forever the memories, traditions, culture and hopes of all Taungurung people.



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CHILD SAFE

Sacred Heart College has an unequivocal commitment to provide young people with a safe, supportive and enriching learning environment

The care, safety and wellbeing of children and young people is a central and fundamental responsibility of Catholic education.



“Sacred Heart College is committed to providing an educational environment where each young person can flourish – spiritually, physically, emotionally and socially.”



EXECUTIVE SUMMARY

Sacred Heart College is a Catholic coeducational secondary school located in Kyneton and serving the broader Macedon Ranges. The College was established in 1889 by the Sisters of Mercy in response to a request by the then Archbishop of Melbourne Thomas Carr. At that time, Kyneton was a thriving commercial centre servicing the goldfields of Bendigo and Mount Alexander.

Almost 135 years after its foundation, the charism of the Sisters of Mercy continues to profoundly influence Sacred Heart College. This influence is most clearly evident through our six core Mercy values: respect, compassion, hospitality, justice, service and courage.

The College’s mission today challenges students and staff to pursue excellence in learning and teaching, promote the growth of exemplary leadership, while ensuring inclusive and safe environments.

Sacred Heart College sits on Taungurang land with our students travelling from communities located on Taungurang, Dja Dja Warrang and Wurundjeri lands.

The school has an unequivocal commitment to provide young people with a safe, supportive and inclusive learning environment.

Sacred Heart College has recently launched a new Strategic Plan for the next four years which highlights ten strategic commitments across all areas of the College. Two important themes are the recognition of the interconnectedness of learning, teaching and wellbeing, as well as the need to have a broad-ranging focus on stewardship of the environment and sustainability.

Sacred Heart College includes students from across the Macedon Ranges and provides high quality learning and vocational pathways for students regardless of ability.

EXECUTIVE SUMMARY

We are very proud of our academic standards with our recent VCE mean study score of 30 outperforming most secondary schools in our region.

There is a clear sense from current and prospective parents that Sacred Heart College is a school of choice for their children, however, without significant planning and investment over the next ten years, this reputational advantage will be at risk.

The College has had few major capital works in the past twenty years with only the Dwyer building and the refurbishment of the Hilary building occurring in that time. As a result, many of the College's facilities are quite tired and fail to provide a range of attractive or contemporary learning environments.

There is little provision for disability access inside buildings or across the school's challenging site.

A number of chokepoints restrict pedestrian movement and take away from the beautiful natural site that the College occupies.

The High Street frontage of the College showcases the heritage Gabriel Sherlock building, the College Chapel and Caroline Chisholm Cottage, however, the remainder of this frontage is underwhelming. Importantly, the northwest sector of the property which attracts the best winter sunshine is mostly used for car parking.

There is universal acknowledgement of the aesthetic and historic appeal of the College's central garden spaces which slope down to the John Arthurson Atrium. Together, the gardens and the Atrium act as the social heart of the school, providing shade and cool during the summer and warmth and protection during the winter.

The harsh and extended winter period across the Macedon Ranges poses particular challenges with pathways (that can be steep in places) often wet, icy and slippery. During the winter, internal passive recreational space is at a premium and the College's ovals are generally unusable.

The College's Reception areas are currently spread across three or four separate locations and need to be consolidated to provide efficient service to students, staff, families and the broader community.

The College shares its southern border with the Campaspe River, yet this beautiful environment is rarely used for teaching and learning and is difficult to access. While cognisant of the distance involved and possible flood overlays, the masterplan needs to explore and identify options for the College to become more river-focused.

The lack of access to the river is highlighted by the physical and aesthetic barriers posed by the Buckley building, Quambi and the Woodwork building.

After a period of enrolment decline in 2017 – 2019, the College is experiencing significant enrolment increases with student numbers projected to be sustainably above 900 by 2025. If possible, the masterplan needs to include consideration of how future buildings could accommodate seven homeroom streams at Year 7 – 10.

Typically for schools in regional settings, Sacred Heart College is not just community-minded; rather, our facilities are often utilised by community organisations on a pro bono or for hire basis. The masterplan needs to consider how new developments will continue to support this relationship.

Dr Darren Egberts

Principal

PRAYER

Catherine McAuley's Suscipe

My God, I am yours for all eternity.

Teach me to cast my whole self
into the arms of your Providence
with the most lively, unlimited confidence in your
compassionate, tender pity.

Grant, O most merciful Redeemer,
that whatever you ordain or permit may always be
acceptable to me.

Take from my heart all painful anxiety;
suffer nothing to afflict me but sin,
nothing to delight me, but the hope of coming
to the possession of You
my God, in your own everlasting kingdom.

Amen.

*The little prayer composed by Catherine herself and recited on
the morning of her passing (11 November 1841)*

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



VALUES



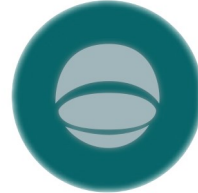
Respect

We value everyone in our community. We abide by the rules and the expectations of the College with dignity.



Compassion

We listen empathetically. We consider all points of view and act in a considered and appropriate manner.



Hospitality

We welcome all and celebrate diversity. We share our gifts freely and support those in need.



Justice

We are balanced and impartial. We are non-discriminatory and work to forge strong relationships within our community.



Service

We are responsible to our community. We offer our assistance freely and with humility and grace.



Courage

We are honest and brave. We act with integrity to challenge ourselves and others.

MISSION

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.



Ten Strategic Commitments

STRATEGIC COMMITMENTS

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



LEADERSHIP AT SACRED HEART COLLEGE KYNETON

It is my belief that all Sacred Heart College staff are leaders as they provide witness to the words, principles, and actions of leadership in their lives and everyday interactions with students, parents, and each other. This capacity to give witness to what constitutes a good life is a profound responsibility; through our example, students come to understand the great challenge of the Gospels, *“I came that you may have life and have it in abundance” (Mt 10:10)*.

The characteristics of leadership that are integral to a Sacred Heart College leader:

- Commitment to and respect of the principles of Catholic education as exemplified and lived out in the Mercy tradition.
- An ability to model authentic and right relationships with students, staff, parents, and broader College community.
- An unconditional commitment to contemporary, engaging, and student-centred learning.
- The capacity to lead and work collaboratively within a team.
- A personal and professional commitment to life-long learning.
- An openness to take risks and capacity for decision-making.
- A willingness to invite a breadth of voices to decision-making: staff, students, and parents.
- An unconditional commitment to child safety.
- An optimistic, confident, and enthusiastic personality.
- A high level of discretion and confidentiality when dealing with sensitive situations and information.

Dr Darren Egberts

Principal



OUR HISTORY

With the discovery of gold in Victoria in 1851, Kyneton rapidly became an important trading post for miners and merchants travelling from Melbourne to the rich diggings of Mount Alexander (Castlemaine) and Bendigo. By 1889, aided by the arrival of the railway in 1862, Kyneton had grown into a safe and peaceful town for families, many of whom were relatively prosperous. But there remained an urgent need for a Catholic High School to sit alongside the existing parish Primary Schools.

At approximately 6.30pm on Saturday 20 July 1889, six people stepped from the evening express train onto the platform at Kyneton's Railway Station. Accompanied by Archbishop Carr, five Sisters of Mercy (Reverend Mother Mary Gabriel Sherlock, Sisters Mary Ignatius O'Connor, Genevieve Buckley, Philomene Conway and Mechtilde Henry) had travelled from Geelong to establish the first Convent of Mercy in Kyneton.

Despite the bitter cold of a Kyneton winter, the sisters worked quickly to establish a primary school followed by a high school which opened on Monday 29 July 1889 with twenty-four day students in attendance. The early years of the Kyneton Convent also saw the establishment of a novitiate with thirty-six girls exploring religious life between 1891 and 1907.

The year 1902 was a dramatic one for Sacred Heart with the original Wedge St Convent burned to the ground. This event precipitated the move of the school to new premises on High Street on land originally used for a successful boys' school in the 1870s.

The 1980s saw the school return to co-education after many decades as Sacred Heart Ladies College, a decision that resulted in significant enrolment increases as well as large investments in infrastructure.

The future is a rosy one for Sacred Heart College with healthy enrolments, population growth across the Macedon Ranges and the opportunities promised through new Strategic and Master Plans.



SIGNIFICANT BUILDINGS/FEATURES

Gabriel Sherlock Building

Reverend Mother Mary Gabriel Sherlock rsm was born in Ireland in 1827 and professed as a Sister of Mercy in 1850. She travelled to Australia in 1860 as part of the foundation that established the Convent of Mercy in Geelong, before arriving in Kyneton in 1889. Drawing and painting were areas of passion for Mother Gabriel, and areas she continued to teach after her return to Geelong in 1892. She passed away in December 1897 after more than fifty years as a Sister of Mercy.

The original three-storey section was opened and blessed on 3 March 1907 by Archbishop Carr. Fronting High Street, the Sherlock building, together with the College Chapel, are recognised as the public face of Sacred Heart College. It currently houses offices, Reception, First Aid, Finance, storage and some teaching spaces.



College Chapel

The Convent Chapel was opened and blessed on 19 December 1926 by Archbishop of Melbourne, Dr Daniel Mannix, and is a remarkable example of a religious convent chapel given its height, ornate Italian marble altar and Stations of the Cross and boarders' Side Chapel.

The exterior doors to the Chapel were refurbished in 2016 and painted to resemble the famous red doors of the original House of Mercy in Baggott St, Dublin.



Chisholm Cottage

Caroline Chisholm was a 19th century humanitarian, who became known as the 'emigrant's friend' for her work concerning the welfare of females, families and gold miners in Australia. Caroline lived in Kyneton briefly in the late 1850s.

This stone cottage dates from the mid nineteenth century; restored in 2018, it was blessed and reopened by Bishop Terry Curtin on 7 February 2019.



SIGNIFICANT BUILDINGS/FEATURES

John Arthurson Atrium

The Arthurson Atrium was opened and blessed by Vicar General of Melbourne, Monsignor Greg Bennet on 27 February 2014, and is named after the College's first Lay Principal, John Arthurson. The space originally started out as a grassed area which was then covered over by a large shade structure. Due to the inclement weather conditions in Kyneton, the structure was then refurbished as a glassed atrium.

Housing the school canteen, the Arthurson Atrium is the social centre of the College providing a bright, warm space for students during the long Kyneton winter, as well as air-conditioned comfort during the heat of February and March.



Mary Moloney Theatre

Built in 2003 and officially opened and blessed on 12 October 2004 by Bishop Joseph O'Connell. The theatre is named after Sr Mary Moloney rsm, who was the last Sister of Mercy to serve as Principal, leading the College from 1993 – 2005.

The theatre has a seating capacity of 292 and is used for meetings, information evenings, concerts and College productions, as well as being available for use by the wider community.



Catherine McAuley Library

Blessed Catherine McAuley rsm was the foundress of the Sisters of Mercy establishing the first congregation in Baggott St Dublin in 1831. Before her death on 11 November 1841, Catherine had founded convents and works of mercy throughout Ireland and England.

The Catherine McAuley Library was built in 1990, and officially opened and blessed on 12 October 1991 by Bishop Joseph O'Connell. Centrally located, it includes a number of teaching and quiet areas as well as the College's IT team.



SIGNIFICANT BUILDINGS/FEATURES

Central Gardens and Trees

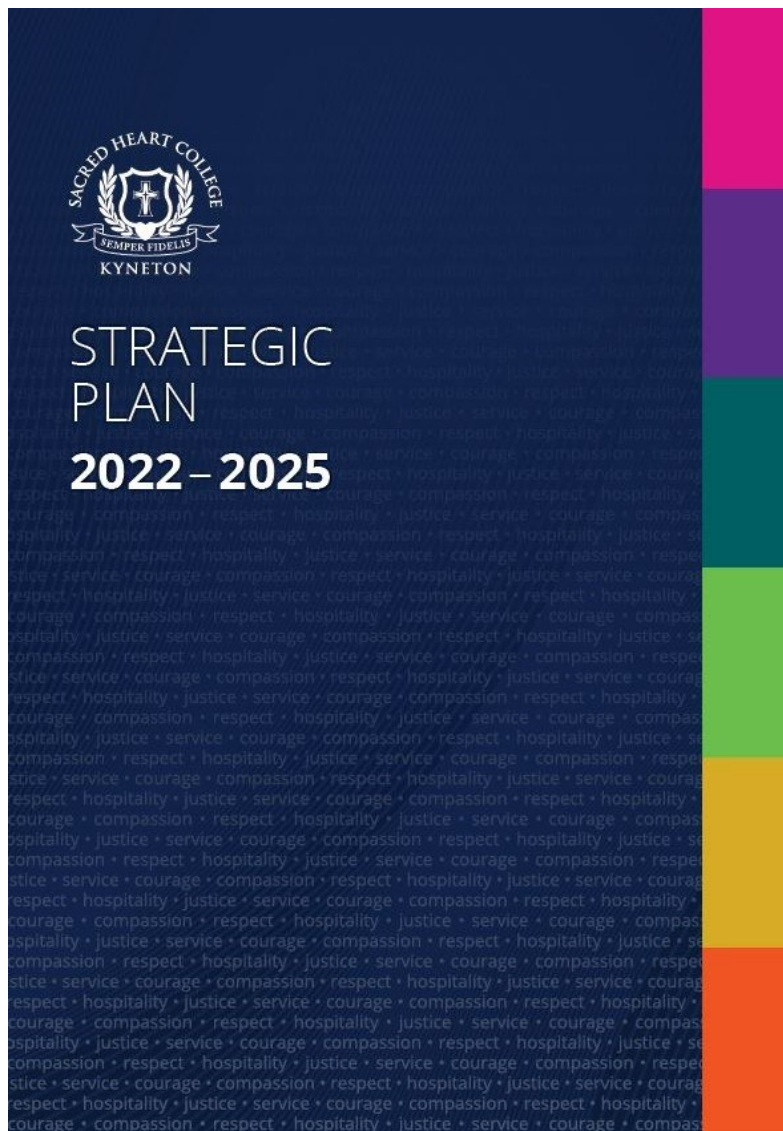
Bordered by the Cephas Riordan Science Building, the Catherine McAuley Library, the John Arthurson Atrium and the Mercy Building, the College's central area is a grassy slope of heritage-listed trees that provide welcome shade in the heat of summer. This area provides a beautiful outlook down the College's substantial hill towards the Arthurson Atrium and beyond that towards the Campaspe River.



Campaspe River

The College's southern border is provided by the Campaspe River. Known as Boregam in the local indigenous Taungurung language, the river is currently not easily accessible from the College with no adjacent infrastructure. The southern side of river is becoming increasingly built up with new housing estates.





WHAT WILL THE MASTER PLAN DELIVER?

The recently launched Strategic Plan 2022 – 2025 articulates ten strategic commitments that will direct development of all areas of Sacred Heart College over the next four years. The commitment includes statements across:

- Catholic Identity
- Learning, Teaching and Wellbeing
- Leadership
- Stewardship and Management
- College Community

The Sacred Heart College Master Plan sits alongside and in alignment with the Strategic Plan 2022 – 2025. It must consider the buildings, infrastructure, technology, grounds and other aspects necessary to facilitate the Strategic Plan and its commitments.

SACRED HEART COLLEGE TODAY - STUDENTS

Sacred Heart College Today

Sacred Heart College is a Catholic co-educational secondary school that offers broad-based contemporary learning and teaching for young people of the Macedon Ranges. The College has a rich heritage, established by the Sisters of Mercy almost 135 years ago. That proud Mercy tradition continues to be lived out through our core values, practices and school environment.

We are a Faith Community

Sacred Heart College is a Catholic school that is Christ-centred with the life and words of Jesus of Nazareth informing all aspects of school life. The Christian narrative provides inspiration for our students, staff and community. Currently 54% of our families identify as Roman Catholic or Orthodox Christian.

The College celebrates a number of important Masses across the year including Beginning and End of Year celebrations, Feast of the Sacred Heart Mass, Mercy Day and the Year 12 Graduation Mass. The College Chapel provides an historic and beautiful space for staff liturgies and at times of grief or uncertainty.

We are a Mercy Community

The Sacred Heart College community cherishes its Mercy heritage with Mother Gabriel Sherlock and her fellow sisters arriving in Kyneton in 1889. This rich history is reflected in the College's heritage buildings on High Street, the six Mercy values that provide the foundations of the College's ethos, and the tangible links to past Mercy Principals whose names were given to most College buildings.

Sacred Heart College is one of thirteen schools across Victoria, Western Australia and South Australia governed by Mercy Education Limited MEL).

We serve the Macedon Ranges

Although Sacred Heart College is located in Kyneton, our community is that of the Macedon Ranges. Students travel up to 50 kilometres to attend Sacred Heart College with 65% catching buses to do so. Communities served include Kyneton, Woodend, Gisborne, Lancefield, Castlemaine, Trentham, Tylden, Redesdale, Mount Macedon, Macedon and Daylesford.

Around 60% of Sacred Heart College students attended a priority parish primary school. These include Our Lady of the Rosary PS, Kyneton, St Ambrose PS, Woodend, St Mary's PS, Castlemaine, St Brigid's PS, Gisborne, Holy Cross PS, New Gisborne and St Mary's PS, Lancefield.

The remaining 40% of students attended local government primary schools or other schools outside the Macedon Ranges.

Currently the College has nine students who identify as First Nations.



A LEARNING, TEACHING & WELLBEING COMMUNITY

Educational Statement

Sacred Heart College prides itself on offering an inclusive education. Consideration is given to ensure that the subjects and courses meet the needs of students of:

- All genders
- All abilities - from those with learning needs to those who are highly able
- Academic and hands-on learners
- Rural and urban areas

Given the diverse student base, we ensure that effort and independence in learning is acknowledged alongside academic excellence.

- Every initiative must reflect the strong links between wellbeing, and learning and teaching. This interdependence is reflected in our current goals: Continuously improving evidence-based professional practice
- Developing engaging and challenging learning programs
- Developing all students' capacity to exercise agency in their learning
- Creating a safe and inclusive learning environment

Up to 25% of our senior students elect to follow an applied learning pathway through the VCE-VM and/or VET subjects. Programs such as LINC (Learning, Initiating, Networking and Connecting for Success) are in place from Year 9 to engage our hands-on learners, enabling students to achieve the Duke of Edinburgh Award.



We are proud of our consistent academic achievement at VCE, especially maintaining a 30 median study score. Sacred Heart’s results compare well with select entry private schools, and we out-perform like Catholic schools in our geographic region as can be seen in the table below:

	2017	2018	2019	2020	2021	2022
Sacred Heart	31	31	30	29	30	30
Bendigo Senior Secondary	27	27	26	26	26	26
Salesian Sunbury	29	29	29	30	28	28
Braemar	33	33	32	32	32	31
Assumption	28	28	28	28	28	27
Catherine McAuley	29	29	29	29	28	29
Girton	34	32	32	32	33	32
Kyneton High School	27	26	27	27	26	26
Gisborne Secondary College	26	27	24	26	28	27
Alice Miller	29	31	31	32	35	31
Marist College			28	28	27	29

The High Impact Teaching Strategies (HITS) underpin the College’s pedagogy. These are based on Hattie’s Visible Learning approach and the impact is measured according to the effect-size of each strategy. These and the Practice Principles for Excellence in Teaching and Learning underpin the actions that support the goals as stated above over the current improvement cycle.

OUR COMMUNITY

We are a Supportive Community

Reflecting our Christian and Mercy foundations, Sacred Heart College offers a significant degree of financial support to families in need.

7.9% of our gross tuition fees are allocated to providing financial assistance for our families (100 families assisted). In the last three years, 85 – 110 families identified as Health Care Card holders.

The Macedon Ranges includes increasing numbers of affluent families (many of whom have relocated from Melbourne in the last ten years) but still contains areas of lower SES. The current CTC is 101 and is slowly increasing.

Our Community exemplifies Hospitality and Service

Sacred Heart College values community at every level; it is a fundamental aspect of College life with every student and staff member valued and encouraged to become the best version of themselves, to flourish!

As a regional school, Sacred Heart College has a particular responsibility to contribute to our local communities through support for local events such as the Kyneton Daffodil Festival, local markets, significant commemorative services on ANZAC and Remembrance Days, local shows, etc. Events such as the College's Parent Engagement Evenings are open to members of the public, not solely to Sacred Heart College families.

School facilities such as Quambi, the Mary Moloney Theatre, the Arthurson Atrium and the school ovals are used by community organisations, local schools and sporting clubs. The existing hire charges are often waived as a sign of Sacred Heart's commitment to our local communities.

Social justice programs and outreach are a fundamental reflection of the College's commitment to service, hospitality and justice. These include a weekly community kitchen (pre Covid), community support programs in local parish primary schools, support for local Foodbank and homeless programs, as well as involvement in landcare and environmental protection programs.

Beyond our local community, the College has a longstanding relationship with the Jarlmadangah indigenous community in the Kimberley region of Western Australia with eight students and a number of staff visiting every year.

Sacred Heart College also enjoys sister school relationships with Notre Dame du Roc School in France and Ibaraki Nishi High School in Japan. Our students are able to visit France and Japan biennially, with return visits from our French and Japanese friends on the alternate years.



SACRED HEART COLLEGE TODAY - ENROLMENTS

A Healthy Enrolment Outlook

After several years of soft enrolments in the previous decade, recent years have seen Sacred Heart College’s enrolment number increase strongly. This strength is seen most clearly in the current/anticipated enrolments for 2023 – 2026.

February Census Data from 2017—2023

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total Number of Students
2017	132	143	158	135	140	111	819
2018	158	132	143	145	124	118	820
2019	131	156	118	136	128	108	777
2020	156	133	158	103	117	118	785
2021	153	153	136	156	89	106	793
2022	153	157	143	126	134	87	800
2023	130	152	160	141	110	124	817

Projected Enrolments (2024 – 2026)

	Projected Year 7	Projected Year 8	Projected Year 9	Projected Year 10	Projected Year 11	Projected Year 12	Projected Feb Census
2024	180*	132	153	164*	129	108	866
2025	164	180	132	148	156	124	904
2026	164	164	178	127	140	151	924

Of note in these projections are:

- The jump in Year 7 enrolments with special permission given for Sacred Heart College to run seven streams in 2024.
- Development of waiting lists at some levels meaning that end of year departures at Years 9 – 11 are mitigated by new students entering the College.
- In the medium term (2 – 5 years), there is a possibility that the College may need to more formally look at a seven stream model of homerooms.

WHAT THE MASTER PLAN SHOULD CONSIDER

- Greater number of gathering spaces
- Improvements across most of the College's GPLAs focusing on contemporary learning spaces
- Possible new location for Wellbeing House
- Better pedestrian traffic flow – up and down the hill as well as diagonally across the central garden
- Opening up the College to the Campaspe River including sight lines from more points
- Improve the aesthetics of the College's High Street frontage aside from the landmark heritage buildings
- Consideration of the College's profile from the Kyneton Riverside estate (south side of the Campaspe River)
- Disability access across site and within/between buildings
- Better distribution of buildings across our large site
- Options on making effective use of the river precinct recognising the restrictions of flood overlays
- Consideration of greater and more appropriate recognition of the site's indigenous heritage
- Sustainability and environmental education opportunities a fundamental consideration in all site and building planning
- Northwest quadrant of College site underutilised considering winter sun in north and west
- Consideration of options for study hall – should it be related into a refurbished/refurbished library?
- Removal and relocation of Buckley and Woodwork
- Consideration of an integrated Technology/Art building
- Possible demolition and rebuilding of Quambi
- Rebuilt Quambi needs to include two basketball/netball courts, changerooms and possibly reception area.
- Additional facilities for Arthurson Atrium – noise cancelling works and additional toilets
- Greater storage and wings for Mary Moloney Theatre
- Reception/foyer spaces for Theatre
- Several significant pedestrian bottlenecks across the College site
- Consideration of safer slopes and pedestrian pathways, particularly in the central garden
- All buildings and external areas must be cognisant of the long, cold and wet winter
- Recognition of the heritage building's height and capacity to block winter sun to the north
- Car Parking – are the current locations the best? Consideration of Year 12 car parks?
- Student and Front Reception need to be consolidated together with First Aid and room for associated administration staff
- All weather oval or semi-oval
- Possible consideration of what a seven stream school may look like and/or require

CRITICAL CONCERNS



- Most of the College's GPLAs are due for refurbishment or replacement with only one major building project in the last twenty years. Our students and staff deserve high-quality contemporary learning spaces.
- Pedestrian flow is poor in a number of areas with bottlenecks and dangerous stairways a particular issue.
- A number of key buildings (Buckley, Quambi and the Woodwork shed) block access towards the river precinct.
- Quambi is no longer fit for purpose and needs to be larger, have capacity for heating/cooling, changerooms, toilets and possibly reception area for major gatherings.
- There are few all-weather recreational or HPE options in the College.
- Reception areas need to be consolidated while remaining in the heritage area. Provision for First Aid and additional administration staff.
- Consideration of options for the river precinct to be a showcase area for the College.
- Ensuring that sustainability and opportunities for environmental education are key considerations across all aspects of the Master Plan.
- Currently there is very limited disability access around the College and within buildings.
- Ensuring that child safe environmental considerations are prioritised.



THE JOURNEY SO FAR

December 2022	Confirmation of Sacred Heart College Strategic Plan 2022 – 2025
	Staff meeting – Development of Master Plan process outlined.
	Staff workshop – Brainstorming what different areas of the College and dedicated buildings could become.
March 2023	Discussions with Mercy Education on preferred architects to lead process.
May 2023	Architects contacted and invited to Sacred Heart College.
June 2023	Two firms shortlisted after initial visit and discussions.
July 2023	PMDL – McGlashan Everitt appointed to develop SHCK Master Plan.
August – September 2023	Development of SHCK Educational Brief



APPENDICES

- 1 Governance - Mercy Education Ltd
- 2 Education Committee recommendations to the Imagine 2030 Steering Committee - November 2018
3. Master Plan - Staff Recommendations
 - Sport/PE
 - River District
 - General Purpose Learning Areas
 - Performing Arts
 - Visual Arts
 - Food Technology
4. Student Demographic Data

APPENDIX #1



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Governance

Mercy Education Limited (Mercy Education) is an incorporated ministry of **Mercy Ministry Companions (MMC)**. MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMANG), thrive into the future.

MMC delegates the responsibility of these thirteen schools' governance to Mercy Education. There are nine schools in Victoria, three in Western Australia and one in South Australia.

Commencing on 3 December 2021, the MMC Trustee Directors were installed by the Institute Leadership Team of ISMAPNG as the canonical authority for Mercy Education Ltd. The Trustee Directors also comprise the Board Directors of Mercy Ministry Companions Limited (MMCL), the civil body of Mercy Ministry Companions. Mercy Ministry Companions Limited is the Member of Mercy Education Limited.

In transferring the incorporated Education, Health and Community Service ministries to Mercy Ministry Companions, the Institute Leadership Council and the Institute has entrusted the Trustee Directors with this Mercy heritage and empowered them to develop new expressions of the "gift of mercy". In the new era of Mercy Ministry Companions, canonical stewards, board directors, executives and management continue to embody the compassion, hospitality, integrity, care, justice, practicality and service which characterise contemporary channels of Mercy.

The governance role of the Board of Mercy Education is confined to the thirteen schools and sets policies, approves schools' strategic plans, appoints Principals, approves senior leadership positions and fulfils due diligence in finance and audit management, capital development, risk management and litigation.

The current Board Directors and National Office Staff of Mercy Education are listed at <https://www.mercy.edu.au/governance/board-members> and <https://www.mercy.edu.au/governance/office-members> respectively.

The Mercy Education Limited schools are:

- | | |
|---|---|
| • Academy of Mary Immaculate, Fitzroy, VIC | • Sacred Heart College, Kyneton, VIC |
| • Catherine McAuley College, Bendigo, VIC | • Santa Maria College, Attadale, WA |
| • Emmanuel College, Warrnambool, VIC | • St Aloysius College, Adelaide, SA |
| • Mercedes College, Perth, WA | • St Aloysius College, North Melbourne, VIC |
| • Mount Lilydale Mercy College, Lilydale, VIC | • St Brigid's College, Lesmurdie, WA |
| • Our Lady of Mercy College, Heidelberg, VIC | • St Joseph's College, Mildura, VIC |
| • Sacred Heart College, Geelong, VIC | |

Mercy Education is the Employer of the Principal and staff of the Mercy Colleges. The existence of Mercy Education Limited gives strength, support and solidarity to each of the member Mercy schools and its community.

Revised March 2022

Appendix #2

Imagine SHC 2030 - Learning and Teaching notes

Over 2017 and 2018, there was extensive work conducted into what the College would need in 2030. Here is the final statement from the education committee:

Education Committee recommendations to the Imagine 2030 steering committee - November 2018

The curriculum provided by Sacred Heart College in the future needs to be flexible with links to industry and the local and wider communities. Key thinking, communication and creativity skills need to be both implicitly structured within courses and explicitly stated in school documentation.

The key recommendations from the Education Committee are:

1. To audit and review the 7 – 10 curriculum offerings in terms of the key skills that are studied.

This is important to ensure that we are addressing the skills identified by the committee as essential for the future. An audit will identify those that are being addressed and where there are gaps. The audit should occur in 2019. The analysis will allow us to form a common approach to developing the desired skills using best-practice strategies.

2. To research possible uses for the land that fronts the river.

The Campaspe River provides Sacred Heart with an untapped resource. It could give Sacred Heart a point of difference if it is utilised to a greater extent. A purpose-built Classroom facility could be used for Science, Geography, Art and a number of other subjects. The inclusion of kitchen facilities for students would further open this to subjects such as Paddock to Plate, VET Hospitality and Food Tech. The addition of stainless steel work benches with sinks/wet areas would facilitate Science and Horticulture activities. The proximity to the Horticulture area would create a precinct that is useful on a number of fronts, and would allow classes to address studies of environmental issues that permeate the Victorian Curriculum.

3. To increase classroom links with the community

While this has increased in recent years, there is still scope to make more connections with businesses and experts in the local community. It is recognised that the Child Safe legislation makes such connections more complicated than they have been in the past, but that should not deter the College from pursuing this. Research into how this could occur could be instigated by the Learning and Teaching Leadership Team, with the view to form an interest group of teachers from a range of Learning Areas to pursue in more depth. The interest group could be established in Term 2 2019 after the parameters have been established by the Learning and Teaching Leadership Team.

The recommendations are based on the research conducted by the Education Committee into career growth areas, skills required in the 21st Century and feedback from the teaching staff of Sacred Heart College.

Appendix #3

Master Planning 2022 - Staff Recommendations

1. Sport/PE

Buildings

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Quambi - double court (possible take first outside court) possibly tiered seating for assemblies. Need proper entrance to access from Atrium to Quambi - need steps and drainage for a proper entrance. Refurbishment needs to be OH&S compliant e.g. flush door frames in Quambi - currently unsafe and non compliant. Extra storeroom storage space for P E equipment. Floor needs replacing and poles do not go in the ground safely. Currently not child safe compliant - no windows / glass at all. Storage side of Quambi - make all glass and turn into a senior PE class room and Gym.

Outside infrastructure

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

All weather synthetic surface - this could be a source of revenue and used as a community venue. Either two basketball synthetic courts and keep half of the oval or ideally a running track with synthetic track in the middle (Little Aths and schools would use the facility). Undercover outdoor basketball courts. See Kolbe Catholic College images - fantastic. Change outdoor basketball courts into synthetic surfaces or move these to top oval synthetic courts and turn basketball courts as new car parks.

Grounds

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Covered walkways for pedestrians

Equipment

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Electric basketball rings installation. Fans / cooling / heating - currently unsafe when frost.

Refurbishment

Is there capacity for substantial refurbishment of an area or areas within the College to support these priorities? Any and all ideas welcome.

No comments

Highest Priority

Of the priorities listed, what are the most urgent? Why?

No comments

2. River Precinct

Buildings

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Off grid environmental centre that showcases innovation. All aspects of the building design and function needs to provide a learning opportunity. Used by a range of subjects, enviro, geography, science, ag/hort. Possibility of moving hospitality and having an industrial kitchen to provide access to the edible gardens.

Outside infrastructure

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Covered walking area for winter access. Car parking

Grounds

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Wetlands, space for animals. Utilise all the space. Investigate the reshaping of the oval to provide a more functional flow between sections. Creation of a sacred labyrinth space for RE.

Equipment

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

No comments

Refurbishment

Is there capacity for substantial refurbishment of an area or areas within the College to support these priorities? Any and all ideas welcome.

No comments

Highest Priority

Of the priorities listed, what are the most urgent? Why?

No comments

3. GPLA's (General Purpose Learning Areas)

Buildings

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Need to make sure that there are enough toilets and access (individual toilets) e.g. Dwyer, flexible learning/open spaces available but preferably square or rectangle, layout is important having a square space for the teacher to be able to move freely around the room, and space to be able to set out the class in the layout desired, along with being able to teach from anywhere in the classroom, particularly at the back or a location where teacher can easily see all the laptop screens. Displays such as projectors and whiteboards need to be separate, WiFi access for teacher laptops to the projector, having plenty of wall space for teacher to display visuals (felt boards), glass magnetic boards, enough whiteboards that clean well (painted doors in Dwyer do not work), storage for class resources and easy access, access to lockers, making sure enough natural light fills the space, Mercy and Hilary rooms can hear echo, Ceilings currently absorb light making them dark. Multipurpose/spare rooms/meeting rooms in each area, having a wall with the colour of the attached mercy value, if teacher specific classrooms - need better teacher desks, chairs and storage

Outside infrastructure & Grounds

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Undercover walkways, undercover outdoor areas so there are other options aside from library and canteen, having lockers that are accessible outside and more open to eliminate students feeling unsafe (security cameras), native Aboriginal garden areas (mindfulness space), labyrinth space with Aboriginal design, redo Japanese garden/French, staff gathering place for outside with outdoor kitchen/wood pizza oven, privacy for wellbeing house access as it's very visible from Mercy, outside learning areas to have more shade, outside toilet access for O'Neil to reduce student access to corridors during breaks. Elevated walkway between Mercy and O'Neil. Access to outside spaces to allow flexibility in teaching spaces and ventilation (like the doors in D102).

Equipment

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Type of table - individual tables that can be easily configured, sturdy and comfortable chairs for students, visuals (felt boards), glass magnetic boards, enough whiteboards that clean well (painted doors in Dwyer do not work!!!!), storage for class resources. TV's as projectors limit ability to teach or write notes - projectors and white boards need to be separate.

Refurbishment

Is there capacity for substantial refurbishment of an area or areas within the College to support these priorities? Any and all ideas welcome.

O'Neill could be reconfigured easily. Toilet access from outside would be best. Mercy needs wheelchair access.

Highest Priority

Of the priorities listed, what are the most urgent? Why?

Changing toilet facilities and internal lockers in O'Neill, access to Mercy. Traffic in both is congested and not conducive to social distancing.

4. Performing Arts

Buildings

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Gut everything out of the Theatre and have flexible seating, pull out seating and retract seating. Create more flexible spaces. You can teach in the space that you are performing. Project on all the walls around. Creating a Performing Arts Hub. Relocating Media to consolidate with Visual Arts.

Outside infrastructure

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Outside heated classroom for clay + sculptural work. Staff car parking along the back of Buckley needs to be re-thought. Short term outdoor seating area between Buckley and Quambi needs some updating. Kids sitting down here... looks dreadful...

Grounds

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

River Precinct to include performance space (outdoor Sound Shell?)

Equipment

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

OHS issues of moving equipment pre/post-Music events

Refurbishment

Is there capacity for substantial refurbishment of an area or areas within the College to support these priorities? Any and all ideas welcome.

Relocating Library, IT and LHQ to another space to use for Performing Arts space.

Highest Priority

Of the priorities listed, what are the most urgent? Why?

Creating authentic PerfArts Hub for use by school AND wider community. Creating this in the Heart of the College, representing Performing Arts being the Heart of culture.

5. Visual Arts

Buildings

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Depending on plans for the river precinct...

OPTION 1- Buckley could be a central hub of the school. Building needs overhaul, insulation- heating and cooling. Possibility to extend one room towards the oval, for specific printmaking room, ceramics room and staff office and storage. Ultimately we would like Media to be part of the Visual Arts space, and practically this might mean a move for Automotive. Shorter term, store rooms and staff rooms need to be walled in properly. Could Buckley get a second floor? If the river area is used as STEM space and Auto moves along the oval as an extension of the tech areas (wood etc) OPTION 2- Hilary becomes a visual arts space with outside locker areas converted to storerooms. Would need to install wet areas. Year 7 moves to the River area as part of the development of the 7/8 area. GALLERY/exhibition space should be integrated into any new ideas...IF Buckley is extended towards oval, to make room for media +store room and we get use of current auto space.. Auto space would make a great gallery space.

Outside infrastructure & Grounds

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Not applicable

Equipment

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

If specific ceramics/printmaking room/gallery space were identified, specific equipment would need to be purchased. In every space store rooms, wet areas and staff offices need to be considered

Refurbishment

Is there capacity for substantial refurbishment of an area or areas within the College to support these priorities? Any and all ideas welcome.

No comment

Highest Priority

Of the priorities listed, what are the most urgent? Why?

Rejuvenation of space between Quambi and Buckley could quickly give more covered outdoor space for students to be, (wellbeing) that would be cost effective and quick to do. (Fake grass, chairs/tables, lighting) - Walls in Buckley need to be looked at in store rooms, and staff offices.. covered in properly.

6. Food Technology

Buildings

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Space for change rooms & lockers/bags/jacket area (Hospitality after school classes & Food Technology soft shell jackets/blazers). 2nd classroom area for theory lessons. More storage space. Gender/disability toilet. Walk in fridge/freezer space.

Outside infrastructure & Grounds

No comments

Equipment

Given SHC's Strategic Commitments and future needs, what are the key priorities for this area in capital development?

Outside exhaust fans. Mirrors above teachers bench OR cameras that can be connected to TVs around the room and student laptops. Walk in fridge and freezer. Replace ovens in F102 (Gas ovens are very slow - time management issue, 2 are missing knobs, 1 electric oven front and knobs get extremely hot, 1 electric oven burns food - OHS issue). Vinyl floor in the rooms is quite slippery - OHS issue. An all abilities bench such as vision impaired and wheelchair friendly. Hanging powerpoint from the teachers benches. Oven on the teachers bench in F102, 2 automatic hand washing sinks for the kitchen. More coffee machines & cafe facilities.

Refurbishment

Riverbed area could include a hospitality/food technology/horticulture/p2P/gardens centre to make it a STEM/Technology area.

Highest Priority

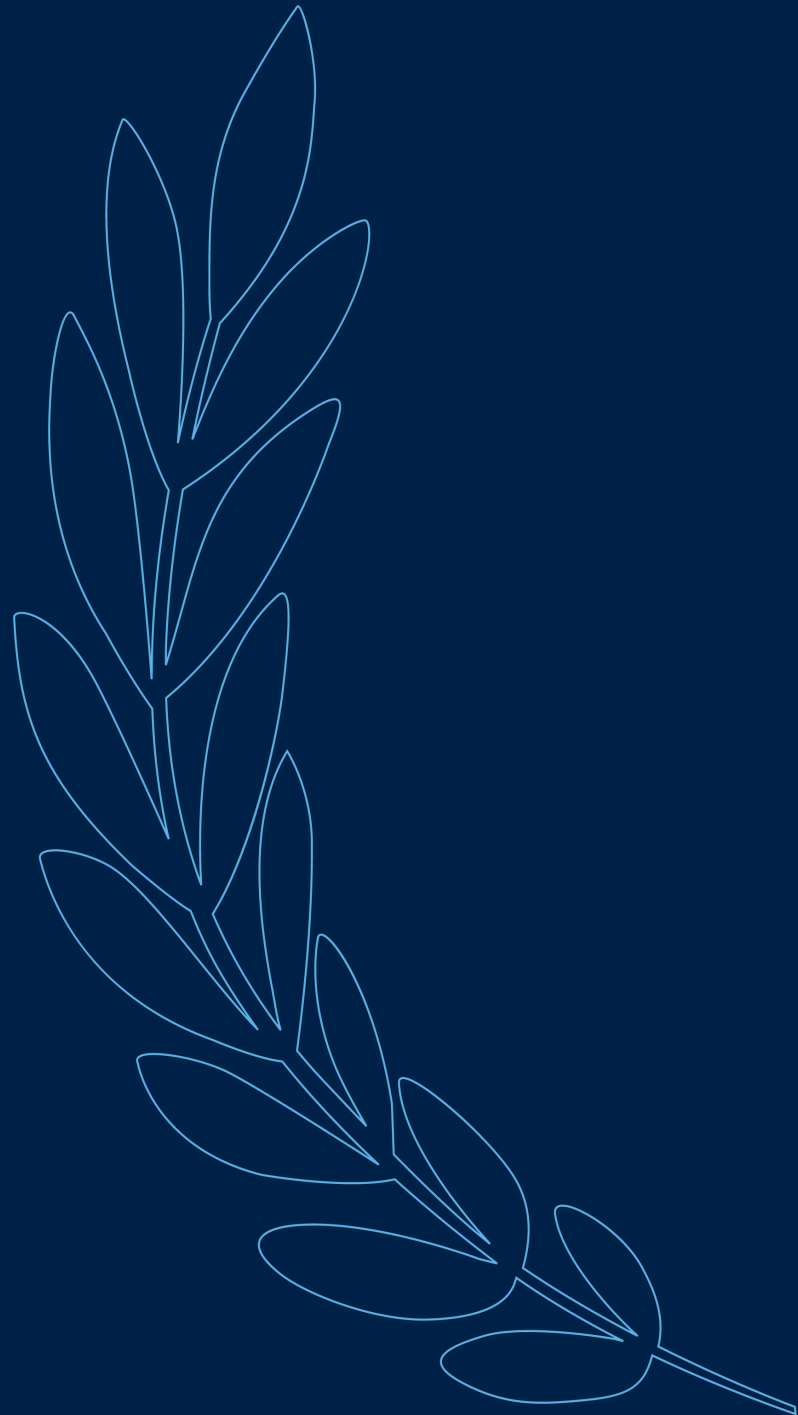
Of the priorities listed, what are the most urgent? Why?

Ovens & exhaust fans in F102 - OHS issues e.g asthma, smoke ventilation, allergies, burns. Also time management issues with the shorter periods.

Appendix #4

Student Geographic Data

AREA	STUDENTS		AREA	STUDENTS
Ashbourne	4		Macedon	41
Baynton	2		Malmsbury	22
Benloch	3		Metcalf	7
Bullengarook	3		Mount Macedon	24
Campbells Creek	9		New Gisborne	10
Carlsruhe	6		Newham	6
Castlemaine	22		Nulla Vale	5
Chewton	5		Pipers Creek	4
Daylesford	3		Riddells Creek	11
Drummond	10		Romsey	51
Faraday	3		Taradale	9
Fern Hill	3		Toolern Vale	3
Gisborne	67		Trentham	29
Glenlyon	9		Tylden	10
Harcourt	4		Woodend	170
Hepburn	5		Other	31
Hesket	3			
Kyneton	175			
Lancefield	44			
Lauriston	6			



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