



Sacred Heart
College
GEELONG

SACRED HEART COLLEGE GEELONG

2024 Annual Report to the School Community

Retreat Road, NEWTOWN 3220

Principal: Anna Negro

Web: www.shcgeelong.catholic.edu.au

Registration: 219, E Number: E1027



Educating Girls to Make a Difference

A Ministry of Mercy Education Limited ABN 69 154 531 870

Principal's Attestation

I, Anna Negro, attest that Sacred Heart College is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 02 Jun 2025

About this report

Sacred Heart College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

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

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

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

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

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

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

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

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

Georgina Smith
Board Chair
Mercy Education Ltd



Sacred Heart
College
GEE LONG

Mercy Education Values:

Respect



Compassion



Courage



Mercy Education Values:

Hospitality



Justice



Service



Strategic Plan

2021 and beyond

Our Vision:

The Sacred Heart Way

Educating girls in the Mercy tradition, to make a difference in our changing world.

Vision Cornerstone: **Spirituality**

In the Mercy tradition, continue a meaningful, contemporary connection with faith in Jesus, in our community and strengthen the understanding of God's presence and love in daily life.

Vision Cornerstone: **Social Justice**

Deepen the values of compassion, empathy and the intrinsic worth of every individual so that all are empowered to be co-creators and to make a difference in Australian and global social contexts.

Vision Cornerstone: **Learning**

Enable members of our school community to be creative, self-directed, critical thinkers who are inspired to learn, whose natural inquisitiveness is nurtured and who strive for excellence.

Vision Cornerstone: **Community**

Nurture the relationship between school, family and faith and foster in each student the values essential to address the challenges and responsibilities of adult citizenship in a global neighbourhood.



Our Strategic Priorities:



Living the Sacred Heart Way

Spirituality is nurtured and Catholic faith is shared and strengthened



Clever and Creative Learning

An education innovation hub



Culture of Wellness

A safe, inclusive, diverse, healthy and socially-connected community



Care for our Common Home

An integrated approach to sustainable living

Future-ready Sacred Heart College Geelong

College Overview

Established by the Sisters of Mercy in 1860, Sacred Heart College Geelong is a Catholic secondary college for girls in the Mercy tradition who, together with all the Mercy-sponsored colleges, pursue the Mercy values of compassion, courage, hospitality, justice, respect and service.

Students are drawn from all socio-economic groups. As a relatively low fee-paying school, Sacred Heart is committed to equity and social justice. Scholarships and fee relief are provided to eligible students whose families are experiencing financial hardship.

The College employs 253 staff across teaching and non-teaching roles. It is serviced by dozens of contractors, including regular cleaning staff, canteen staff and various trade and other service providers. The College is supported by our generous subcommittees and the College Advisory Council, which comprises experts in our community who advise the College on communications and marketing, finance, planning and facilities, strategy and wellbeing.

As students progress through Sacred Heart, our aim is that they will graduate from the College as global citizens ready to challenge, engage, lead and make a positive contribution to society that reflects their Catholic identity and the Mercy Ethos.

Sacred Heart College is committed to creating change informed by the collective knowledge and wisdom of Mercy Education Limited and Catholic Education and considers the changing educational landscape. At Sacred Heart, students study in the International Baccalaureate Middle Year Program (IBMYP) and can choose VCE, VCE Vocational Major and VET. Students may also engage in university courses, accessing Deakin Accelerate or the John Monash School of Science. Students can access co-instruction at St Joseph's College Geelong during their senior years.

In line with Sacred Heart Strategy 2021 and Beyond, Strategic Pillar Two: Clever and Creative Learning, the College provides students with choice and agency by offering a vertical timetable that provides students with a selection of subjects across the years – McAuley (Years 7 to 9) and Maguire (Years 10 to 12) – including opportunity for self-directed learning. An entire vertical House Mentor structure was introduced in 2022. Students from Years 7 to 11 engage in transdisciplinary learning through the Design Futures Lab, Open Lab and CSI Forensics, which utilise the Makerspaces in the Innovation Precinct. These transdisciplinary units require the integration of skills and knowledge from various disciplines and challenge the more traditional siloed approach to learning.

Sacred Heart is a member of the Future Schools Association, the Positive Education Schools Association and the International Coalition of Girls' Schools, and it is a Visible Wellbeing Partner School.

The College offers a strong co-curricular program that includes public speaking, a wide range of sports and performing arts. Throughout their secondary education, students engage in liturgical celebrations, regular prayer, retreat and reflection days and with staff, they are encouraged to complete Mercy outreach.

Understanding that our students will be future leaders, Sacred Heart offers a structured program for leadership development open to students at all year levels.

Sacred Heart has large, diverse and active alumni, with many families that have educated generations of students at the school.

The College participates in a broad social justice Mercy outreach program with many local agencies (particularly those affiliated with the Sisters of Mercy) and the region's Catholic primary schools.

Proud of its excellent grounds and facilities, the community can hire tennis courts, gymnasiums, playing fields, commercial kitchens, the Chapel for alumni weddings, meeting rooms and the Performing Arts Centre.

Principal's Report

In 2024, Sacred Heart has been vibrant and transformative, perfectly reflecting our theme: ***'Bold Heart; Fierce Mind; Courageous Spirit'***.

Aligned with the Sacred Heart Strategy 2021 and Beyond, particularly Strategic Pillar Two: Clever and Creative Learning, the launch of Timetable 2024 reinforced the College as a hub for educational innovation. The timetable received praise during our IBMYP review for being ***'broad, balanced and connected'***, effectively addressing the diverse needs of our students. The changes introduced more independence, choice and interdisciplinary learning, enriching the educational experience.

Sacred Heart's collaboration with industry flourished, hosting 13 organisations from the education, architecture and technology sectors.

Faithful to our Mercy Tradition and Strategic Pillars One and Four: Living the Sacred Heart Way and Care for Our Common Home, our students demonstrated a strong commitment to social justice. They showed a deep sense of responsibility through various fundraising initiatives, advocacy and outreach programs. The Kolega Immersion Experience returned in 2024, allowing students to engage directly with communities in Timor-Leste. The College also established a new partnership with Middlepoint Primary School in the Northern Territory, supporting First Nations and rural families.

In its second year, our Reconciliation Action Plan (RAP) and efforts toward the Laudato Si Goals continued progressing, reflecting our commitment to social responsibility and cultural reconciliation. Our business partnerships aligned with these values, such as our Product Design team's collaboration with Oroton Australia to repurpose garments and accessories otherwise destined for landfill. The Design Futures Lab promoted sustainable practices through partnerships with Nexus Designs, Melbourne Design Week and participation in Geelong Design Week. These efforts, along with collaborations with companies like Bio Textiles and Fusion 360, provided students with valuable experience in sustainable innovation.

In line with our Strategy 2021 and Beyond, particularly Pillar Three: Culture of Wellness, we focused on strengthening respectful relationships and refining our work with the 11 Child Safe Standards. The introduction of three 30-minute Mentor Group sessions in 2024 enabled us to integrate a dedicated wellbeing curriculum based on the SEARCH framework, supporting our students' emotional and social development.

A significant milestone was reached in September with the awarding of the building contract for our Master Plan Stage Five: Sports and Wellness Precinct. This project aimed to expand the O'Dwyer Centre and introduce a two-storey Wellness Space dedicated to holistic health. Scheduled for completion in 2025, the new facility was set to open in 2026, offering a

comprehensive approach to physical, mental and emotional wellness. Following this, Phase Two will focus on the demolition of Mercy House and the construction of a new maintenance facility, with extensive landscaping set for completion by 2027.

In 2024, Sacred Heart celebrated two significant milestones: the 150th Anniversary of the College Chapel, marked by a special Mass and a performance of Chapel on a Hill and the 100th Anniversary of the Sacred Heart College Alumni Association, which grew to over 7,000 members. In honour of this, the Association launched 'SHC Connect,' an online platform for alumni networking and mentoring.

Sacred Heart continues to be a vibrant, dynamic community, committed to fostering creativity, innovation and meaningful connections. As we build on our successes, we do so with renewed courage and excitement for the future.

Anna Negro
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

- Develop a whole school sustainability plan.
- Ensure that the student population reflects diversity in the Geelong region.
- Harness our history and traditions to ensure we walk and talk our values.
- Lead and act for social justice and community outreach.
- Respect, engage and learn about First Nations People's culture, history and knowledge.

Achievements

Sacred Heart's 2024 theme, 'Bold Heart; Fierce Mind; Courageous Spirit', reflects our College's mission and foundation. In times of transition and uncertainty, we were reminded to trust, remain hopeful, and be beacons of light. Anchored by boldness, fierceness and courage, we navigated new paths while carrying forward Catherine McAuley's mission of Mercy.

Developed a College Sustainability Plan

Sacred Heart College remained committed to sustainability through the ResourceSmart Schools Program, Catholic Earthcare, and the Laudato Si' Action Plan. Initiatives included biodiversity projects, community outreach, energy-saving measures and waste reduction. The College integrated ecological justice into its curriculum and operations, fostering environmental stewardship and social justice through strategic planning, education and active participation.

Ensured that the Student Population Reflected Diversity in the Geelong Region

Guided by Mercy values, the College prioritised education for all through financial support programs. The Inclusion and Diversity Education Program (IDEP) Advocacy Team actively secured scholarships for refugee students, fostering an inclusive environment and upholding Catherine McAuley's vision of accessible education for all, regardless of background. This promoted awareness and respect for all cultures, reflected Geelong's diverse community, and supported marginalised groups.

Harnessed our History and Traditions to Ensure we Walked and Talked our Values

Students engaged in learning through a modern and dynamic curriculum, underpinned by a strong social justice and Mercy values framework. The Religious Education program fostered dialogue, discernment and responsibility, challenging students to reflect on injustice and act

with moral concern. Through meaningful learning experiences, students critically examined global and local social issues.

Led and Actioned for Social Justice and Community Outreach

Inspired by Catherine McAuley's mission, students and staff participated in programs that deepened faith, spirituality and social awareness, empowering them to take action with purpose and hope. Social justice and outreach opportunities, embedded in the curriculum and extracurricular activities, encouraged advocacy and leadership. Students developed a strong sense of justice and responsibility by responding to the needs of the poor and marginalised.

Respected, Engaged with and Learned About First Nations People's Culture, History and Knowledge

Sacred Heart demonstrated a strong commitment to First Nations history, culture, education, and reconciliation through targeted initiatives that supported students' cultural identity and wellbeing. Additionally, the FIRE Carrier program actively promoted reconciliation across the College. Sacred Heart created meaningful learning experiences through the RAP, grounding them in respecting and understanding First Nations' perspectives.

Value Added

Developed a College Sustainability Plan (biodiversity, energy, waste and water)

- Catholic Earthcare Program
- Kids 4 Climate Change
- Laudato Si' Action Platform Commitment Laudato Si' Week
- National Recycling Week
- ResourceSmart Schools Commitment
- Sacred Heart Sustainability Challenge
- Season of Creation
- Stenciling for Environmental Awareness
- The Design Futures Lab
- Wipe for Wildlife

Ensured that the Student Population Reflected Diversity in the Geelong Region

- Community Connection Geelong Catholic College Days
- Financial Assistance (all students) and Health Card holders
- Harmony Week
- Identifying and supporting Families in need
- IDEP and Team
- Refugee Education Support Program
- Refugee Week

- School Fee Assist
- Staff Payroll Deductions

Harnessed our History and Traditions to Ensure we Walked and Talked our Values

- AMSSA Student Conference 2024
- Chapel 150th Anniversary Mass/Celebrations
- Foundation Day Mass and Celebration Day
- Mercy Day/RUOK Day
- Opportunities for the Development of Faith, Spirituality and Social Justice
- Professional Learning Staff Opportunities
- Significant Liturgical Day Liturgies, and House Feast Days
- Student and Staff Retreats
- Student Conferences/Camps/Initiatives
- Student Empowerment, Mercy and Mission Leaders
- Student Spiritual Life Survey
- Year Level Faith Days, Masses and Liturgies

Led and Actioned for Social Justice and Community Outreach

- Fundraising initiatives and outcomes that support the Mercy Justice Advocacy Policy:
 - Annual Christmas Appeal
 - Project Compassion
 - Sacred House Mercy Works
- Sacred Heart Outreach Opportunities and Self-Initiated Community Service
- Student Leadership Initiatives (eg Make March Matter, International Women's Day)
- Mentor Food Drives/Christmas Hampers
- Year 7 Joy Project
- Year 8 Outreach Hampers
- Year 9 Community Project
- Year 9 and 10 Mercy Leadership Certificate
- Year 12 Mercy In Action Program

Respected, Engaged with and Learned About First Nations People's Culture, History and Knowledge

- Aboriginal and Torres Strait Islander Community BBQ
- Aboriginal and Torres Strait Islander Mentor Group: Tjatjarrang
- Aboriginal and Torres Strait Islander Tutoring Support
- College FIRE Carriers and Commissioning
- College RAP
- Cultural Workshops
- Koorie Aspirations Day
- NAIDOC Week

- Nyarrn-gakgo mangkie: Little Sis Space
- Significant Days (eg Close the Gap, National Reconciliation Week)

Learning and Teaching

Goals & Intended Outcomes

In 2024, Sacred Heart focused on two key projects in Learning and Teaching as part of our College improvement plan: enhancing data literacy and developing our STEAM project.

Sacred Heart collaborated to create a broader range of strategic learning partnerships, expanded the College's transdisciplinary learning initiatives, established a strong yet adaptable stance on artificial intelligence (AI) in education, and launched our vision for a literate and numerate community.

Achievements

Data Literacy

Sacred Heart made significant progress during 2024 within the priority of data literacy. The use of data to inform Learning and Teaching was a fundamental principle that ensured decisions made by teachers and students met the individual student at their point of need. A rich data story helped all parties better understand the student's progress towards their growth goals.

Sacred Heart partnered with Intellischool to deliver a data dashboard for the community to track student learning and wellbeing goals on a centralised platform. Work on the design and delivery of that platform continued throughout the year, with its delivery date set for early 2025. Our Learning and Teaching middle leadership team engaged with data schools expert Dr Selena Fisk for a day of data exploration, strategy creation, and professional learning design to support all staff in improving their data literacy.

Universal Design for Learning

2024 was a year of valuable learning as our strategic partnership with Novak Education came to fruition. The College worked with Dr Katie Novak and her colleagues to critically evaluate the implementation of Universal Design for Learning (UDL) as one of the underlying principles of Learning Design. Together, Sacred Heart reviewed progress, compared the integration of UDL to a range of high-performing schools across the United States, designed self-assessment tools for staff, tailored professional learning, and considered new strategic directions. Sacred Heart aims to have a publication co-authored with Katie Novak by the end of 2025, building on the successful sharing of practice at the International Coalition of Girls

Schools (ICGS) Conference in Melbourne and the Catholic Secondary Principals Association (CASPA) Conference in Perth.

Transdisciplinary Learning

Exciting progress was made towards developing Sacred Heart's position as a College prioritising transdisciplinary learning. At the end of 2024, students from Years 7 to 9 participated in a week of immersive transdisciplinary learning:

- Year 7 – The Joy Project: a bespoke program where students learned about issues facing Geelong families and acquired new skills to create products to support these families.
- Year 8: students partnered with The Big Issue to learn about homelessness in Australia and undertook an independent challenge in Melbourne City to better understand issues facing individuals experiencing homelessness.
- Year 9: students partnered with Future Anything and took on an entrepreneurial challenge to design solutions to issues that resonated with them, such as social media toxicity or the climate emergency.

Additionally, new courses such as 'Dangerous Ideas' and 'Counter Culture' were designed for launch in 2025.

Artificial Intelligence in Learning and Teaching

The College developed a robust and agile stance on AI in education, publishing its AI Guidance document for the community and adapting the framework released by the Australian Federal Government in 2024.

Literacy and Numeracy Development

Sacred Heart's vision for literacy and numeracy development was released in 2024 with the publication of 'Literate SHC Student' and 'Numerate SHC Student', documents outlining the key qualities and dispositions expected of graduates. Following the release of this vision, the College began working towards a three-year plan to embed literacy and numeracy development across disciplines.

Literacy and numeracy were the focus of Sacred Heart's teacher-led Communities of Practice in 2024. Teachers participated in professional learning with Dr Justine Sakura from

Melbourne University and Dr Erika Mattruglio from the University of Wollongong, set goals for their practice, and engaged in peer observations to learn from colleagues

Student Learning Outcomes

NAPLAN results continued to show consistency. In literacy, our students achieved similar levels to their state counterparts at higher levels of achievement and performed substantially better than their state counterparts at lower levels. Areas for development included helping students understand the purpose of language features across various texts and strengthening grammatical structure and vocabulary in writing. The College reviewed its level of explicit instruction in these areas to ensure that all students were fully supported in their understanding.

In numeracy, while we consistently supported students in achieving above expectations across the lower and middle bands, further support for stretching the students at the top of the cohort will remain a priority. This was addressed through increased classroom challenges, extension and enrichment opportunities. We also continued to use our highly successful intervention programs for students requiring additional literacy and numeracy support, utilising several specialist learning support officers to tutor students within and outside standard classroom time.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	562	75%
	Year 9	571	59%
Numeracy	Year 7	549	79%
	Year 9	564	71%
Reading	Year 7	571	87%
	Year 9	588	76%
Spelling	Year 7	552	86%
	Year 9	569	77%
Writing	Year 7	576	85%
	Year 9	598	77%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2024	
Tertiary Study	*
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

- Increase student resilience to enhance learning engagement and learner agency through supported risk-taking.
- Commit to nurturing a child safe culture across all aspects of school life.

Achievements

Student Resilience, Learning Engagement and Learner Agency

Mentor Groups

In 2024, Mentor Group was reimagined as part of the College's new Timetable structure. With this, a new whole-school wellbeing curriculum was introduced. Informed by Respectful Relationships and underpinned by the SEARCH Framework, students engaged in learning designed to expand their wellbeing toolbox and increase resilience.

The timetable changes to Mentor Group also meant that Mentor Group teachers had more sustained periods of time to work with students on goal setting and goal monitoring. Moreover, the frequency of student-led house assemblies allowed for more regular opportunities for student leadership development.

Professional Development

In early Term Three, to support College staff in reimagining student engagement, all staff participated in a professional learning opportunity focused on restorative practices.

The resilience, rights and respectful relationships curriculum continued to be developed and embedded across the College. Teaching staff were provided with ongoing professional learning throughout 2024 to build staff capacity in this space.

Development Programs for Students

All year levels engaged with the LifeChanger personal development program throughout 2024. This developing partnership with the College continued to help students grow in leadership, mentoring and healthy habits.

In addition, all Year 9 students participated in the Teen Mental Health First Aid, facilitated by the City of Greater Geelong.

Child Safety

The staff-led Child Safety team continued to review the College's safety issues and completed a significant revision of the College's Risk Register, particularly focusing on Child Safety Standard One.

Value Added

Camp, Renewals and Retreat

Students in Years 7 and 9 participated in year level camps throughout 2024. These camps allowed students to connect with their House and year level peers.

Year 11 students participated in three 'renewal' days in Term Two. These personal development days were designed to broaden each student's perspective of the world and the positive impact they can make in society.

Year 12 students participated in three retreat days in their House groups, known as their final secondary school camp. This retreat provided students with the opportunity to take stock and consider the important connections in their lives as they approached the end of their secondary school journey.

Extracurricular Activities

Students participated in a joint production of 'The Addams Family' with Iona College, Clonard College, and St Joseph's College.

The College continued to engage with the local Rainbow Alliance for secondary schools in our area throughout 2024, including hosting the network.

The College's Free to Be Me group continued to promote the importance of inclusion and celebrating diversity.

The College conducted study tours to Japan and France in 2024, while also planning a study tour to Italy, which will take place in Term One of 2025.

As part of a Year 11 Religious Education elective, a class of students travelled to Timor Leste to recommence a long-standing partnership with our sister school there.

Student Satisfaction

Student responses to the 2024 MACS School Improvement Survey (MACSSIS) suggested that students continued to feel safe when at school and knew where to access wellbeing support.

A trend of decline that had previously been observed in student engagement and belonging over three years appeared to have paused, with modest improvement observed across almost all areas of the student experience.

Notably, the data suggested that the greatest need continued to be observed in our Year 8 and Year 9 cohorts. Students in Years 10 to 12 continued to report satisfaction exceeding the overall MACS average, as did Year 7 students.

Using this information, data-driven dialogues were facilitated with all College staff members and the Extended Student Leadership team. This data exploration informed engagement initiatives and strategies for middle-year students.

Student Attendance

Student attendance was a shared responsibility of all staff across the College. To ensure proactive student attendance, an automated SMS message was sent to families when a student's whereabouts could not be explained by 10.30am. If the College had not heard from a student's caregivers, the Student Wellbeing Assistant called them at 11.30am each day.

The standard practice throughout 2024 was that the Student Wellbeing Assistant would normally continue calling family emergency contacts throughout the afternoon until all unexplained absences were explained.

House Leaders and the College's Inclusion and Diversity network analysed wider attendance trends. They offered support as required and made referrals to the College Student Support Services team when students required adjustments to their learning programs.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	86.06

Average Student Attendance Rate by Year Level	
Y07	87.6
Y08	83.4
Y09	83.1
Y10	81.7
Overall average attendance	84.0

Leadership

Goals & Intended Outcomes

According to Strategy 2021 and Beyond, the goals and intended outcomes for leadership are guided by the four strategic pillars:

1. Care for Our Common Home
2. Clever and Creative Learning
3. Culture of Wellness
4. Living the Sacred Heart Way

Achievements

- To implement Timetable 2024, leadership prioritised proactive consultation and communication with key stakeholders. Leadership fostered collaboration through various platforms, including surveys, meetings and focus groups, ensuring staff, students and families had opportunities to contribute.
- Leadership demonstrated responsiveness to feedback from staff, students and families regarding Timetable 2024, continuously reviewing input throughout the year to make iterative adjustments to the timetable structure.
- Professional growth of staff in Positions of Leadership (POLs) and Education Support Staff (ESS) was maintained as a key priority, along with staff setting and progressing toward team and individual goals.
- Teacher professional development was supported through the first year of the RISE program. Through Communities of Practice, teachers identified literacy and numeracy goals, culminating in 2024 with a presentation of what they had learned to College leadership.
- Maintaining and acquiring Accreditation to teach in a Catholic school was supported across various platforms, including key offerings from expert staff within the College.
- The launch of the Graduate Teacher Program successfully attracted first year teachers to join the Sacred Heart College community, and the Early Career Teacher Program continued to support the transition to the teaching profession.
- The review of the Student Development POLs was concluded, and new and refined leadership positions were advertised and filled for 2025.

- The Learning and Teaching and Inclusion and Diversity POLs delivered strong program outcomes, aligning with the College's Learning Philosophy.
- Improved processes and communication, technology automation, and an openness to improving general daily operations created efficiency and supporting work practices for leaders and teams.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Staff were supported in reflecting on practice and utilising data, research, and evidence to enhance their professional growth.</p> <p>Staff engaged in a variety of professional learning opportunities:</p> <ul style="list-style-type: none"> • Building their capacity and capability • Empowering staff to personalise their professional learning • Integrating new technologies into the classroom • Prioritising staff collaboration in sharing skills, knowledge and expertise • Strengthening data analysis skills for informed decision-making <p>Opportunities for professional learning:</p> <ul style="list-style-type: none"> • Communities of Practice – teams engaged in a continuous improvement model targeting Literacy and Numeracy strategies. • All staff professional learning and presentations included: <ul style="list-style-type: none"> ◦ Creating Inclusive Learning Environments ◦ Faith Formation ◦ Neurodiversity ◦ Respectful Relationships • Curriculum associations, educational providers, and consultants delivered conferences and webinars focused on VCE study designs, IBMYP curriculum and assessment, and discipline-specific curriculum and pedagogy. • Postgraduate study – Masters, Graduate Diplomas and Graduate Certificates. • Melbourne Archdiocese Catholic Schools – Middle Leaders' Program. • Youth mental health first aid training. • Pedagogical coaching and classroom observation. • Compliance training including first aid, child safety and emergency training. 	
Number of teachers who participated in PL in 2024	100
Average expenditure per teacher for PL	\$1950.00

Teacher Satisfaction

Sacred Heart is committed to continuous improvement and engaging in staff feedback. The 2024 MACSSIS survey saw a ‘maintaining’ or ‘positive’ increase in results compared to 2023 and identified the following:

- 4% increase in the staff perception of overall school climate.
- 6% growth in staff perceptions of leadership effectiveness.
- 7% increase in the extent to which leadership created conditions for improved learning and teaching.
- 10% increase in staff perception of the coherence of the College's improvement strategy.
- Staff continued to see a strong faith leadership within the College.
- Staff felt the quality and coherence of professional learning opportunities were maintained in 2024.
- Teachers' perceptions of how well they collaborated to improve teaching and learning in 2024 were consistent with previous years.
- Teacher collective efficacy slightly increased across 2024.
- The quality of relationships between staff and leadership remained consistent.

Teacher Qualifications	
Doctorate	1
Masters	41
Graduate	54
Graduate Certificate	11
Bachelor Degree	110
Advanced Diploma	13
No Qualifications Listed	15

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	160
Teaching Staff (FTE)	134.12
Non-Teaching Staff (Headcount)	105
Non-Teaching Staff (FTE)	81.21
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

Sacred Heart nurtures the holistic growth of all students through a strong interconnected community. Recognising the collective strength of families, alumni and community partners is essential for student success.

The Strategic Plan guides our community engagement initiatives. It emphasises a commitment to actively cultivating an environment where clear, consistent communication ensures all stakeholders are informed and involved. We strive to create meaningful connections through diverse and engaging events, fostering a sense of belonging and shared purpose, celebrating our community and providing valuable opportunities for interaction and collaboration.

We are dedicated to building strong, reciprocal partnerships with networks that enrich our students' learning experiences and strengthen the ties between the College and the wider Geelong community. By prioritising clarity, connection and engagement, we aim to build a robust and supportive network that empowers our students to thrive academically and personally.

Achievements

In 2024, Sacred Heart fostered Community Engagement in four key areas:

Communication

SHC continued to streamline communication and build stronger connections with families, starting with a communication audit of all channels. The audit highlighted key recommendations for improvement, which became the action plan for 2024. The following was achieved:

- A comprehensive communication audit led to a streamlined communication approach, simplifying sources and eliminating duplication. The Principal's Update served as the central information source for families.
- Two-way communication was enhanced through surveys, focus groups and principal forums. We also enabled comments on social media to build a stronger online community.
- The Compass Portal's newsfeed was refined to deliver key messages effectively.
- A website audit initiated a project for a user-friendly and informative website that strengthens our connection with prospective and current families. The new website will launch in 2026.

- Analytics were integrated across platforms to measure communication effectiveness and drive continuous improvement.
- Visual communication methods, including videos and images, were implemented to enhance engagement and showcase College life in an accessible way.

Events

In 2024, our commitment to bringing the Sacred Heart community together remained strong with the annual Maguire Celebration, Foundation Day and Carols by Candlelight. We also marked a significant milestone, celebrating 150 years of our historic Chapel with a special Mass and High Tea, welcoming over 100 guests to share this rich heritage on site.

Alumni

A continued focus on nurturing our relationships with our valued alumni saw us host five well-attended decade reunions, welcoming over 200 former students back to the College. A significant milestone was the celebration of the Old Collegians and Alumni Association's centenary with a special Mass and Afternoon Tea, bringing together over 100 attendees. Enhancing engagement, we launched 'SHC Connected' in July, a dynamic online platform for networking and connection. This helped create meaningful interactions between alumni and current students through various networking events, supporting initiatives such as Geelong Mums and inviting alumni to share their expertise as mentors and keynote speakers.

Giving

Thanks to the incredible generosity of our community, the 2024 Annual Giving Campaign 'Lighting the Way' saw us surpass \$100,000 in donations. This is a testament to our collective belief in the power of education. These crucial funds are directly invested in equity-based scholarships, providing a pathway to learning for families experiencing financial challenges. Thanks to this shared commitment, we are extending the gift of education, ensuring that more students can reach their full potential.

Parent Satisfaction

The 2023 MACSSIS Survey provided valuable insights into family perceptions. Family responses indicated a consistent perception of the College as a welcoming and approachable place. The survey revealed a positive trend in the 'Barriers to Engagement' metric, with results consistently exceeding the MACS average and demonstrating year-on-year improvement. This data suggests that the College has effectively mitigated obstacles hindering family participation. Additionally, families expressed satisfaction regarding the school's climate and their sense of fit within the College community, reflecting a positive and inclusive environment.

The survey identified areas requiring focused attention. Specifically, the domains of Family Engagement and Communication presented opportunities for enhancement. While overall satisfaction remained positive, the data highlighted a need for strategic initiatives to strengthen communication channels and deepen family involvement. Consequently, these

areas became the priority for 2024, with a commitment to implementing targeted strategies to foster more robust family engagement and ensure clear, consistent communication. This strategic focus involved a comprehensive review of existing communication practices, developing new engagement initiatives, and implementing mechanisms to facilitate open dialogue and feedback. We built upon the College's strengths, identified areas for improvement, and further enhanced the partnership between the College and its families, ultimately contributing to our students' holistic development and success.

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.shcgeelong.catholic.edu.au