



# Sacre Coeur Glen Iris

## 2022 Annual Report to the School Community



Registered School Number: 149

## Table of Contents

Contact Details .....	2
Minimum Standards Attestation .....	2
Vision and Mission.....	3
College Overview .....	4
Principal's Report .....	6
Catholic Identity and Mission.....	8
Learning and Teaching.....	10
Student Wellbeing .....	18
Child Safe Standards.....	24
Leadership .....	27
Community Engagement.....	33
Future Directions .....	39

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## Minimum Standards Attestation

I, Adelina Melia-Douvos, attest that Sacre Coeur is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

**NOTE:** The School's financial performance information has 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](http://www.acnc.gov.au)

## Vision and Mission

### **Our Mission as a School of the Sacred Heart**

We are called to discover and reveal the Sacred Heart of Jesus through the work of education. This transformative education calls people to realise their true selves and bring about a more just society.

Our Mission is expressed in the Five Goals of Sacred Heart Education:

- A personal and active faith in God.
- A deep respect for intellectual values.
- The building of community as a Christian value.
- A social awareness that impels to action.
- Personal growth in an atmosphere of wise freedom.

### **Our Vision Statement**

Sacré Cœur - where students meet their future.

### **Our Purpose Statement**

Each student is nurtured to grow to the fullness of self, and becomes transformed in a dynamic contemporary Catholic learning environment, which fosters courage and confidence.

Developed in each student are the character and competencies necessary for academic attainment, personal growth, and for ongoing well-being and prosperity.

### **Our Cor Unum Values**

Flowing from the wellspring of the profoundly relational and the excellent; one heart and one mind in the Sacred Heart of Jesus are the values of: integrity, learning, belonging and service.

## College Overview

Founded in 1888, Sacré Cœur is a highly regarded independent Catholic girls' school located in the eastern Melbourne suburb of Glen Iris. We educate 700 students, from Prep to Year 12.

Sacré Cœur is an international school of the Sacred Heart. The Society of the Sacred Heart is an international congregation of Catholic religious women, established by Saint Madeleine Sophie Barat in France in 1800. Along with more than 200 Sacred Heart schools in over 40 countries, the educational framework is guided by the Goals of Sacred Heart Education. These Goals articulate the forward-thinking and dynamic educational philosophy of Saint Madeleine Sophie Barat.

Sacré Cœur has a strong commitment to each of the Sacred Heart Educational Goals. Every year, the school community reflects and focuses on one goal. We hope that this encourages the students, staff, parents, alumnae and friends associated with the School to develop a deeper understanding of the Sacred Heart Goals and work towards living them in their everyday lives.

### Pursuit of Academic Excellence

Our students are known and embraced as individuals, and their learning and wellbeing needs are met as they grow from children into young adults. We are an open entry school, delivering a broad range of curricular and co-curricular opportunities, meaning each child can find their individual path.

They benefit from an education delivered by our highly qualified and passionate teachers, many of whom are curriculum experts and VCE assessors. As a result, our young women flourish and achieve exceptional VCE results, ranking us as the top Catholic school in the state in 2022, based on median study scores.

### Deep Commitment to Student Wellbeing

Student wellbeing is at the core of personal endeavour and achievement and as such is our first priority for each of our students. Our specifically designed Junior and Senior wellbeing programs support the development of skills, knowledge and capacity to manage life challenges and to maintain social, emotional and physical wellbeing from the earliest years into adulthood.

### Belonging to an Inclusive Community

Our young women are encouraged to raise their voices and to look outwardly, applying their wisdom and skill to make a difference in the lives of others.

Students at Sacré Cœur feel a palpable sense of belonging and benefit from a rich diversity of faiths within our community.

We are privileged to belong to an international Sacred Heart family of over 150 schools across 41 countries. Our extended international family helps to grow our sense of community as we learn together through immersions, and engage in programs that support social justice initiatives locally and globally.

## **2022 Strategic Intent**

The 2022 Annual Action Plan guided the School community to achieve the following goals as a Catholic School within the Sacred Heart tradition:

- Provide an education in faith.
- Educate girls in a 21st century model of education celebrating their global citizenship.
- Continue our philosophy of continuous improvement.
- Foster an environment of learning and teaching excellence.
- Maintain a nurturing focus on student well-being.
- Deliver responsible and empowered leadership and management.
- Build a strong school community with focus on our internationalism.
- Continue good governance and financial management.
- Focus on evolving creative and innovative infrastructure.
- Prepare for the future.

## Principal's Report

Learning at Sacré Cœur offers a transformative educational experience that is holistic and person-centred, attuned to education of the mind and heart. At Sacré Cœur, we pride ourselves on providing a dynamic and positive learning environment that allows each student to find her path and her place in the world. We encourage her to be a leader and an agent of change, seeking to make a discernible difference to those around her. Our future-ready young women are intellectually competent and curious, courageous and kind, spiritual and reflective, principled and open minded, creative and analytical.

In 2022, the benefits of a Sacré Cœur education were evident against the continued backdrop of precariousness. Whilst the school year commenced with a purported return to normalcy, COVID-19 restrictions were not lifted until October; at such a time, National Cabinet stated that the pandemic declaration would end. A level of anxiety persisted throughout the year and 2022 saw the cumulative impact on our school community of the preceding COVID-19 affected years with the return to onsite teaching and learning shining a light on social and emotional issues along with some gaps in learning habits.

However, throughout the year, as was the case during COVID-19 affected 2020 and 2021, exceptional levels of resilience were shown at every juncture by students, staff and those key within our community. Agility, flexibility and incredible resolve were evident with the general resumption of onsite school life.

Along with the onsite delivery of curriculum, participation in co-curricular activities, including Girls Sports Victoria competitions and carnivals, debating, interschool productions and music were able to proceed, generally unencumbered. Major School events included Prep Orientation, Year 6 Leadership Program, Arts Festival, Music Concert, Year 8 City Cite, Year 10 Work Experience, Careers Breakfast, Media, Art and Design Exhibition, Procession of Lanterns and Year 12 Vale, Year 6 Graduation and Awards Assemblies. Students also enjoyed the return of Year Level Camps.

Our connections across our ANZNet community are rich; in 2022, the ANZNet Sacred Heart Conference was held at Kincoppal-Rose Bay in NSW. The Conference, aimed at placing student voice at the centre of a contemporary Sacred Heart Education, brought together staff and senior students from Kincoppal-Rose Bay, Stuartholme, Baradene College and Sacré Cœur. Equally extensive is our partnership with Sacred Heart Schools, who form part of our international family. Whilst physical exchanges were not able to resume in 2022, our Virtual Collaboration Program continued. Year 9 students from our ANZNet schools joined with students from Japan and Taiwan to discuss global issues and build opportunities to take compassionate action in response to global issues. Strengthened partnerships, opportunities to extend dialogue and leadership skills and an increased awareness of global issues, along with the development of creative solutions at a local and global level, were some of the key aims of the program.

Further learnings from our COVID-19 experience saw the delivery of our P-12 Parent-Teacher Interviews held exclusively online. Parent Information Evenings, Subject Selection Evenings and Year 12 VTAC Parent Evening were also delivered virtually. Meetings with parents and external consultants and specialists, when not convenient onsite, were also held online. Some events held in person were also livestreamed, including the Art Show and the Awards Assemblies.

The School Board, Foundation Board, Leadership Team and staff share a common purpose steeped in passion and unwavering commitment to their vision to educate young women in a way that challenges and excites them, and inspires them to pursue excellence across all facets of life. Present in all stakeholders in our community is zest, energy and drive seeking to make profound contributions to the formation of well-rounded, strong and highly accomplished individuals in an inclusive setting where joy, curiosity and lifelong relationships are forged.

As part of our Master Plan, we have been most fortunate that the work commenced in 2019 on the building of our four level STEAM and Library Centre, completed in Term 4 in 2021, has offered an exciting new learning hub. Officially named the St Madeleine Sophie Barat Centre, after our founder, the new building delivers a three-level library for Junior and Senior students, three new science laboratories, three design studios, and IT laboratories, breakout learning spaces and an outdoor learning terrace for both our Junior and Senior students. It has been a significant project in a ten-year Master Plan for the School. The St Madeleine Sophie Barat Centre, or Sophie Centre, was formally opened in March 2022.

The development of our next Strategic Plan also took place in 2022. Our Strategic Plan, spanning 2023-2027, outlines our vision for the future of learning at Sacré Cœur. It comprises a clear articulation of our purpose and meaning; our living heritage; our strategy, derived from our Sacred Heart Goals and our initiatives. It is the School's third successive plan in a decade of sustained consultation and reflection with our community about how we might carry forward the legacy of the past two hundred years of progressive educational thinking in service of the Society of the Sacred Heart's future-fit vision for the world. Staff and student voice have informed the purpose and meaning of a Catholic education for girls in our times and beyond.

We look back on 2022 and have a deep sense of appreciation for all which we have achieved and we can certainly feel immense pride. Courage, confidence and compassion abounded as we resolutely forged a clear path through a year, which yielded tremendous results across all aspects of school including in the area of academic achievement, which saw us ranked as top performing Catholic school. I am enormously proud to be leading our school into 2023 in the knowledge that our past provides the foundations for, and richly informs, our present. Together, our past and present illuminate our future, offering hope along with challenge and choice through caring relationships underscored by the active pursuit of excellence.



## Catholic Identity and Mission

### Goals & Intended Outcomes

Faith life at Sacré Cœur continues to be rich and flourishing as we provide students with opportunities to develop their personal spirituality. The exploration of spirituality is woven through all that we offer our students, both within and beyond the classroom.

Prayer, reflection, silence and contemplation time and social justice action initiatives continue to help guide our students to find their spiritual identity and consider the role of spirituality in their everyday lives.

#### Goals

- As a Catholic School within the Sacred Heart tradition, we seek, as a faith community, meaningful, relevant engagement of all (students, parents and staff) in their spiritual journey.

#### Intended Outcomes

- That all members of our community understand and appreciate that Sacré Cœur is first and foremost a Catholic school along with being a Catholic school in the Sacred Heart tradition.

### Achievements

Students, staff and parents of the Sacré Cœur family, share a strong sense of Catholic identity and community. The School's identity is shaped and fashioned by the philosophy, charism and tradition of Sacred Heart Education, as manifested in its five Goals. The five Goals drive the 'Sacré Cœur way' of being and relating; they are part of the everyday fabric of Sacre Cœur.

In 2022, the School developed the Cor Unum Ethos document as part of the School's new Strategic Plan 2023-2027. This document is a positional statement which provides the philosophical foundation and direction for the School's future. The document was developed by the School Leadership Team and School Board, in consultation with students, staff and community members.

The Ethos document identifies that the Sacred Heart Education Goal of a Personal and Active Faith in God serves as the foundation for the development of community within the School. In educating students to actively participate in their spiritual lives, the School creates an infrastructure that nurtures a sense of belonging and an ethos of hope. It locates every community member in a relational web of the attributes of Christ's Heart – compassion, love, respect, forgiveness, gratitude, faith and a sense of justice.

One critical component in the School offering a contemporary education in faith is to facilitate appropriate development and professional learning for staff, in particular, staff attaining an Accreditation to Teach in a Catholic School. In 2022, staff professional learning for education in faith focused upon Making Meaning Together with Scripture. Staff explored the place of Scripture in the Catholic education context, and through encounters with scriptural texts, shared their understandings in both written reflections and dialogue.

2022 saw the beginning of the process of reviewing and redesigning Senior School Religious Education Curriculum and Pedagogy in order to deepen the lived experience of mission at Sacré Cœur. The process was guided by the Pedagogy of Encounter, Identity and Growth and Respectful Relationships frameworks.

In our Junior School, there were student led initiatives, such as a Gift Box for each class leading into Pentecost and a focus during Prayer to create 'I wonder....' questions. After Pentecost Sunday, the gift was opened. Years 3-6 students were given gifts of the Holy Spirit, and they were encouraged, during student led prayer, to use one gift each day and explain the practical way it could be used.

Year 6 students wrote prayers and led younger students in the 'Walk of the Cross', using scripture to dramatise Jesus' final days.

The Assistant Director of Mission also conducted a focused lesson in the Prep classroom to provide teachers with Professional Development on how to talk about the Holy Spirit with the Preps.

#### VALUE ADDED

- Daily prayers
- Morning quiet, meditation time
- Student Liturgy Committee
- Reflection Days and Retreats
- Special occasion Masses (Leadership Mass, Sacred Heart Day)
- Year Level, Joigny, House and Senior School Masses
- Sacred Heart Week celebration
- Ongoing support of our sister community, Sophie's Farm, in Samar, the Philippines

## Learning and Teaching

### Goals & Intended Outcomes

Sacré Cœur fosters academic excellence and prepares students to enter university. We are proud of our outstanding VCE results. Equally, we are enormously proud of those students at each year level who, through our carefully planned curriculum, caring environment, and atmosphere of serious study, achieve their personal best.

### Educating for Human Flourishing

The Learning and Teaching Framework at Sacré Cœur aims to provide a strong sense of purpose for educating young people in the 21st century. It seeks to acknowledge the higher purposes of education in allowing individuals to realise and pursue their potential, as well as use education to help create a better world. At the same time, we recognise the changing demands of the world and workplace and the need to up-skill our students to be able to adapt to change and be life-long learners.

### Intended Outcomes

- That student learning outcomes will continue to improve.
- That students are fully engaged in a stimulating learning environment.
- That students will continue to develop into autonomous, resilient, confident and responsible learners and leaders.

Each year, the School brings to life one of its five Focus Goals as a means of framing learning and teaching initiatives. This year it was A Deep Respect for Intellectual Values.

### Achievements

#### The School encourages a love of learning

We have professional and experienced staff who share their love of learning and passions within the classroom. Underpinning learning and teaching in our school is the School's identification of four pillars of contemporary learning; Connection, Mastery, Authenticity and Agency.

#### VCE Results

We are immensely proud of our students whose collective results have been excellent. Throughout the year, our students approached all aspects of school life at Sacré Cœur with zest. This attitude of our VCE students also permeated their diligent approach to their studies, which saw them remain focused, resolute and steadfast.

Working closely with their dedicated and experienced teachers, the Year 12 Class of 2022 achieved significant success. We extend our congratulations to each of our VCE students, including our Year 11 students who undertook the study of a Unit 3/4 subject.

Success comes in countless forms at Sacré Cœur and based a median study score of 36, we were ranked as the highest performing Catholic school in Victoria.

Highlights from Sacré Coeur's VCE results in 2022:

- Median study score of 36
- Median ATAR – 88.35
- 5.7% achieved an ATAR greater than 99
- 11.4% achieved an ATAR greater than 98
- 23.9% achieved an ATAR greater than 95
- 77.3% achieved an ATAR greater than 80
- 20.6 % study scores over 40
- Four perfect study scores of 50 in Business Management, English, Health and Human Development and Psychology

### **Curriculum achievements in 2022**

Curriculum is continually reviewed and improved with an emphasis on learning for today, as well as the skills needed for students to navigate the demands of VCE, and the complexities of an ever-changing world. The School aims to offer a holistic education which educates the whole person. Some key achievements in 2022 included:

- Prep - Year 2 Early Number and Algebra Project
- Prep - Year 6 CSIRO Science Professionals in School's Program
- Review of Religious Education curriculum in line with the Horizons of Hope
- Design Thinking Projects in Year 8, 9 and 10
- The Festival of Ideas - with an emphasis on the processes of creating and making
- Mindfulness Program at Year 7 and 9
- A pedagogical, sequential approach to analysis skills in English and Humanities
- Art and Music offer creative experiences and are compulsory Prep - Year 8
- Academic competitions, including writing, poetry, mathematics and STEM activities across Joigny and Senior School
- Review of Notre Monde Program in terms of what it is currently offered and what we will offer in 2023
- The implementation of Aviation as a Design Thinking Project at Year 9

### **Celebrating student achievements**

The School encourages staff and students to aspire to personal excellence. Students are encouraged to reach their full potential; effort and success is acknowledged by awards, opportunities and support. We have a number of awards and ways of recognising and celebrating achievement in both academic and co-curricular activities, including Academic Awards, Principal, Foundation and Alumnae Awards, Celebration of Sport, Music Awards, Celebration of VCE Excellence, Janet Erskine Award for Academic Endeavour, and Aussie of the Month. Students are also acknowledged for their strengths, talents and achievements in assemblies, newsletters and other forums.

## **Data Literacy for Teaching and Learning**

In 2022, there was a specific focus on data and further developing the understanding of data literacy for staff across the School. Some of the ways that data was used to improve learning and teaching:

- Targeting patterns in learning through data; student testing data obtained through the varied testing programs in place such as NAPLAN, Allwell and ACER Progressive Achievement Testing
- Measuring growth of classes and students from data
- Staff reflection of VCE and NAPLAN data to improve learning and teaching
- Using data to track all students, as well as identify gifted and talented students and those with learning challenges
- Introduction of teaching sprints to Joigny Professional Learning Communities. A Joigny teacher reflected “...targeted teaching, even for short periods of time can have a profound impact on improving student outcomes...”
- Introduction of SPA (Student Performance Analyser) data package to track Joigny student achievement and growth

## **Learning opportunities beyond the traditional classroom**

### **Senior School (Years 7-12)**

- Festival of Ideas
- No Place Like Home Interdisciplinary Project
- City Cite Program
- Notre Monde Program
- Handful of Sand Project
- Science Club
- Careers' Breakfast
- Aviation Elective

As part of the Notre Monde program in Year 9, there are Design Thinking Projects which celebrate process, prototyping and developing iterations to further refine products. There is also an emphasis on process and products in the Festival of Ideas, in which the process of learning is celebrated through the displays of student work.

Each year the development of student leadership, organisation skills and creativity are seen throughout the rehearsal and performance of the Senior School Arts Festival.

### **Joigny (Prep – Year 6)**

- Science Inquiry Days
- STEM Professionals in Schools
- Leadership Programs
- Critical Thinking and Extension Programs
- Literacy and Numeracy Support

STEM Professionals in Schools Program allowed students to work with, and learn from, a female role model in Science. Students' scientific skills were developed through the Science investigation process.

Joigny students enjoyed opportunities to meet, and work with, relevant experts such as authors who are relevant to course curriculum. There was also the celebration of literacy and numeracy with Book Week and Maths Week, respectively, and musical performances with the Joigny Music Concert, Joigny Musical, and Years 2 and 5 Instrumental Concerts. Students also prepared and performed French Plays for parent audiences, as part of their French classes.

### **Learning Enhancement**

The School nurtures and celebrates the diverse gifts of the students and caters for different learning styles. We encourage and support all students by offering a range of subjects and co-curricular opportunities. Teachers seek to cater for diverse learning styles by using data to differentiate tasks and use formative assessment within the classroom to adjust curriculum delivery to meet the learning needs of students. Formative assessment and data are used to plan programs and assessment tasks. Learning Enhancement provides targeted support for students with specific learning challenges, as well as Gifted and Talented students.

Some key highlights of our Learning Enhancement programs in 2022:

- A review of our enrichment program, Read to Write, for talented students in Years 7 and 8 English
- The development of documentation that is accessible for all teachers and which identifies students with specific learning needs, social and emotional learning and giftedness
- The use of data to help differentiate instruction and assessment
- Acceleration of students in specific learning areas, such as a Year 1 student participating in Year 3 Mathematics class
- Connect Us program for Joigny students at the beginning of the year
- Social Thinking programs
- 2022 Focus on differentiation across our professional learning for teachers

Data informs which students should be included in these programs. Learning Enhancement caters for a range of student needs and challenges. This personal approach includes developing individual targeted programs for students and which cater for a variety of student learning needs.

### **After School Tutoring Program**

The opening of the new Sophie Centre provided new learning spaces, including an expansive, light filled Library across three levels. COVID - 19 had impacted many of our students with their study habits and socialisation skills after two disrupted years studying at home. Our tutoring program was developed to address these needs and to provide a safe space for students to develop study skills, complete homework and seek assistance.

The tutors were invited from our recent high achieving graduates from 2021. We offered tutoring from 3.30pm - 5.30pm Monday - Thursday each week from the beginning of Term 2. The program started with over 66 students attending for tutoring each week as students wanted to work with each other and collaborate.

## **Looking to our future in Learning and Teaching at Sacré Cœur:**

### **Future Fit Learning and Teaching Framework**

When working on, and developing, the new Strategic Plan 2023-2027 for the School this year, we needed to consider what we were offering in terms of education including academia, but more importantly what skills are needed for school, tertiary education and the workforce. This aligns with our desire to provide a holistic education which aims to transform the hearts and minds of our students to ensure they can take their place in our world.

Therefore, a major focus of our strategic plan in the next few years is designing a Future Fit Framework which underpins all learning at Sacré Cœur, including curriculum, programs and well-being. This idea has now been approved by the School Board.

The Future Fit Framework will be based on current research and specific to skills needed by students at school and beyond. Next year the framework will be shaped and involve an audit of what we currently do and offer.

This framework will also help shape and develop a Professional Learning program for all staff. Staff will be given a voice to help devise this professional learning, which will result in staff working together in the design and implementation of curriculum, as well as the delivery of this curriculum. Teachers will continue to create a culture where curriculum and teaching practice is continuously reviewed, as well as engage in a bespoke Professional Learning Program based on our Future Fit Framework. The appraisal process will also be linked to the professional learning and the Future Fit Framework.

## STUDENT LEARNING OUTCOMES

### NAPLAN results

The School's mean Scaled Score for Reading, Writing, Spelling and Grammar & Punctuation remains higher than that of the State. All means are generally two Bands higher than the National Minimum Standard. This indicates that the School continues to achieve exceptional results.

NAPLAN data is also triangulated with other data sets, including school-based assessments and Allwell Testing Data. We continue to design our curriculum in a way that extends and enhances the learning of all students.

COVID-19 has impacted numeracy development to a greater extent than literacy development in our youngest students. The data would suggest we may benefit from a review of both the time allocation and pedagogical strategies used in the Prep to Year 2 Maths Program. Our Prep – Year 2 staff have been working closely with the Numeracy Leader on the Early Years Number and Algebra program through MACS. Opportunities for extension and enrichment of a strong Year 5 cohort were created to help stretch these students.

In Year 7 and Year 9 NAPLAN data, there are indications again of impacts on student results after two years of disruptions. The Year 7 results across the board were slightly lower than in previous years and this included a decline in Reading, as well as Grammar and Punctuation.

The Year 9 results were generally improved from the results of 2021. Explicit teaching of literacy skills across subjects is needed to overcome the impacts of two years of interrupted learning.

A summary of NAPLAN data is included below.

### MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	631.0
Year 9 Numeracy	617.8
Year 9 Reading	632.5
Year 9 Spelling	618.6
Year 9 Writing	631.4

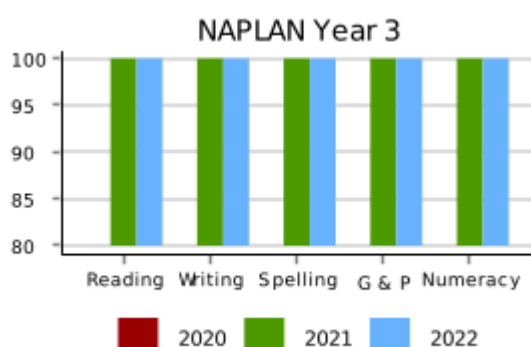


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020 %	2021	2020 – 2021 Changes	2022 %	2021 – 2022 Changes
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	--	100.0	0.0
YR 05 Writing	-	100.0		100.0	0.0
YR 07 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 07 Numeracy	-	100.0	-	100.0	0.0
YR 07 Reading	-	100.0	-	100.0	0.0
YR 07 Spelling	-	100.0	-	98.7	-1.3
YR 07 Writing	-	100.0	-	100.0	0.0
YR 09 Grammar & Punctuation	-	100.0	-	98.8	-1.2
YR 09 Numeracy	-	100.0	-	100.0	0.0
YR 09 Reading	-	98.9	-	100.0	1.1
YR 09 Spelling	-	100.0	-	100.0	0.0
YR 09 Writing	-	100.0	-	100.0	0.0

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

Student wellbeing is at the centre of all we do at Sacré Cœur. We focus on supporting students to develop a strong sense of self and to develop positive relationships with others. A student's wellbeing is critical to their ability to pursue personal growth and academic achievement.

As a school, we are united in our commitment to providing a learning environment where our students feel connected, engaged and safe, with an emphasis on positive peer and teacher relationships. It is through our whole school approach and supportive learning framework that we foster and nurture the development of each student.

Our school recognises the importance of developing the whole person. We respect and empower each member of our community to take responsibility for their own growth. We encourage and assist each student to identify, understand and cultivate their own distinctive strengths and personal integrity.

### Goals

- As a Catholic school in the Sacred Heart tradition, to systematically embed a whole school philosophy and approach to wellbeing which consciously connects wellbeing to student achievement.
- To have a strategic vision for Student Wellbeing and to model best practice in teaching, learning and pastoral care, facilitated by strong communication, honest relationships and constructive feedback in a supportive environment that is safe for all.

### Intended Outcomes

- That students will continue to develop personal competencies as resilient, confident and responsible learners and leaders.
- That each student will be provided with the best possible wellbeing programming and support in all aspects of School life.
- That the School enables all of its members to grow toward wholeness through realization of their individual potential.

### Achievements

#### Whole School Approach

Students were supported by their teachers, Year Level Co-ordinators, Joigny Wellbeing Leader, Director of Student Wellbeing and associated teams which included School Psychologists.

During uncertain, unsettling and/or challenging situations, it is normal for students to experience stress, sadness or anxiety, along with other emotional reactions. Our School Psychologists actively supported our student community during 2022, offering counselling sessions and advice to the Wellbeing Teams. School Psychology services were available to each student during the year and, working within the student/family/school partnership, support was offered to, and accessed by, students and families.

## Involving our Families

Critical to the wellbeing of students was the partnership between school and home, recognising the role that families played in the learning and wellbeing support of each child. Key features of the student/family/school partnership included:

- Community welcome events such as the Parents' Association Cocktail Party and Joigny Picnic
- Bringing the community together to celebrate Fathers' Day and Mothers' Day with Mass and Breakfast
- Inviting families to engage with the numerous resources for parents and their daughters, specifically School TV promoted in the school newsletter and located on our School portal, Firefly
- Involving parents in the Prep-Year 2 Classroom Helper program and school programs such as Years 3-6 House Carnivals
- Encouraging parents to attend parent forums and Information Evenings
- Offering in-person Wellbeing Interviews for Prep-Year 6 parents at the commencement of the school year
- Involving parents in the selection process for the School's After School Hours Care provider

## VALUE ADDED

### All School

- Consolidation of the Respectful Relationships Program
- Audit of the Wellness curriculum (P-6) and Pastoral/Health Programs (7-12) with reference to the Respectful Relationships Program
- Staff Professional Learning in the area of Respectful Relationships
- Implementation of student led Respectful Relationships Committee
- Support for students with wellbeing aspects associated with the return to a full year of onsite learning

### Junior School – Joigny

- Return of community events: onsite Information Evenings, House Carnivals, Years 3-6 Camp programs
- Year 6 Graduation and Joigny Disco
- Explicit Social Skills programs for Years 1 and 2 parents
- Playground support and observations to explicitly teach social skills in Prep-Year 2 following impact of lockdowns

- 'Connect Us' program
- Reintroduction of assemblies and Aussie of the Month Citizenship program
- End of Year Academic Awards ceremony
- Online DAV debating

### **Senior School**

- End of Year Academic Award Assemblies
- Term 1 House Swimming Carnival
- Term 3 House Athletics Carnival
- Term 4 House Aerobics Festival
- DAV Debating
- GSV sport across all 4 terms
- Year 7,9 and 10 camps
- Year 12 Retreat
- Year 12 Formal
- Year 11 Social
- Year 12 Vale at Caulfield Racecourse
- Year 10 and VCE Drama Productions with St Kevin's College

## **STUDENT SATISFACTION**

At the end of key stages of a student's education, students are asked to complete a survey. Below is a summary of the results to these surveys undertaken at the conclusion of 2022.

### **Year 6 student survey**

- 76% of students were 'very happy or 'happy'

Students expressed the highest satisfaction in response to these statements:

#### Learning and teaching

- I have been encouraged to achieve my best.
- My teachers used interesting and appropriate teaching and learning methods.

#### Student wellbeing

- I feel like part of the school community and that I belong at Sacré Cœur.
- I feel physically safe and secure at school.
- I understand the School's rules and expectations.
- My teachers care about me.

### Facilities and resources

- I have many opportunities to use information technology resources.
- There is plenty of opportunity to use specialised equipment and learning spaces (for example, art, library, science and music).
- At Joigny I had access to well-equipped play spaces.

### **Year 12 student survey**

- 84% of students were 'very satisfied' or 'satisfied'

Students expressed the highest satisfaction in response to these statements:

### Learning and Teaching

- Sacré Cœur teachers use interesting and appropriate teaching and learning methods.
- Sacré Cœur teachers are knowledgeable and confident in their subject fields.
- Sacré Cœur has class sizes that allow me to participate fully in my subjects.
- There are ample opportunities for involvement in co-curricular activities.
- The School promotes a high level of achievement for all students.
- Sacré Cœur teachers have a realistic understanding of me and my academic capacity.

### Student Wellbeing

- I feel physically safe and secure during the school day.
- I feel emotionally safe and secure during the school day.
- I clearly understand the School's Code of Behaviour.
- I feel I belong as part of a community.

### Communication

- Sacré Cœur staff are helpful and approachable.

### Facilities and resources

- Sacré Cœur has useful and relevant learning materials and equipment.
- Sacré Cœur has well-equipped teaching spaces, facilities and learning areas.
- There is ample specialised equipment and laboratories (for example, art, science and music).
- There are ample information technology resources (email, network, Firefly, IT support etc.).

**STUDENT ATTENDANCE**

Daily record keeping of student attendance is undertaken by the School with the class roll marked every lesson throughout each school day in the Senior School, and twice a day in our Junior School, Joigny.

If a student is marked absent in the morning and the parent has not contacted the School, the parent is contacted by the School Office. Attendance records are monitored daily and contact with parents/caregivers and counselling of the student, if necessary, occurs if she has been absent for more than five consecutive days, or shows a pattern of inconsistent attendance.

In the Senior School, if a student has an unexplained absence in a lesson during the day, the Receptionist sends an email to the Subject Teacher, Year Level Co-ordinator, Director of Student Wellbeing, Health Care Centre and Psychologists to determine the student's location.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	98.9%
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**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	88.3%
Y02	90.4%
Y03	85.8%
Y04	84.1%
Y05	86.5%
Y06	86.3%
Y07	89.4%
Y08	87.4%
Y09	88.5%
Y10	91.6%
Overall average attendance	87.8%

**SENIOR SECONDARY OUTCOMES**

VCE Median Score	36.0
VCE Completion Rate	100.0%
VCAL Completion Rate	0.0%

**POST-SCHOOL DESTINATIONS AS AT 2022**

Tertiary Study	87.0%
TAFE / VET	7.0%
Apprenticeship / Traineeship	0.0%
Deferred	0.0%
Employment	3.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	3.0%



## Child Safe Standards

### Goals & Intended Outcomes

Sacré Cœur promotes the safety, wellbeing and inclusion of all children. All students enrolled at Sacré Cœur have the right to feel safe and to be safe.

The wellbeing of children in our care will always be our first priority and we do not, and will not, tolerate child abuse. We aim to create a child-safe and child-friendly environment where children are free to enjoy life to the full without any concern for their safety. There is particular attention paid to the most vulnerable children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and children with a disability.

Everyone employed or volunteering at Sacré Cœur has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all students is at the forefront of all they do and every decision they make.

Sacré Cœur is committed to the continuous improvement of our Child Safe Program, which consists of practices, systems, policies and procedures that is designed to uphold a child safe environment and embed a culture of child safety within our school community.

Sacré Cœur's Child Safe Program is regularly reviewed for overall effectiveness and to ensure compliance with all child safe related laws, regulations and standards. Any changes made to the Child Safe Program are reviewed and endorsed by the School Board and the Leadership Team.

### Achievements

Sacré Cœur's achievements to the ongoing review and implementation of their child safe strategies include:

#### Child Safe Program Annual Review

- Annual review and endorsement of Sacré Cœur's Child Safe Program by the School Board and the School's Leadership Team

#### Child Safety Concerns

- Teach students about what they can do if they feel unsafe and enable them to understand, identify, discuss and report on child safety. We listen to, and act on, any concerns students, or their parents/caregivers, raise with us

#### Child Safety Network

- Participation in the Diocesan Child Protection Network

#### Child Safety Officer

- Appointment of a Child Safety Officer who leads the School's Child Safety Culture by providing support, advice, training, monitoring, communicating and implementing Sacré Cœur's Child Safe Program

#### Child Safety Child Friendly Initiatives

- The implementation of the School's Child-Friendly-Child-Safety initiative in Joigny
- The implementation of the School's Child-Friendly-Child-Safety initiative in Senior School

### **Child Safety Budget**

- A budget allocation to enable regular training and education in order to understand the responsibilities of all staff and volunteers in relation to child safety and the wellbeing of children and young people

### **Child Safe Program Annual Training**

- Annual refresher training with acknowledgement on Sacré Cœur's Child Safe Program with a target of 100% completion rates
- Three hours of professional learning in January on Child Safety and professional boundaries for staff
- One hour of professional learning in July on the legislative changes and new child safety standards in Ministerial Order 1359

### **Child Safety Communication**

- The use of the school website and school newsletter to remind and to keep parents/caregivers informed of child safety commitments, procedures and arrangements

### **Child Safeguarding Committee**

- The regular meeting of the School's Child Safeguarding Committee which drives key Child Safety initiatives
- The Child Safeguarding Committee reports directly to the School Leadership Team, the Risk Committee and the School Board on key initiatives

### **Child Safety Risk Management**

Sacré Cœur is committed to proactively and systematically identifying and assessing risks to student safety across the whole school environment, and reducing or eliminating (where possible) all potential sources of harm. The School documents, implements, monitors and periodically reviews the risk management strategies for child safety, and ensures that the strategies change as needed. The School enacts this commitment through:

- The Child Safety Risk Management Framework
- The Child Safety Risk Profile
- The Child Safety Risk Assessment
- The Risk Management and Compliance Framework
- The Risk Appetite Statement
- The Risk Register
- The ongoing review of the school's Risk Register, including controls, actions and monitoring
- Incident management
- Risk assessments
- Review of policies and procedures
- Risk Subcommittee that reports directly to the School Board

## **Child Safety Recruitment**

Sacré Cœur applies a thorough and rigorous screening process when recruiting all employees, contractors and volunteers involved in child-connected work. The School's commitment to child safety and screening requirements are included in all recruitment advertisements.

When recruiting and selecting employees, contractors and volunteers involved in child-connected work, the School makes all reasonable efforts to:

- Confirm the applicant's Working with Children Check and National Police Check or professional registration (as relevant)
- Obtain proof of personal identity and any professional or other qualifications
- Verify the applicant's history of work involving children
- Obtain references that address the applicant's suitability for the job and working with children
- The School has processes for monitoring and assessing the continuing suitability of school staff to work with children, including regular reviews of the status of Working with Children Checks, National Police Checks and staff professional registration requirements such as Victorian Institute of Teaching (VIT) registration

## **Child Safety Induction**

- All new employees, contractors and volunteers are inducted into the School and are required to read, understand and abide by the requirements of the School's Child Safety Code of Conduct, Child Safety Policy and Child Protection - Reporting Obligation Policy. All new employees, contractors and volunteers are also required to undertake the School's Mandatory Reporting Training. The training and policy commitments are required to be completed by all employees, contractors and volunteers on an annual basis.

## Leadership

### Goals & Intended Outcomes

We will continue to be the school of choice for families within our broader community who seek a visionary and future-focused Catholic education for their daughters in the spirit of Cor Unum: one heart and one mind in the Sacred Heart of Jesus in order that all members of our community can live out our five Sacred Heart Goals with confidence and pride.

Sacré Cœur will ensure continuous review of diligent governance practices and effective and efficient management of resources that support the achievement of strategic, operational and financial objectives. A secure and inspiring learning environment for our students and staff is in keeping with our vision for future-focused education. We look forward to exercising our responsible stewardship in partnership with our families.

#### Goals

- As a Catholic school in the Sacred Heart tradition, we seek to grow and develop leadership based on responsibility, empowerment and mutual respect.

#### Intended Outcomes

- That a staff culture characterised by shared vision, a strong sense of teamwork and a focus on continuous improvement is created and sustained.
- That leadership and management of the school will be consistent, reflective of the P-12 context and aligned to P-12 schooling.
- That School leaders and managers are regularly reviewed and developed in an open and transparent manner, report to line managers in a participatory manner, and work to meet goals aligned to strategic projects.
- That School policies and procedures are evidence of on-going attention to best practice and are fully compliant at all times.

### Achievements

Sacré Cœur's Leadership Team continued its focus on delivering a transformative Sacred Heart education, whilst ensuring a sustainable future for our community of students, staff, families and alumnae. The Leadership Team of the School works closely with the School Board and Board Sub-Committees as well as all the leaders in the school, who help to drive learning and teaching, innovation and student wellbeing,

The Board and Leadership Team are committed to a process of continual improvement. The current 2019 – 2022 Strategic Plan identified the future direction of the School, and through systematic monitoring and reporting, the Board, its Sub-Committees and Leadership Team together ensured the education delivered by Sacré Cœur is of the highest standard, ensuring continual improvement.

Critically, underpinning each educational decision, is a commitment to ensuring a stable and sustainable future in all areas of operations, including but not limited to, the management of finance, enrolments, community engagement, human resources, facilities and child safety.

Central to all decisions made by the Board, Board Sub-Committees, Leadership Team and those within positions of leadership within the School, is a deep commitment to the Sacred Heart charism – “to discover and make known the love of God, and reveal it to the world through the service of education”.

In 2022, the Leadership Team and School Board worked with an external consultant, Dr Phil Cummins, to develop a new School Strategic Plan 2023 - 2027. Within this plan is a positional statement which provides the philosophical foundation and direction of our School for the next five years. The document was developed by the School Leadership Team and School Board, in consultation with students, staff and community members.

The document comprises three sections:

- Our Living Heritage: For the Sake of One Child,
- Our Purpose: Cor Unum (expressed in the Five Goals of Sacred heart Education), and,
- Our vision for the Future of Learning at Sacré Cœur: Purpose and Meaning.

Time was also spent developing key strategic goals and initiatives, and draft timelines for implementation over the next five years. We are excited to see the Strategic Plan begin in 2023, with a new Marketing Plan and the opportunity to share this key work with our community. Some projects identified in the new Strategic Plan were begun in 2022 and other key projects will be developed across the next five years of this Plan. We look forward to providing an education that equips our students with the skills required to meet their future.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

There were a range of professional learning activities completed in 2022. Some of these activities occurred online and many were again held in-person, including several whole staff professional learning sessions.

There were two whole staff professional learning days at the start of Term 2 and Term 3, as well as professional learning in the January staff days and December end of year staff program. The focus of the whole staff professional learning was child safety, indigenous perspectives, and Religious Education accreditation.

Staff began their professional learning program for 2022 with two sessions over two days, and a total of three hours with Ben Tallboys and Natasha Sims from Russell Kennedy Lawyers on Professional Conduct, and the School's Commitment to Child Safety. These sessions were extremely thought-provoking and interactive, giving the staff plenty of opportunities to ask questions and seek clarification of the ideas presented. The sessions covered the offences of failure to protect and failure to disclose, mandatory reporting, changes in the Child Safety legislation and Ministerial Orders, and professional boundaries. In July, there was another hour session on child safety, to update staff on the changes to Child Safety with the introduction of Ministerial Order 1359 on 1 July 2022.

In the January Rentrete staff program, an Information Technology online briefing was conducted for all staff on password safety and ICT Safety online for staff, including ransomware, phishing, data breaches and other online safety issues.

In Term 2 all staff completed Cultural Training with the Killara Foundation, an Indigenous-led organisation. One of their key pillars is empowering organisations around Australia to embark on, and continue, their own genuine and meaningful Reconciliation Journey. The two key messages from their session were

- To evoke empathy and share knowledge and understanding of another group's values, belief systems, behaviour, and way of living.
- To develop awareness of, and appreciation for, cultural differences and learn more about Australia's First Peoples and their culture.

In Term 3 the whole staff had a Professional Learning session on Difficult Conversations with David Vinegrad, and a session on Resilience and Wellbeing for all staff with Maria Ruberto, in the December professional learning program. Maria is a psychologist with over 23 years of clinical and industry experience, Maria delivers practical workshops and professional education to forward-thinking organisations.

Anaphylaxis and Asthma Training was provided to all staff twice during 2022. 33 staff completed Level 2 First Aid training or CPR refresher training. Careers teachers attended multiple Careers briefings with tertiary providers and network meetings to keep updated on tertiary course options for students.

The School has committed to supporting teachers to gain and maintain their Religious Education Accreditation with Melbourne Archdiocese of Schools (MACS) over a five-year period, 2021- 2025. In order to support this, the School will provide at least five hours of Professional Learning which can be used in the accreditation process. In January, we conducted accredited professional learning on the annual Focus Goal.

To gain/ maintain this Accreditation, a teacher is required to engage in 25 hours of professional learning or formation in each five-year period following the initial gaining of accreditation, fifty hours for Accreditation to Teach Religious Education or lead in a Catholic school.

The School committed to providing access to a minimum of five hours per year of Professional Learning activities which would be certified for Accreditation purposes. In January, accredited professional learning on the annual Focus Goal was offered. In the April Staff Day the morning session of four hours was given to Religious Education Accreditation Activities, which included online sessions, as well as an in-person presentation conducted by the Director of Mission. In the July Staff Day there was a two-hour session to build an understanding of, and appreciation for, Scripture as one of the core elements that enables us to encounter God in ourselves, our world and others.

Many of our teachers take on VCAA Assessing of both written and oral/performance examinations. This is excellent professional learning for VCE teachers and is one of many reasons why our VCE teachers have such expertise in their subject areas.

In addition to these whole staff professional learning sessions some other professional learning attended by staff during 2022 included:

- First Aid Training
- VCE Meet the Assessor Meetings in various subject areas
- Career Practitioner briefings with Universities and Yarra Network meetings
- Subject area conferences
- Consent Education
- Respectful Relationships Training
- Learning Diversity Leader Network Meetings
- Fountas and Pinnell Literacy Training
- OHS training
- 7 staff in sponsored study for Masters' Degrees in Student Well-being and Education
- VCE Assessor Training
- Early Number and Algebra Program MACS
- Challenge and Differentiation
- STEM Aviation Project
- Aboriginal and Torres Strait Islander Perspectives
- Yarning Circles
- Gifted Action Research
- School Improvement and Evidence of Change
- Feedback to improve learning
- Various Lawsense sessions - legal advice for schools
- Leadership
- Learning Enhancement - Dyslexia, DIBLES assessment, specific learning disorders
- Various Library Professional Learning and Networking opportunities

Number of teachers who participated in PL in 2022

114

Average expenditure per teacher for PL

\$565

## TEACHER SATISFACTION

2022 was another professionally and personally challenging year for our teaching staff, with the uncertainty of COVID-19 and the associated restrictions imposed on schools to ensure the health and safety of all in our community.

Staff commitment to delivering a robust and meaningful education for their students remained consistently high as we navigated the demands of being back onsite all year, with restrictions. All staff were eager to be able to have a whole year of onsite learning and teaching, and time was spent supporting students as they reintegrated into the school environment. After so many disruptions to school programs, there was a need to re-establish expectations and routines to support student learning. Staff were also keen to draw upon their experience and their learnings from the last two years to explore different ways of doing things within our educational context.

Our staff enjoys a wide range of connections with the School, especially with colleagues and students and this is further demonstrated by their dedication to the school, student wellbeing and their commitment to teaching and learning.

The Annual MACSSIS 2022 (Melbourne Archdiocese Catholic Schools - School Improvement Survey) sought feedback from staff and there were 86 staff who responded - 64 teachers and 22 educational support staff.

There were a number of areas of strength identified by staff:

### High strength

- School climate – perception of the overall social and learning climate
- Student safety – perception of physical and psychological safety
- Collective efficacy – Teachers' perceptions that the staff have what it takes to improve instruction

### Moderate strength

- Staff-leadership relationship – perception of quality of the relationship between staff and leadership team
- Support for teams – teachers' perception about how school leadership sets the conditions for teams to collaborate effectively

Responses that were scored highly by staff included:

81% of staff felt that the relationships between staff are collegial

86% of teachers felt that students are respectful towards staff

91% felt leaders were respectful towards staff

92% responded that leaders are friendly

92% of staff felt that our staff would notice if something was not right with a student

76% felt successful in their roles



**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.1%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	79.9%
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**TEACHER QUALIFICATIONS**

Doctorate	6.0%
Masters	31.3%
Graduate	41.8%
Graduate Certificate	4.5%
Bachelor Degree	94.0%
Advanced Diploma	13.4%
No Qualifications Listed	1.5%

**STAFF COMPOSITION**

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	102.0
Teaching Staff (FTE)	85.3
Non-Teaching Staff (Headcount)	65.0
Non-Teaching Staff (FTE)	53.9
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

Sacré Cœur is an active community where connection is sought and valued. Just as faith is at the heart of Sacré Cœur, so too is community spirit. Our families, and current and past students, find meaning and fulfilment through community connections, and are proud to be active members of our committed community groups and arts, sport, philanthropic and social justice initiatives.

#### Goals

- We are responsible for living and promoting the mission, vision and purpose of Sacré Cœur

#### Intended Outcomes

- Sacré Cœur clearly articulates and deepens our value proposition through sharing, communicating and living our Vision, Purpose and Cor Unum Values.

### Achievements

Two years of lockdowns and interruptions to schooling resulted in the cancellation of many community events in 2020 and 2021. This year gave us all a chance to re-energise the way in which the community was able to connect and re-connect. We maintained a strong commitment to building a deep sense of community amongst parents, students, teachers and the greater community.

Each of our community groups supported the staff and families of Sacré Cœur, providing comfort, appreciation and support.

- School Board
- Alumnae Association
- Community Council
- Parents' Association
- Sacré Cœur Foundation
- Sacré Cœur Netball Club

#### Sophie's Farm

We are proud of our continuing association with our sister community, the RSCJ Mission, Sophie's Farm in the Philippines.

The partnership started in 2012 and continues to enrich the lives of all within the Sacré Cœur community. Through fundraising and volunteering, we support infrastructure projects, education programs, typhoon emergency assistance and the donation of clothing and toys.

In 2022, we provided financial support to Sophie's Farm as well as the continuation of the 'Shoes for Samar' backpack and 'Christmas Care Pack' projects. The Christmas Care Packs provided each recipient and their families with 3 months supply of rice and other food staples, and a small selection of food items for a Christmas celebration meal. Backpacks were distributed to the local community in 2022, taking the total to over 1100 backpacks since its inception.

The Sacré Cœur community also raised funds that purchased 90 bags of rice. This support was particularly important for the community impacted by COVID over the last two years, as well as a particularly harsh wet season affecting farming and fishing.

It was also wonderful to have our Year 12 recent graduates again able to travel to Sophie's Farm. We had three graduates travel to Sophie's Farm in December before Christmas and another three graduates who attended in early February 2023.

### **Scientist in Residence (Joigny)**

With the opening of the Sophie Centre, a deliberate focus was placed on raising the profile of Science (and STEM) within Joigny. As part of this focus, a partnership was established with the CSIRO Science Professionals in School's Program. From this partnership, a young female CSIRO scientist (Emily) was assigned to work as a mentor in Joigny. As a part of this mentorship, each Year Level (P-6) engaged in a Science Discovery Day. The focus of each of the Science Discovery Days was upon how different scientific fields examined the topic of Energy.

### **Virtual Collaboration Program**

In 2022, a Virtual Collaboration Program was developed and conducted, involving seven Year 9 students from Sacré Cœur and seven other Sacred Heart Schools in Australia, New Zealand, Japan and Taiwan.

Students and staff participated in 8 virtual sessions across a semester on a Thursday from 5 – 6:30pm. The program aimed to:

- strengthen partnerships between our international and domestic Sacred Heart schools so that students and staff learn from and with different cultures,
- develop students' dialogue and leadership skills, and their understanding of self and others; and
- build students' awareness of global issues and their ability to work collaboratively to create solutions in a local and global setting.

This program provided an opportunity for students to develop some of the key skills and attributes of a global citizen. These include:

- a deeper awareness of current local, global and intercultural issues
- an understanding and appreciation of different perspectives and world views
- an ability to engage in open, appropriate and effective interactions across cultures, and
- a desire to formulate action which improves the collective wellbeing of all.

The Virtual Collaboration Program runs in conjunction with our face-to-face exchanges, which will return in 2023. The program ran with two groups of students, one in each semester in 2022.

### **Artist in Residence**

The Creative Arts Club, with an Artist in Residence, was a new school initiative in 2022. The aim of the Club was to provide students with an opportunity to collaborate with an artist in the development of a mural artwork which would highlight both the 2022 Focus Goal, and the learning opportunities afforded by the new Sophie Centre. The initiative provided students with access to art-making as a co-curricular activity, and a way to connect staff and students in a community artwork.

Beci Orpin, the Artist in Residence, designed a program of four 90 minute after school art workshops in the first four weeks of Term 3. The art-making sessions included:

- drawing (mark making) with a range of media,
- taking portrait photos of participants to create paper collage portraits,
- using patterns and shapes found around the school to create lino prints and,
- taking photos of plants and flowers from the school grounds as reference to create paper flowers

Using the ideas created in the workshops, Beci developed and designed an original mural artwork for the terrace of the Sophie Centre.

### **Indigenous Community**

Two student groups of 4 staff and 51 students participated in the Red Earth Immersion Trip to Cape York in the September holidays. This immersion experience allowed our students to fundraise and connect with three indigenous communities on their homelands near Cape York.

Our Reconciliation Action Plan was completed at the end of 2020 and education surrounding the significance of this plan has been embedded in the curriculum. We partnered with the Killara Foundation for Cultural Training for all staff in January.

### **Alumnae Connections**

The After School Tutoring Program was offered four days a week from 3.30pm to 5.30pm in the Sophie Centre. The thirteen tutors were Alumnae from the Class of 2021 – all who received an ATAR of 95+. Each tutor was timetabled for a two-hour session, twice a week.

Alumnae coaches also continue a long tradition of coaching Girls Sport Victoria (GSV) teams across the year in all GSV sports. The Alumnae Coaches work closely with the Head of Sport and GSV Staff to mentor and coach our students and continue the strong tradition of participation and excellence in Sport at Sacré Cœur.

### **Connections with other School Communities**

This year, the School organised a Year 11 Conference Day as a part of a collaborative program involving Loreto Mandeville Hall, St Kevin's College and Sacré Cœur. The theme of the Conference Day was Leadership and Justice. The Keynote Speaker was Glen Gerreyn, who presented on The Leadership Effect. The students engaged in series of interactive workshops on various justice issues, including ecological justice, overcoming homelessness, action against people trafficking, refugees rights, working for justice in the arts and finding your voice through music.

In addition to this, we had Drama Production partnerships with St Kevin's College, De La Salle College and Xavier College, a Year 9 Collaborative Program and Year 9 Social with Loreto Mandeville Hall, St Kevin's College and Sacré Cœur and Year 10 Dancing classes with Xavier College and St Kevin's College.

## VALUE ADDED

During 2022 we focused on reinforcing and reinvigorating our connections within our School and greater community.

### Events and Activities

- GSV Sport all year
- Music Soirees
- Music Concert
- VCE Art Show
- Mass of Remembrance
- School Tours and Principal Tours
- Parents' Association Trivia Night
- Parent Evenings - Year 12 Careers, new parent information nights
- Phone calls and letters sent to our older alumnae
- Junior School and Senior School Camps
- Joigny Welcome Picnic
- Community Welcome Cocktail Party
- Mother-Daughter Mass and Breakfast
- Father-Daughter Mass and Breakfast
- Careers' Breakfast
- House Arts Festival
- Parent catch-ups including Coffee Mornings, Dad Nights Out, Parent Dinners and Parties
- Year 11 Social and Year 12 Formal
- Year 12 VALE Dinner
- Celebration of Sport Evening Semester 1 and 2
- Music Awards Evening
- Carols at St Patrick's Cathedral
- Reunions for several year levels, including some rescheduled from previous years due to COVID-19
- Mass of Remembrance in November
- Year 12 Parent Farewell Cocktail Evening

## PARENT SATISFACTION

The opinions, ideas and feedback of parents are valued and sought through several means, including the Melbourne Archdiocesan Catholic Schools School Improvement Survey (MACSSIS) Survey in August, parent surveys in November for key stages of primary schooling in Years 2, 4, 6, exit surveys of Year 12 parents in October, through the Parents' Association meetings and surveys and informal parent feedback to staff during the year. Parent suggestions are incorporated into planning for community events, addressing student needs and creating an engaging community environment.

### MACSSIS

This survey was completed by parents from Prep to Year 12. This is a voluntary survey and was completed by 22 parents.

Items that were highlighted as areas of success included:

- Positive School Climate
- Quality of Communication
- Student Safety
- School Fit

Items with potential for improvement were:

- Engagement with Families

### Key stages surveys - Years 2, 4, 6, 12

At the end of key stages of a student's education in Joigny, parents are asked to complete a survey. Below are a summary of the results to these surveys undertaken at the conclusion of 2022. In all three surveys at Years 2, 4 and 6

- 100% of parents were 'very satisfied' or 'satisfied'

Parents expressed the highest satisfaction in response to these statements:

#### Learning and Teaching

- Sacré Cœur encouraged my daughter in the pursuit of her interests and passions.
- The school encouraged my daughter to achieve her best.
- There are ample opportunities for involvement in co-curricular activities.
- Joigny teachers have clear understanding of my daughter and her areas of strength.
- Joigny teachers have clear understanding of areas of challenge for my daughter.

#### Student wellbeing

- My daughter felt she was part of a community and belonged.
- My daughter felt physically safe and secure during the school day.
- My daughter felt emotionally safe and secure during the school day.
- My daughter clearly understood the School's rules and expectations.

#### Communication

- Joigny staff were helpful and approachable.
- Term letters that outline curriculum and relevant dates are useful.
- The Joigny newsletter is informative and relevant.

#### Facilities and resources

- There are ample information technology resources (computer network system, computer labs, iPads etc).
- Joigny students have access to well-equipped teaching spaces, facilities and learning areas.
- Joigny students have access to well-equipped play spaces.

#### **Year 12 parent survey**

- 95% of parents were 'happy' or 'very happy'

Parents expressed the highest satisfaction in response to these statements:

#### Learning and Teaching

- Sacré Cœur has class sizes that allowed my daughter to participate fully in her subjects.
- There are ample opportunities for involvement in co-curricular activities.
- The School promotes a high level of achievement for all students.
- Sacré Cœur encouraged my daughter in the pursuit of her learning / career goals.
- Sacré Cœur helped my daughter develop the skills she will require as she moves towards further study / employment.

#### Student wellbeing

- My daughter felt physically safe and secure during the school day.
- My daughter felt emotionally safe and secure during the school day.
- My daughter clearly understood the School's Code of Conduct.
- My daughter felt she belonged as part of a community.

#### Communication

- Sacré Cœur staff were helpful and approachable
- Parent information nights and parent/teacher interviews were useful.

#### Facilities and resources

- Sacré Cœur has well-equipped teaching spaces, facilities and learning areas.
- Sacré Cœur has useful and relevant learning materials and equipment.

## Future Directions

Together, our past and present illuminate our future, offering hope along with challenge and choice through caring relationships underscored by the active pursuit of excellence. This included our recognition as the best performing Victorian Catholic school for VCE results, based on our study score median of 36.

A Sacré Cœur education offers a transformative experience and is linked to a nurturing, supportive community in which Christian values are authentically embedded, lived and shared by all in the School. The experience is inclusive of all dimensions of a whole person – the spiritual, academic, social-emotional, physical, psychological, aesthetic, and ethical. As Janet Reberdy, RSCJ says, “character formation, methods of preparing the soil to enable students to become whole people, preparation for greatness, inculcating the awareness and love of sincerity and authenticity as a means of forming character and the critical role of teacher, as a person, in the educational process”

As we look to the future, the newly developed Strategic Plan 2023 - 2027 is single-minded in its vision of strengthening the foundations of Sacre Coeur so that we continue to educate young women within an innovative and agile environment, delivering the very best of contemporary education by highly skilled and engaged educators. The needs of our community are at the heart of our vision for Sacre Coeur, a vision embedded in our Mission and the Sacred Heart Goals.

In each of our students and educators, we nurture a strong sense of belonging and identity. We are each an integral part of a very rich narrative that spans over 130 years and which connects us to the global Sacred Heart network, comprising over 150 schools across 42 countries. Upon our students graduating, they move forward, connected to, and identifying with, and belonging to something infinitely bigger than themselves. Sacré Cœur students and alumnae have, and will continue to have, a discernible impact on our world. They seek to be people of integrity and positive influence – from RSCJ to artists and scientists to, most recently, the first Australian woman (and one of only five female judges in total) to be elected to the United Nations International Court of Justice.

Our living heritage is intricate, undeniably powerful and magnetic in its capacity to affect our purpose for each of our students, as Madeleine Sophie Barat said herself they might cultivate “courage and confidence, even to [move] mountains if need be, [by ensuring that] your example, even more than your words, will be an eloquent lesson to the world.”

At the culmination of a young woman’s time at Sacré Cœur, our hope is that each student will graduate, understanding that lifelong learning is the norm and the education they received at Sacre Coeur is generative. As such we pray that each of our students, through all that she has experienced will seize this gift as an opportunity to add to both our living heritage and our purpose.