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Contact Details

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<tbody>
<tr>
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<td>Mr Craig Holmes</td>
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<td>PARISH PRIEST</td>
<td>Fathers J. Ruys, D. O’Brien (Kyneton), G. Spillane (Gisborne), M. Fleming (Woodend), W. Riad (Castlemaine)</td>
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Minimum Standards Attestation

I, Craig Holmes, attest that Sacred Heart College Kyneton 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

25 May 2018
College Overview

OUR VISION

Sacred Heart College Kyneton is committed to building an inclusive community that proudly celebrates its faith tradition and Mercy ethos. Our students will aspire to excellence in their studies and will retain a lifelong love of learning as global citizens.

OUR MISSION

Sacred Heart College Kyneton, a co-educational Catholic Secondary School in the Mercy tradition where students thrive in a vibrant learning and caring community.

OUR VALUES

In living our Mission and Vision, we are guided by the following Mercy Educational Values:

- Service
- Hospitality
- Justice
- Compassion
- Respect
- Courage

OUR COMMITMENTS

In leading contemporary learning, we will:

- Implement modern pedagogical practices that foster global, independent, lifelong learnings;
- Encourage creativity and skills development that enable students to envisage and pursue fulfilling lives for themselves in current and future contexts.

In nurturing exemplary leadership, we will:

- Build and uphold respectful relationships amongst staff and students.
- Foster collaboration and open, honest communications amongst the College community.
- Model and promote engagement with social issues and the pursuit of socially just outcomes for local and global communities.

In forging relationships for success, we will:

- Ensure high expectations and the pursuit of learning excellence.
- Provide inclusive, safe and caring learning environments that build students’ personal efficacy, resilience and confidence.
## School Improvement Sphere

### Education in Faith
We will strengthen the Catholic identity of the school in the tradition of the Mercy Sisters and in the context of a contemporary world.

- Deepen the knowledge and understanding of all members of the school community in what it means to be a member of our Catholic school community.

### Leadership and Management
We will be inspired by the College Mission and Vision, to build and sustain a vibrant learning community with exemplary leadership at all levels.

- Build shared vision, leadership and professional responsibility and accountability at all levels. Create conditions where individuals and teams are empowered and are confident that they can and do make a positive impact on student learning and the life of the school.

### Learning and Teaching
We will promote a learning and teaching culture of excellence for all.

- Build the capacity of all teaching staff in implementing innovative curriculum and pedagogy that embraces high expectations for all students, personalises their learning, and uses evidence based approaches to improve teaching and learning.

### Student Wellbeing
We will develop students as enablers of their own learning and wellbeing so that they can take their place in the world as responsible citizens.

- Ensure a whole school approach to wellbeing that is characterised by a shared understanding of how wellbeing and learning and teaching are interconnected, and where we develop each student to be resilient, self-regulating learners.

### Community
We will be an outward facing school by involving ourselves in our local and global communities adding value, depth and connectedness to these relationships.

- Build and enrich community connectedness as a dimension of all policies, programs and practices, in order to become a more outward facing school.
Principal’s Report

2017 ‘Semper Fidelis – A Sacred Earth’. Our theme for 2017 allowed us to focus not just on our College motto but also ‘the cry of the earth’ as stated by Pope Francis in Ledato See.

“LAUDATO SI’, mi’ Signore” – “Praise be to you, my Lord”. In the words of this beautiful canticle, Saint Francis of Assisi reminds us that our common home is like a sister with whom we share our life and a beautiful mother who opens her arms to embrace us. “Praise be to you, my Lord, through our Sister, Mother Earth, who sustains and governs us, and who produces various fruit with coloured flowers and herbs”.

Mercy@Work is our student Justice and Service arm of the College. In this year we focused on two environmental stewardship initiatives in de-lamping the school buildings and fitting energy efficient lighting in all facilities. Secondly, our students sought the implementation of a more environmentally responsible toilet paper, unfortunately named ‘Who Gives a Crap’. Proceeds from this recycled paper product go towards improving sanitary conditions in economically under-developed countries.

Our Community Kitchen which provides a three-course meal to those in need in our community, is overwhelmed by student volunteers, which is a good problem to have.

As a College we are embracing many aspects of the Visible Learning research by John Hattie, to ensure our students acquire knowledge that moves from surface learning to deep learning and eventual transference of this knowledge. In this process we aim to show students what success looks like, and we aim to achieve this in every lesson. We have adopted the concept of Learning Intentions and Success Criteria, aiming to make these visible to students at the start of every lesson. Teachers worked on the adoption of this process over 2017.

The College has been accepted to be part of UMNOS – The University of Melbourne Network of Schools. The purpose of the Network is to collectively impact on improving the learning outcomes and experiences of students, through a structured program that focuses on teaching and learning, and to inform, build and use the evidence base of the University of Melbourne. In 2018 the Network will enable schools to achieve things together that they may not be able to achieve on their own.
The College is very proud of our VCE and VCAL Classes of 2017. Our VCE results were outstanding; placing the College as one of the highest performing Catholic Co-educational Colleges in Victoria. All our VCAL students have secured apprenticeships, employment or opportunities for further training.

As a College we hosted the launch of the Live4Life program facilitated by the Shire for all Year 8 students in the region. Live4Life is an innovative, evidence-based, local community driven response to youth mental illness. The purpose is to increase the mental health knowledge of our students. Likewise, the College provides avenues of support for our staff as part of their wellbeing. Our adoption of the Positive Education approach, based on the work of Martin Seligman, continues to gain strength.

Our community was presented with an important document entitled ‘Strategic Directions 2017-2020.’ This document contains our renewed College Mission and Vision Statement along with a reiteration of our MERCY VALUES and our commitments as a learning community. It also contains our School Improvement Plan for 2017-2020. Our 2017-2020 four-year School Improvement Plan supported with Annual Action Plans provide us with an immediate ‘road map’ to achieve our newly stated Mission and Vision for the College.

An exciting opportunity for the College community is being planned as we aim to embark on a future focused exercise for the College in our ‘Imagine 2030’ Future Directions Project. Strategic priorities need to be established in a broader range of areas to complement a 2030 Master Plan that will see Sacred Heart transform continuously into the vibrant learning community that we aspire to be. The year 2030 provides ‘stretch’ to our vision for our future development in this region.

Child safety has been an important focus for our College along with parent and community engagement. The College has implemented new electronic visitor and contractor sign-in process, along with a cyber-safety package that will be implemented fully in 2018. A range of measures and policies have brought improvement to our practices and facilities to meet child safety standards.

Our students are the focus of all that we strive to be and this is now evident in our student leadership program as well as our wellbeing and academic initiatives. ANZAC Day, College Masses and cultural events bring witness to the commitment and integrity of our young student leaders and broader student population at Sacred Heart College Kyneton.
Church Authority Report

Governance
Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPPNG), charged with operating all educational ministries for which the Institute has sole sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

ISMAPNG is involved with twelve fully sponsored schools - eight in Victoria, three in Western Australia and one in South Australia. The governance role of the Board of Mercy Education is confined to the twelve ISMAPNG sponsored schools and sets policies, approves each school’s strategic plan, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

These schools are:
- Academy of Mary Immaculate, Fitzroy, VIC
- Catherine McAuley College, Bendigo, VIC
- Mercedes College, Perth, WA
- Mount Lilydale Mercy College, Lilydale, VIC
- Our Lady of Mercy College, Heidelberg, VIC
- Sacred Heart College, Geelong, VIC
- Santa Maria College, Attadale, WA
- Sacred Heart College, Kyneton, VIC
- St Aloysius College, Adelaide, SA
- St Aloysius College, North Melbourne, VIC
- St Brigid’s College, Lesmurdie, WA
- St Joseph’s College, Mildura, VIC

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

Goal
To strengthen the Catholic identity of the school in the tradition of the Mercy Sisters and in the context of a contemporary world.

Intended Outcomes
- That the capacity to be an active member of this Catholic school community be enhanced for staff, students and parents.
- That students are active participants in an engaging RE curriculum.

Achievements
- National Reconciliation Week. Students planted two banksias. They represent the 50th Anniversary of 1967 Referendum – 25th Anniversary of Mabo decision in the High Court.

- Year 7 Reflection Day. The students visited the Kyneton Cemetery to see where the Mercy Sisters are buried so that the new students to Sacred Heart College understand the richness of the Mercy Story.

- Celebrating Masses are important events on our school calendar. We were fortunate again in 2017 to have had four Chaplains who are always generous with their time for our community. We also farewelled our Chaplain Fr Joe Ruys from the Kyneton Parish and welcomed Fr Declan O’Brien.

- The Mercy@Work group consists of a vibrant and hard working group of students who continually raised awareness of the select causes we work toward: Caritas, McAuley Women’s Services, Mercy Works and our local Parish.

- Sacred Heart College also received a visit from Sr. Elizabeth Young RSM who recently made her final vows. Sr. Elizabeth came to speak to the College on Mercy Day and shared some of her story.
Learning and Teaching

**Goal**

- To promote a learning and teaching culture of excellence for all.

**Intended Outcomes**

- That students will be equipped with the skills to participate confidently, creatively and critically in an ever-changing world.
- That student learning outcomes Years 7 – 12 will continue to improve.

**Achievements**

- The VCE results in 2017 were a great improvement on previous years. The median study score was 31 (and increase from 29 in 2016) and 9.4% of the study scores were 40 or over. An improvement such as this is the result of a number of factors over a number of years, and is a pleasing indicator that Sacred Heart is on the right path. Four students achieved their VCE Baccalaureate as well, an increase of two from 2016. 99% of VCAL Units were successfully completed and this was also an increase.

- 2017 was a year of improvement in terms of policies and procedures to better reflect the requirements of the school. A text selection policy for English was created to ensure that students are given access to a wide range of texts that will engage and challenge students as well as meet the requirements of the Victorian Curriculum and Assessment Authority.

- VCE and VCAL procedures for non-submission of work, attendance and authentication issues were revised in order to better communicate with parents at an earlier stage if there are concerns, as well as to ensure that students take better ownership of their own learning.

- The procedures for students applying to study VCAL rather than VCE were revised in 2017. It is important that students follow the correct pathways, not just see VCAL as an easy option. The value of the VCAL pathway for applied learners is extremely high, and the new application procedures will aid in ensuring that the places are given to those for whom it is best suited.

- As the College embeds Visible Learning practices, there was a consolidation of Learning Intentions and Success Criteria in all classrooms. This was supported by workshops for teachers to better enable them to make the lessons meaningful and to allow students to better determine whether or not they had successfully learned during the class time.

- An application was made to join the University of Melbourne Network of Schools’ (UMNOS) 2018 intake. UMNOS provides schools with support to work on a curriculum focus over the 3 years in which schools are members of the network. Sacred Heart College was advised of the success of its application in Term 4 2017.

- The Deputy Principal – Learning and Teacher, together with the Director of Curriculum and Transition attended a Catholic Education Melbourne Professional Learning day run by Lyn Sharrat on ‘Putting FACES to the Data’. The pedagogical thinking behind this is that by really knowing our students, we will be in a better position to provide appropriately targeted, relevant and engaging lessons.
This PL formed the bases of the Personalising Data process that teachers are to follow during 2018. The data includes a range of different types of evidence, not just NAPLAN and VCE data.

- The Gifted and Talented Program began in 2017. The leader of Pedagogy, under the direction of the Deputy Principal – Learning and Teaching devised a method of identifying students who meet the criteria of ‘gifted students’. Work was done in conjunction with Dr Susan Nikakos of Catholic Education Melbourne to ensure that the methods were appropriate. A trial program was offered to the parents of a group of Year 8 students which aimed to better engage these students and to challenge them to higher critical thinking.

### POST-SCHOOL DESTINATIONS

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Student Wellbeing

Goal
To develop students as enablers of their own learning and wellbeing so that they can take their place in the world as responsible citizens.

Intended outcomes
- Ensure a whole school approach to wellbeing that is characterised by a shared understanding of how wellbeing and learning and teaching are interconnected, and where we develop each student to be resilient, self-regulating learners.
- Students will be self-motivated, autonomous, resilient, confident and responsible learners.
- That students take responsibility for their own learning and that of others.

Achievements
During 2017, Sacred Heart College Kyneton has:
- Fully implemented the Student Management System, with flowcharts displayed around the College and accessible to parents via the website.
- Introduced a Positive Education Pastoral Program across all Year 7 and Year 8 classes, focusing on resilience building, character strengths and gross mind sets.
- Continued to develop and implement consistent protocols as well as possible strategies for classroom management and structure.
- Provided the Teen Mental Health Program for all Year 11 students, and piloted a junior version at Year 8 facilitated by Live4Life presenters.
- Celebrated our wonderful Sacred Heart community on Mercy Day.
- Continued to develop the SIMON Learning Platform in order to use its data capabilities to filter and identify students in need of support.
- Developed a more accessible online referral process that allows the Wellbeing Team to integrate into the College in an even more collaborative, positive way.
- Reviewed the current cyber security system as part of investigating and auditing current systems and processes for cyber safety.
- Introduced Wellbeing Week as an enjoyable vehicle for Positive Education initiatives that focused on both student and staff wellbeing.

Expanded the Student Leadership structure to see the development of more opportunities for students to participate and lead the various areas of College life.
Students have organised a variety of entertaining, educational and awareness raising events for the College, involving Students, Staff and Parents. These have included Sacred Heart Talent Quest, Academic weeks focusing on extra curricula activities for students and Wellbeing week. Organisation of whole school assemblies, participation on selection panels for incoming student leaders, social justice experience and awareness raising for students as well as the various sporting activities and events organised around the College.

Year Level Leaders and Staff have been participating in the Berry Street Education Model Training, complementing our Positive Education approach. Further upskilling of staff has taken place through Staff Meeting and Professional Learning Days.
Sacred Heart College Students have proudly represented the College in many significant events within the local communities. These events have included ANZAC Day, Music Recitals, entertaining at the Aged Care Facilities. Sacred Heart College hosted a very successful Local Schools Constitutional Convention which was Student led and organised. Representation was from State and Federal Governments as well as Local Members of Parliament. New student leaders participated in a Leadership Team Planning Day at the end of 2017. This provided the groundwork for an exciting year ahead.

Attendance
Sacred Heart College Kyneton regularly emphasises to all students and staff the importance of regular attendance and its relationship to success at school.

- Parents are notified by SMS if students do not attend Homeroom.
- Students late for school must sign in at the student office. Staff marking their roll record the student as arriving late to class.
- Parents are to notify the College to confirm student absence. They must also notify Sacred Heart College Kyneton if an absence is known in advance.
- If a student is absent without any reason, parents are contacted on the second day to determine the reason by the Homeroom Teacher. If reason is concerning, this is passed on to the Year Level Leader.
- Parent contacted by Year Level Leader.
- Reason for absence is determined, and Wellbeing staff contacted and meeting organised if applicable.
- Student Support System may be initiated.
- Regular monitoring takes place.

Value Adding
Students have many opportunities to become involved in and participate in enriching both curricular and co-curricular activities. Every lunchtime has opportunities for involvement in various interest based activities, such as choir, music, science club, Technology club, sport competitions, card games, chess club, and Student Leadership. Other activities are generated from the Leadership group, such as the Talent Quest, Academic Weeks, and Justice and Service Group. Students also have the opportunity to participate in and compete with other schools in several different areas, being Public Speaking, Debating, and SSV Sport.

Student Satisfaction
- Students perceive that their literacy and numeracy outcomes are high.
- Staff are satisfied that students form positive relationships and are respectful, whilst acquiring high levels of self-esteem.
- Students share with staff and parents a perception that there are adequate teaching and learning resources and all three groups have high accolades for the aesthetics of the College environment. Students believe that the school encourages community mindedness and community service amongst its students.
Child Safe Standards

Goals and Intended Outcomes

At Sacred Heart College, Child Safe Standards have become an integral part of all of our policies and procedures. These standards have complimented and enhanced the practices already in place and provided a structure to further develop safe approaches to Child Safety and Wellbeing. Our Commitment is to 'provide inclusive, safe and caring learning environments that build students’ personal efficacy, resilience and confidence'.

The Child Safe goals that Sacred Heart College is working towards are:

- Continually developing effective policies and processes and adopting an ongoing review and continuous improvement approach to meeting the standards.
- Continue to audit our College environment to identify risk in relation to child safe and ensure unsuitable areas are rectified.
- Creating a culture where the reporting procedure is well known and accessible to the College community.
- Developing a robust but simple volunteer process for parent helpers and guests to the College.
- Child Safe meetings to be an integral part of the College calendar.

Achievements

In relation to Child Safe, Sacred Heart College has achieved the following during 2017:

- Child Safe Policy and Code of Conduct reviewed and updated.
- Excursions procedures reviewed and modified in light of child safe.
- Pick up and drop off procedures updated.
- Volunteer process planned and researched for implementation.
- Promotion to all outside contractors and services of the requirement for Working with Children Check to be able to enter the College.
- On-going staff updating of Child Safe requirements.
- Child Safe is included in job descriptions and employment contracts, and will now be part of new staff induction.
- Development of a more robust Student Leadership structure and opportunities for student voice on various focus groups.
- Regular reminders to students of the definitions of child abuse, who are the Child Safe Officers, and the reporting procedures.
- All Risk Assessment templates have Child Safe Compliance section.
- Environmental updating for Child Safe Compliance continuing. Regular checks by Child Safe Committee and Maintenance ensure this upgrading is ongoing.
- Regular meetings of the Child Safe Committee have enabled the College to continue to introduce current Child Safe requirements in an organised and methodical manner. Examples are: Electronic signing in system, Promotion to College Community with Working with Children requirements.
- The ongoing integration into current policies and documentation of Child Safe Acknowledgement.
- Continual updating of Child Safe information to parents, student, staff through the Newsletter, Staff Meetings and Assemblies.
- Continual reminder of Child Safe information added to all Parent Information Evenings.
- Ongoing modification and improvement of mock interview and structured Workplace Learning processes to comply with Child Safe requirements.
Leadership and Management

Goal

- To continue to build a learning community that is underpinned by supportive, distributed leadership, role clarity and staff engagement.

Intended Outcomes

- Shared, visionary and supportive leadership will be promoted, valued and developed
- Conditions created where individuals and teams will be empowered and confident they can make a positive impact as leaders of learning within the College.

Achievements

- Finalisation and implementation of updated Mission and Vision statement
- Creation and publication of ‘Strategic Plan 2017 – 2020’, outlining the School Improvement Plan, distributed to the school community
- Continued enhancement of the role of Leadership Teams and their capacity within the College
- Continued to provide opportunities for staff, students and parents to be involved in decisions
- Initiation of IMAGINE 2030, a comprehensive long-term strategy for the future
- Continued coaching training for members of the Learning Enhancement Team to assist in their support of staff
- Continued refinement and implementation of collaboration and shared practice leading towards an Annual Review aligned with the AITSL standards

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The focus for Professional Learning in 2017 revolved around improving outcomes for students within the classroom. This was tackled from a number of approaches:

- Collaboration and learning from each other – small teams working together in goal setting, classroom visits, reflection and feedback.
- Whole school workshops emerging from the College Annual Action Plan.
- Teams of staff or individuals pursuing Professional Learning in line with their professional learning goals.

Description of Professional Learning undertaken in 2017:

- Visible Learning and Effective Feedback;
- Religious Education Accreditation;
- Positive Education;
- OH&S and Compliance;
- Staff Wellbeing;
- Coaching for Performance Development;
- Subject specific Professional Learning;
- VCE Study Design updates, subject area conferences, marking of external exams for Year 12 and updating qualifications with further study.

Number of teachers who participated in Professional Learning: 76
Average expenditure per staff member for Professional Learning: $737.00
Overall expenditure for Professional Learning: $56,000

### TEACHER SATISFACTION

The SIF 2017 Staff Survey data indicates a ‘reasonable level’ of teacher satisfaction at SHC when compared to the range of Australian secondary schools but would benefit in bringing about improvement. The 2017 scores are:

- 62 for Individual Morale
- 55 for Overall School Morale
- 55 for Professional Growth
- 53 for Supportive Leadership
- 46 for Empowerment
- 73 for Teacher Confidence
- 67 for School Improvement Focus
College Community

Goal
- “We shall be an outward facing school by involving ourselves in our local and global communities adding value, depth and connectedness to these relationships”.

Intended Outcome
- Build and enrich community connectedness as a dimension of all policies, programs and practices, in order to become a more outward facing school.

Achievements
- At the start of the year we welcomed our new Year 7 students and parents with a series of events including, Parent morning tea, Information Nights for other year levels
- Year 7 Mass – all students and their families were invited to attend, and this year we held the Opening Mass in our Quambi, as our attendance has outgrown the local church
- The College community was heavily involved in a number of outreach programs such as the Tuesday night Community Kitchen, Camp Campaspe, and a program over the school holidays for under privileged children in the Kyneton district, and regular funding activities for Caritas and Mercy@Work programs.
- The College continued to open our facilities to a number of Macedon Ranges community groups.
- Circle of Mercy gatherings were also held at the College, giving us broader community involvement.
- The College Show band performed at a number of community activities including the Tylden Primary school fete and the Kyneton Community Ball
- Mother’s Day and Father’s Day breakfasts continued to be very popular with our College community.
- We had the continued support of local employers who gave generously of their time for Structured Work Place Learning and Mock Interviews assisting and supporting our students as they are prepare for life beyond school.
- The LINCS students (Learning, Initiating, Networking and Connecting for Success) together with their teaching staff visited the Macedon Ranges Kindergarten to deliver a Cubbyhouse Cube and Mud Kitchen that they created in their classes.

The College also hosted a Constitutional convention, where the topic for discussion was “Should the Federal Government intervene in Australia’s energy production due to the national and international issues presented by climate change?”. 120 Year 10 and 11 students from schools including Girton Grammar School, Marist College Bendigo, Salesian College Sunbury and Sunbury College joined students from Sacred Heart College Kyneton for the day

In summary, Sacred Heart College continues to maintain a high reputation in the community, both within and beyond the College gates, which is a contributing factor for the many families who, above all, want a “Mercy Education” for their children. A key philosophy is the recognition that the College both is a community, and exists within a community, as mentioned above, and that the doctrine of „mutuality“ is the way to achieve sustainable, reciprocal, community support.
Value Added

Beyond educating young people, the College Community strives to develop our future leaders of Society. We use the phrase “People of Mercy” and encourage our students to strive for great achievement, while also nurturing the humanitarian dimension and sense of social justice. Through involvement with our other Mercy schools throughout Australia, and the various involvements outlined above, we strive to be a College that is outward-facing such that our young people, particularly, develop a sense of being part of something much bigger and much greater. The “Community” sphere, with its many overlays with other spheres, seeks to equip students with the education and skill-set to thrive in their world, which increasingly will include skills of collaborating, partnering, and alliance – all accompanied by a finely-tuned moral compass.
Future Directions

Key Goals for the Sacred Heart College 2017 Annual Action Plan

Education in Faith
Goal
To strengthen the Catholic identity of the school in the tradition of the Mercy Sisters and in the context of a contemporary world.

Intended outcome
❖ That the capacity to be an active member of this Catholic school community be enhanced for staff, students and parents.
❖ That students are active participants in an engaging RE curriculum.

Learning and Teaching
Goal
To promote a learning and teaching culture of excellence for all.

Intended outcome
❖ That students will be equipped with the skills to participate confidently, creatively and critically in an ever/changing world.
❖ That student learning outcomes Years 7-12 will continue to improve.

Student Wellbeing
Goal
To develop students as enablers of their own learning and wellbeing so that they can take their place in the world as responsible citizens.

Intended outcome
❖ That students will be self-motivated, autonomous, resilient, confident and responsible learners.
❖ That students take responsibility for their own learning and that of others.

Community
Goal
We shall be an outward facing school by involving ourselves in our local and global communities adding value, depth and connectedness to these relationships

Intended outcome
❖ That students will be more connected to the local and global communities.
❖ That parents will be more engaged in learning.

Leadership and Management
Goal
Inspired by the College Mission and Vision, to build and sustain a vibrant learning community with exemplary leadership at all levels.

Intended outcome
❖ That all members of staff will embrace the College Mission and Vision, and understanding their role in the provision of a rich, inclusive learning and teaching environment where learners thrive.
## VRQA Compliance Data

**E1032**  
Sacred Heart College, Kyneton

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>91.3</td>
<td>0.2</td>
<td>96.5</td>
<td>5.2</td>
</tr>
<tr>
<td>YR 09 Numeracy</td>
<td>98.1</td>
<td>100.0</td>
<td>1.9</td>
<td>99.3</td>
<td>-0.7</td>
</tr>
<tr>
<td>YR 09 Reading</td>
<td>96.2</td>
<td>97.5</td>
<td>1.3</td>
<td>96.4</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 09 Spelling</td>
<td>90.4</td>
<td>92.9</td>
<td>2.5</td>
<td>91.7</td>
<td>-1.2</td>
</tr>
<tr>
<td>YR 09 Writing</td>
<td>88.5</td>
<td>96.9</td>
<td>8.4</td>
<td>92.4</td>
<td>-4.5</td>
</tr>
</tbody>
</table>
### YEARS 9 - 12 STUDENT RETENTION RATE

| Years 9 to 12 Student Retention Rate | 76.39% |

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y7</td>
<td>92.93%</td>
</tr>
<tr>
<td>Y8</td>
<td>91.86%</td>
</tr>
<tr>
<td>Y9</td>
<td>91.02%</td>
</tr>
<tr>
<td>Y10</td>
<td>92.32%</td>
</tr>
<tr>
<td>Overall</td>
<td>92.03%</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 92.21% |

### STAFF RETENTION RATE

| Staff Retention Rate | 88.2% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>10.14%</td>
</tr>
<tr>
<td>Graduate</td>
<td>46.38%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>2.90%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>59.42%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>13.04%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>81</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>71.200</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>50</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>46.442</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>1</td>
</tr>
</tbody>
</table>

### MEDIAN NAPLAN RESULTS FOR YEAR 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 Reading</td>
<td>606.40</td>
</tr>
<tr>
<td>Year 9 Writing</td>
<td>582.50</td>
</tr>
<tr>
<td>Year 9 Spelling</td>
<td>590.00</td>
</tr>
</tbody>
</table>
### Year 9 Grammar & Punctuation
571.50

### Year 9 Numeracy
584.50

<table>
<thead>
<tr>
<th>SENIOR SECONDARY OUTCOMES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Median Score</td>
<td>31</td>
</tr>
<tr>
<td>VCE Completion Rate</td>
<td>100%</td>
</tr>
<tr>
<td>VCAL Completion Rate</td>
<td>99%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POST-SCHOOL DESTINATIONS AT AS 2017</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tertiary Study</td>
<td>49.0%</td>
</tr>
<tr>
<td>TAFE / VET</td>
<td>15.0%</td>
</tr>
<tr>
<td>Apprenticeship / Traineeship</td>
<td>10.0%</td>
</tr>
<tr>
<td>Deferred</td>
<td>14.0%</td>
</tr>
<tr>
<td>Employment</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
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 http://www.acnc.gov.au