

2024

Annual Report to the School Community



Sacre Coeur

172 Burke Road, GLEN IRIS 3146

Principal: Adelina Melia-Douvos

Web: www.sacrecoeur.vic.edu.au

Registration: 149, E Number: E1020

Principal's Attestation

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

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

Attested on 06 Jun 2025

About this report

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

Governing Authority Report

Vision and Mission

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.

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 wellbeing and prosperity.

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 just under 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 150 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; 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.

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, supporting each child to find their individual path. Each student benefits 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 second top Catholic school in the state and in the top 20 schools in Victoria in 2024, based on median study scores.

Student wellbeing is at the core of personal endeavour and achievement and, as such, it 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 challenges and to maintain social, emotional and physical wellbeing from the earliest years into adulthood.

Our young women are encouraged to raise their voices and to look outwardly, applying the tenets of Sacred Heart Education to their lives and to the lives of others, seeking to make a discernible and positive impact.

Principal's Report

The 2024 Sacré Cœur Focus Goal: An active and personal relationship with God was marked by the School referencing the RSCJ's International Education Commission's 2023 document entitled: Sacred Heart Education Philosophy: Sofie's Gift, Our Call to the Future.

This document reaffirms that the future of education is firmly founded on the mission of the Society, but that, since education is one of embracing 'the human', it must adapt to more effective ways of understanding 'the human'. At the core of this philosophy is the unconditional regard for the human dignity of each person, with the quality of relationships being central to this vision. In the 21st century, this translates into an educational practice centred on each person within the community, in which educators accompany people in the development of attitudes essential for a life with meaning.

Throughout the academic year, all that was undertaken across each sphere of our School - learning and teaching, wellbeing, religious dimension and school community leadership - enabled us to strengthen the vital blocks of community while also allowing each student to find purpose through the many programs and opportunities offered at the School.

In Joigny, The Wellbeing Connect Us Program allowed time for students across classes to get to know one another, build inclusion and establish a positive classroom culture. The Einstein Project was aimed at building a modern understanding of the fundamental physics that describe the universe. Digital Technologies was introduced at each year level and included a new podcasting studio and 3D printers. The Swim Squad training was enthusiastically embraced by students from Years 3 - 6. Additionally, the Year 6 students participated in debating, the Senior School Music Camp and the Senior School Music Performance at the Melbourne Recital Centre.

The education programs offered in the Secondary School were expansive and included a broad elective program at Year 9. Overseas offerings included immersion trips to Japan, India and The Philippines as well as exchange programs to Japan, France, America and our ANZnet schools. The Year 9 Virtual Collaboration Program allowed students to connect with students from Taiwan, Japan, New Zealand and Australia. In Year 10, students focused on Indigenous Spirituality as part of their Religious Education Program. Partnering with our sister school in Guadalajara, Mexico, they explored Indigenous spirituality in both Australia and Mexico. These projects show how education transcends borders, bringing students and teachers together from different parts of the world.

In terms of co-curricular, the offerings were varied and rich, and included: the music camp and the music concert performed at the Melbourne Recital Centre. The drama productions in 2024 featured *Witch* and *The Beijing Opera*. The Creative Arts Learning Area offered lessons with acclaimed artist Emma Stenhouse and sculptor Kate Butler and showcased student

work at both the end-of-year Media Art Design Show as well as at the biannual Festival of Ideas.

In sport, our Secondary Students enjoyed much success with teams winning more GSV finals than in previous years across a wide range of sports which included: Cricket, Basketball and Softball.

Our founder, Saint Madeleine Sophie Barat felt especially called to educate girls in a way that honoured their full potential; she believed in the importance of developing the whole person. This concept of holistic education was explored in the document entitled: Sacred Heart Education: Sophie's Gift, Our Call to the Future which concluded that education is never neutral; it should seek to be a force for transformation at the individual, community and global level.

Our founder, along with our other key wisdom women, certainly still remains vital, relevant and she is a contemporary role model. Sophie remains a woman of all season; the romantic (as in the celebration of the individual, glorification of nature with an emphasis on the imagination and emotion), the entrepreneur, the contemplative and the intellectual.

When we look back at our achievements in 2024 we can celebrate Sacré Cœur's Call to the Future in shaping our students through these various facets:

The intellectual: Students and staff actively engaged in the excitement of learning and teaching offering the gift of transformation and accompany [ing] young people in the development of attitudes essential for a life of meaning." (Sophie's Gift...Our Call to the Future).

The romantic: As a School we celebrated individuals: their voice, their creativity, their role in fostering a sense of hope and meaning for each person of the School Community. The diverse gifts of all individuals in our School were nurtured through core curriculum, co curricular and extra-curricular learning experiences which were relevant, robustly challenging and aimed at educating the whole person.

The entrepreneur: Through our strategic Future-Fit Framework, our students and staff engaged in learning and teaching which saw them thinking creatively and critically, problem-solving, taking calculated risks - seeing and creating opportunities. Our Framework is based on the premise that, "the future is not something we are going to, but one we are creating. The paths to it are not formed but made and the making of them changes both the maker and the destination." (J. Schaar).

The contemplative: Encapsulated in the 2024 Focus Goal, A Personal and Active Faith in God, was the importance of the contemplative. Through regularly coming together for whole School Masses, liturgies and Year Level Assemblies, and joining collectively through the experience of rituals at particular Year Levels, we gave expression to our faith life, and we

acknowledged the importance of the interior life, providing opportunities for contemplation, stillness, reflection and prayer.

Central to any academic year is profound gratitude for a year lived together in joy, courage and hope. And, it is this gratitude, anchored in generosity, integrity and authenticity that propels us forward into a future in which education at Sacré Cœur continues to foster the heart and mind and create infinite possibilities.

Adelina Melia-Douvos

Principal, Sacré Cœur

Catholic Identity and Mission

Goals & Intended Outcomes

Sacré Cœur's Catholic identity and faith life are deeply rooted in the philosophy, charism, and tradition of Sacred Heart Education, embodied through its five Goals. These Goals underpin the unique Sacré Cœur way of living and connect us with others; they are interwoven into the daily life of the School and reflect our enduring Sacred Heart tradition.

The School is committed to providing students with meaningful opportunities to nurture their personal spirituality. This spiritual journey is integrated into all aspects of student life, both inside and outside the classroom. Practices such as prayer, reflection, silence, contemplation, and engagement in social justice initiatives support students in discovering their Catholic identity and understanding the role of prayer, tradition and spirituality in their daily lives.

Sacré Cœur strengthens and communicates its value proposition by actively sharing, embodying, and bringing to life our Vision, Purpose, and Cor Unum values. Our goal is to continue to develop each member of the community, staff and students' understanding of both the unique Sacred Heart Charism and its strong relationship to its Catholic identity.

Further to this, Our School Focus Goal in 2024 was "A Personal and Active Faith in God." This was the underlying foundation of all school Faith activity throughout the year.

Achievements

Design then implement and refine Formation to Mission programs for: Staff and the Community.

One critical component in achieving the Goal was to offer a contemporary education in faith which facilitates appropriate professional learning and development learning for staff, in particular, with respect towards staff attaining an Accreditation to Teach in a Catholic School. In 2024, education in faith staff professional learning focused upon the Annual Focus Goal of "A Personal and Active Faith in God." Of particular note, the School engaged and participated in a two day Sacred Heart Schools Conference for schools in the Australian and New Zealand region.

Value Added

- Daily prayers
- Morning quiet, contemplation time based on Dadirri
- Student Liturgy Committee
- Reflection Days and Retreats
- Special occasion Masses (Leadership Mass, Sacred Heart Day)
- Year Level, Junior and Senior School Masses
- Junior School Sacramental Program
- Sacred Heart Week celebration
- Ongoing practical support of our sister community, Sophie's Farm, in Samar, The Philippines which included an Immersion opportunity for the Class of 2024 in December to visit Sophie's Farm.

Staff formation opportunities in Catholic Anthropology as well as RSCJ formation

Week of Prayer - whole school involvement

Learning and Teaching

Goals & Intended Outcomes

Secondary School

- Staff goal setting / professional learning focussed on continuous improvement of practice and the building of professional learning communities, including cycles of peer observation
- Implementation of new LMS (Schoolbox) across the School P-12, driving improved communication and technology supported learning, feedback and reporting
- Continuation of work on Future Fit Framework, embedding the values of Purpose, Excellence, Care, Hope and Connection, and creating links with curriculum outcomes, making values visible in our practice
- Familiarisation/implementation of Victorian Curriculum 2.0
- The redesign the pastoral program and pastoral reports mapped to the Victorian Curriculum personal and social capabilities
- Professional learning on AI for learning leaders - working towards a school-wide policy
- Implementation of compulsory language study in Year 9
- Update to the assessment policy with a more stringent procedure to address student absences
- Additions to the VCE handbook - including a policy on unscored students and delivery of staff professional learning relating to teaching the VCE
- Implementation of new dashboard for booklisted resources enabling students to access resources via a single login
- Review of student planners and shift towards digital planners
- Implementation of Clipboard software to better integrate and track participation in co-curricular activities

Joigny (Junior School)

- Enabling use of Schoolbox
- Enabling professional feedback conversations
- Continued development and exploration of the Future Fit Framework

Achievements

Secondary School

- Neurodiversity week and launch of new initiatives driven by learning enhancement staff. Presentation to staff meeting. Ongoing new initiatives: lunchtime activities (Serene Grooves and Strategic Moves)

- VCE Theatre Studies production of Witch - a spectacular production
- Careers breakfast - 24 alumni shared their career journeys since leaving Sacré Cœur, with our Year 10, 11 and 12 students
- Indigenous Spirituality Program Collaboration between Sacré Cœur, Kincoppal Rose Bay and Colegio Guadalajara. Year 10 students learning about Indigenous Spirituality, culminating in an online collaboration session earlier this term. Focus of a staff presentation at the Sacred Heart conference at Baradine New Zealand
- One Year 9 student and two Year 7 students were selected to participate in RMIT's Young Women in Aerospace and Defence STEM Program in the April school holidays and came 3rd place in a rocket competition on the final day. An additional Year 9 student has also been selected for the same program in the Term 3 holidays.
- 10 VCE students volunteered to run Science Club for Year 7 & 8 students, held at lunchtime on the last Wednesday of each month
- 82 students from Years 7 - 10 sat the annual Big Science Competition on 13 May.
- 4 students (1 Year 10 + 3 Year 11 students) participated in the Bionics Institute Mentor Program, meeting once a month online with a science mentor. They undertook research on a topic of their choice and presented their findings to their peers in October, as well as visiting their mentor's place of work.
- More than 160 students from Years 7 - 11 participated in the Australian Mathematics Trust (AMT) Computational and Algorithmic Thinking Competition.
- A Year 12 student was a finalist in the National Portrait Gallery's "Little Darlings' Youth Portrait Prize 2024. Her work was 1 of 12 portraits selected nationally. The work was displayed at the National Portrait Gallery in Canberra. The work was also professionally photographed at the National Portrait Gallery and published in a 2025 calendar.
- Festival of Ideas Winter Edition and Spring Edition showcased student work
- Design the future project: Year 8s completed an interdisciplinary project called Design The Future in Term 3 in their Humanities, Science, Creative Arts and Digital Technologies classes. The focus of the project was the design of sustainable urban spaces. This project was created in response to the Victorian Curriculum's Cross Curriculum Priority of Sustainability which emphasised futures-oriented education to protect environments and create a more ecologically and socially just world.

Joigny (Junior School)

- Implementation of Schoolbox LMS
- Social Stencil social- emotional curriculum implementation
- Introduction of Digital Technologies as a standalone subject area (P - 6)
- Joigny School musical - Nursery Crimes (which involved all P - Year 6 students)
- Joigny Colour Run raised over \$25,000 for the One Heart Family Support Group.
- Einstein Science Project roll out stage 1 (Years 3 - 6)

Student Learning Outcomes

VCE Results:

MEDIAN ATAR 88.70

MEDIAN STUDY SCORE 35

VCE Achievements

Dux ATAR: 99.90

4 perfect study scores (50) in English

1 perfect study score (50) in Psychology

25% study scores over 40

46% achieved ATAR over 90

Student Learning Outcomes: Joigny (Junior School)

- Student involvement in numerous external competitions
- Completion of NAPLAN and internal data including PAT Testing
- Lunchtime clubs eg. Garden Gang, Green Team, robotics, Calm Club and library.
- Range of excursion, incursion and camp experiences offered at each Year Level
- House sporting events across all Year Levels
- Ignation leadership conference in Adelaide (Selected Year 6 students)

NAPLAN

Numeracy

Year 3

Students in Year 3 scored above the State mean in all percentile rankings. In 2024, the lowest 10th percentile of Sacré Cœur students was well above the lowest 10th percentile for the state, and the 90th percentile of Sacré Cœur students was above the 90th percentile for the state.

Our Year 3 School mean was higher than the state mean by 20 points, and higher than the national mean by 29 points. The School mean of 433 fell well within the Strong band (378-493)

Year 5

Students in Year 5 scored above the State mean at all percentile rankings. In 2024, the lowest 10th percentile of Sacré Cœur students was above the lowest 25th percentile for the state, and the 90th percentile of Sacré Cœur students was well above the 90th percentile for the state.

Our Year 5 School mean is higher than the state mean by 37 points, and higher than the national mean by 45 points. The school mean of 534 falls well within the Strong band (451 - 577)

Year 7

Numeracy performance followed the same positive trend, with the School mean score (601.58) exceeding the state (545.53) and national (539.82) means by a considerable margin. The School's median and 75th percentile scores similarly outperform these benchmarks, confirming strong numeracy skills across the cohort.

Numeracy outcomes are similarly strong, with a mean score of 603.66, well above the national average of 565 and the state average of 566. This indicates that students have a solid grasp of mathematical concepts, problem-solving, and reasoning skills appropriate for their year level.

Year 9

The 90th percentile score of 678.2 demonstrated that the highest-achieving students are performing at a very advanced level, reflecting the School's capacity to challenge and extend numeracy learning.

Literacy

Year 3

Year 3 results across all domains (Grammar and Punctuation, Reading, Spelling and Writing) were higher than the state and national averages.

Reading is the domain in which the highest proportion of Year 3 students achieved in the Exceeding band.

Writing is the only domain in which no students achieved in the lower two bands.

Spelling is the greatest area of need within this cohort.

Year 5

Year 5 results across all domains (Grammar and Punctuation, Reading, Spelling and Writing) were significantly higher than the state and national averages.

40.48% of students (17 students) achieved Exceeding in reading. This is significantly higher than the state and national averages for this band.

47.62% (20 students) are Exceeding. This is significantly higher than state and national averages for this band. It is also well above the average for girls' schools.

Grammar and Punctuation is the domain in which the school mean was closest to the National and State mean compared to the difference in the other domains.

No students tested as in need of additional support across any band

Year 7

Year 7 students at the School performed well above both state and national averages in all literacy domains. The School's mean Reading score (608.31) substantially exceeded the state (545.26) and national (535.04) means, reflecting strong reading skills. Writing showed a similar pattern, the School mean (609.88) far outstripped state (552.3) and national (540.24) averages, highlighting this as a notable strength.

Spelling and Grammar & Punctuation scores also significantly surpassed the broader benchmarks. For example, the School's Spelling mean (586.68) was over 40 points higher than the national mean (539.99), and Grammar & Punctuation (605.12) followed the same trend. The school's higher percentile scores confirmed that both average and high-achieving students are excelling.

While the school demonstrated excellent literacy performance overall, the percentile spread indicated some variation in lower-performing students, suggesting scope for targeted interventions to support these learners in reaching higher achievement levels.

Year 9

Year 9 students performed well above state and national averages across all literacy domains. The mean scores for Reading (603.76), Writing (630.44), Spelling (577.5), and Grammar & Punctuation (611.07) highlighted strong achievement and consistent literacy development.

Reading: The School's mean Reading score of 604 was considerably higher than the national average of 565 and state average of 568, indicating strong comprehension and analytical skills.

Writing: Writing was a particular strength, with a mean score of 630.44 well above the national average of 574 and the state average of 579. This suggests effective teaching practices that support students' abilities in composition, expression, and grammar.

Spelling: Spelling performance, with a mean of 577.5, also surpassed broader averages (national mean 567, state mean 570), reflecting attention to vocabulary development and orthographic knowledge.

Grammar & Punctuation: The School's mean score of 611 in Grammar & Punctuation notably exceeded the national mean of 555 and the state mean of 558, underscoring the strength of students' understanding of language conventions.

The wide percentile range at the School, from the 10th (511.73) to 90th (678.7), revealed diversity in student outcomes, emphasizing the importance of tailored teaching strategies to meet varied learning needs.

Sacré Cœur students in Year 7 reflected a significantly lower percentage in the Needs Additional Support and Developing bands compared to state and national averages across all domains — indicating fewer students needing extra help.

The School outperformed in the Exceeding band for all domains (especially Reading, Spelling, Grammar & Punctuation) with roughly double or more the percentage of students exceeding compared to state and national levels.

Writing and Numeracy showed the largest proportions of students in the Strong band, with Writing having the highest strong band proportion (55.1%).

Grammar & Punctuation showed the highest proportion of students exceeding the standard at school (42.3%) compared to state (16.2%) and national (16.0%) averages.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	453	76%
	Year 5	541	93%
	Year 7	605	89%
	Year 9	611	77%
Numeracy	Year 3	433	71%
	Year 5	534	93%
	Year 7	602	92%
	Year 9	604	90%
Reading	Year 3	449	76%
	Year 5	552	95%
	Year 7	608	96%
	Year 9	604	85%
Spelling	Year 3	432	67%
	Year 5	536	88%
	Year 7	587	95%
	Year 9	577	79%
Writing	Year 3	443	100%
	Year 5	545	95%
	Year 7	610	95%
	Year 9	630	90%

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

Senior Secondary Outcomes	
VCE Median Score	35
VCE VM Completion Rate	*
VCE VM Completion Rate	*
VPC Completion Rate	*

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

Post-School Destinations as at 2024	
Tertiary Study	96%
TAFE / VET	0
Apprenticeship / Traineeship	0
Deferred	0
Employment	0
Other - The category of Other includes both students Looking for Work and those classed as Other	4%

Student Wellbeing

Goals & Intended Outcomes

Secondary School

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. At Years 7-12, our Pastoral Program has been developed in response to the social, emotional and wellbeing needs of our students. The program aims to explicitly teach and strengthen skills and capacities for students to manage life challenges so as to maintain healthy mental wellbeing.

As a school, we are united in our commitment to providing:

- A learning environment where our students feel connected, engaged and safe
- An emphasis on positive peer and teacher relationships
- A whole school approach to student wellbeing
- A supportive learning framework through which we nurture the development of each student.

Joigny (Junior School)

Sacré Cœur's Wellness Program in Joigny has been developed in response to the social, emotional and wellbeing needs of our students. The program aims to explicitly teach and strengthen skills and capacities for students to manage life challenges so as to maintain healthy mental wellbeing.

Our Prep to Year 6 Wellness Program encompasses the following elements:

- Social and Emotional Learning
- Cybersafety
- Health and Human Development

Social and Emotional Learning

The social and emotional component of the curriculum explicitly teaches social thinking, develops students' emotional intelligence and builds on interpersonal skills. The Social Thinking program guided by We Thinkers!, the mandated Victorian Government Resilience, Rights and Respectful Relationships Program and The Resilience Project, are used to fulfil these aims. In addition, in 2024 the Years 3 and 4 levels were involved in a pilot program called, Think Plus.

Our program is developed from the five core social and emotional competencies of

- self awareness
- self management
- social awareness
- relationship skills and
- responsible decision making.

The students complete regular Wellness lessons and practise in developing knowledge and skills across these areas. The Student Planner offers daily opportunities for the students to reflect on what they are grateful for and to complete mindful activities.

In 2024, our key goal was to foster inclusion and establish a positive classroom culture.

Achievements

Secondary School

- Reviewed and modified Student Leadership positions from Years 7-12 which resulted in creating more meaningful positions and a vertical leadership group, named the Cor Unum Council. This was an example of the School's commitment to providing increased opportunities for student voice.
- Review of Pastoral Program from Years 7-11, decision to go live with Wellio, an online platform in 2025, in an effort to further upskill all Homeroom Teachers in the delivery of the program.
- The introduction of SchoolBox, as the School's LMS provided significant benefits for student wellbeing including: the safe storage of all student data, more measures in tracking students' learning profiles
- Overhaul of the Year 7 transition program in 2024. Earlier Information Night (July), additional days / activities for students including: testing, Year 7 Orientation Day and small group session. The key purpose was to connect earlier with our future Year 7 families to aid the transition of our Year 7 students.
- The development of an Indigenous Garden which was planted by our Blue Ribbon leaders, Year 11 students and Joigny students. This was a whole school project which further developed awareness of Indigenous culture.
- 15 students from Years 8 - 10 worked with Caulfield Health on creating vaping resources, with 3 students presenting at the City of Kingston Breakfast. The resources were then displayed around the School.
- Neurodiversity Week raised awareness around neurodiversity with planned information sessions for staff and students and activities aimed at engaging all students.
- Semester 2 Pastoral Reports were revised to more specifically report on personal and social capabilities from Years 7 - 12.

Joigny (Junior School)

- 2024 began with the Connect Us program which focused on three key elements: creating class routines and connections, producing a shared piece of Joigny artwork and enjoying a sports program.
- The Prep and Year 5 Buddy program, Student Representative Council, Green Team Prep-Year 6 Art activities, House events and lunchtime clubs all worked to create in students a sense of belonging, which is closely linked to enhanced sense of positive wellbeing.
- The Resilience Project emphasised gratitude, empathy and mindfulness and the Social Stencil Program at Years 3 and 5 provided explicit learning relating to social emotional learning
- Fortnightly Joigny assemblies celebrated student achievements and student voice through the Aussie of the Month citizenship program.
- Connections between students across the school were promoted through sports coaching. Senior school students coached the Years 3-6 student for after school sports, for netball training and for House aerobics and skipping
- Year 6 House leaders assisted with the morning Prep-Year 4 Huff and Puff program
- Year 10 students coached Year 6 debating and also assisted Year 6 students prepared for their attendance at the Ignatian Leadership conference.
- Blue Ribbons worked with Year 5 students in the planting of an indigenous garden
- Ten Year 6 students travelled interstate to attend the Ignatian Leadership Conference, sharing their learnings with the Junior School upon return.

Value Added

Secondary School

- The Camps Program Years 7, 9 and 10. For the last two years, students in Years 9 and 10 have been able to select their camp of choice. This increased autonomy has led to an increase in attendance at camp.
- Student voice and leadership opportunities including but not limited to: student focus groups on leadership structures, vaping education, Sacred Heart Conference in Auckland and neurodiversity.
- Lunchtime clubs for students including but not limited to board games, card games, chess, and French Club.
- Outstanding academic outcomes from Years 7-12 (due to strong levels of student wellbeing).
- A strong focus on student wellbeing aligned with strong academic performance and personal excellence.

Joigny (Junior School)

In 2024, the student transition program was further developed to include broader opportunities for incoming students to connect with programs and the facilities/ learning spaces of Sacre Coeur. The following new experiences were implemented and/or strengthened

Prep transition

- Three additional sessions were offered to incoming Prep students in the form of Storytime and Play sessions. These sessions were very well attended by the Prep 2025 cohort
- Year 4 Buddy Training involved two additional sessions to prepare the students for their roles at the Prep Orientation sessions

Year 5 Transition

- Incoming Year 5 2025 students were offered the opportunity to become familiar with sport and science sessions at Sacre Coeur. These sessions were well attended, and positive feedback was received from students and their parents.
- The whole Year 5 2025 cohort shared in an Art morning with time to socialise and ask questions about the coming year

Other programs that were further developed included

- Activities associated with the National Week of Action against Bullying and Violence
- Partnership with Interrelate in the delivery of Human Growth and Development units and family sessions for parents and daughters
- Professional Learning for staff on the reporting of personal and social capabilities
- Professional Learning for Years 3 and 5 staff on the delivery of the Social Stencil program

Student Satisfaction

Secondary School

The 2024 MACSIS data reflected high levels of student satisfaction. Across all Year Levels from Years 7 - 12 (inclusive), there is a strong sense of community reflected in high levels of school belonging as well as student safety. Furthermore, we have worked hard to maintain our high levels of student engagement and student voice.

Summary of strengths (% positive):

- Rigorous expectations

- School Belonging
- Student Safety

Areas to improve

- School engagement
- Student Voice
- Catholic Identity

Summary:

- In 2025, the school will continue to look for ways to continue to raise student voice opportunities.
- Local data - Student Surveys November 2024:
- Year 7-11 students are keen to work with older year levels
- The sense of community, respect for teachers and the learning culture at Sacre Coeur is very important to our students
- GSV and co-curricular opportunities are considered very important in fostering a sense of student wellbeing
- Our students are seeking a greater say in their learning - specifically what is being taught and how it is being delivered within the classroom
- There are lower levels of student engagement at Years 9 and 10 - they are seeking opportunities to work with the older year levels
- Students in younger year levels want study periods to be included in the timetable and study skills to be taught explicitly
- The School needs to continue to work on subject offerings and as much as possible allow students agency in the selection of their subjects and electives

Joigny (Junior School)

Student Satisfaction:

2024 MACSIS Data:

The MACSIS data reflected high levels of student satisfaction in primary years surveyed, Years 4, 5 and 6.

Summary of strengths (% positive):

- Rigorous expectations 79% (2023 - 76%)
- School Belonging 74% (2023 - 72%)
- Student / Teacher relationships 73% (2023 - 65%)
- Learning Disposition 75%

Areas to improve (% positive):

- School engagement 57% (2023 - 60%)
- Student Voice 57% (2023 - 56%)

Call for Action:

- Continue to focus upon programs to increase sense of student voice
- Continue to explore ways to engage all students in school life
- Maintain positive trajectory of Student/Teacher Relationships and School Belonging

Student Attendance

Daily record keeping of student attendance is undertaken in the School with the class roll marked every lesson throughout each school day in the Senior School (Years 7 - 12).

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.

We have a list of students who are on our Risk Register, as soon as they are absent / unaccounted for, an email is sent by reception marked as ALERT. This is sent to the following staff: subject teacher, YLC, DOSW, the Leadership Team, Health Care Centre and Psychologists to determine the student's whereabouts.

More generally, in the Senior School, if a student has an unexplained absence in a lesson during the day, our receptionist sends an email to the subject teacher, YLC, DOSW, Health Care Centre and Psychologists to determine the student's whereabouts and then the roll is amended accordingly.

In 2024, The Director of Student Wellbeing and the YLCS worked very closely with a small percentage of students who were having difficulty achieving consistent, full-time attendance. A handful of students were on a reduced academic program and another very small percentage of students were attending on a part-time basis. School adjustment is supported by medical documentation from the student's treating health / medical professional and our goal is always to move towards full-time attendance.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	96.77

Average Student Attendance Rate by Year Level	
Y01	94.2
Y02	94.5
Y03	90.2
Y04	93.8
Y05	92.6
Y06	90.5
Y07	93.2
Y08	90.1
Y09	89.2
Y10	88.5
Overall average attendance	91.7

Leadership

Goals & Intended Outcomes

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

- A staff culture that is characterised by a shared vision, a strong sense of teamwork and a focus on continuous improvement is created and sustained.
- Leadership and management of the School that is consistent, reflective of the P-12 context and aligned to P-12 schooling.
- School leaders and managers who are regularly reviewed and developed in an open and transparent manner, reporting to line managers in a participatory manner, and working to meet goals aligned to strategic projects.
- School policies and procedures that are evidence of on-going attention to best practice and are fully compliant.

Achievements

Sacré Cœur's 2023–2027 Strategic Plan recognised the importance of professional learning as fundamental to the School's standards of excellence. By providing ongoing learning opportunities for staff to further develop their passion and knowledge of teaching, it aims to foster an appreciation for the individual needs of students and the development of contemporary skills.

The five values of Purpose, Excellence, Care, Hope, and Connection underpin and unite learning and wellbeing by providing a clear roadmap for what is essential in contemporary education. They also shaped key objectives for 2024, specifically the adoption of a new Learning Management System (Schoolbox) and a more targeted approach to Staff Professional Learning.

Seeking to make all learning visible, Schoolbox aims to effectively communicate and connect with educators, students, and parents. This technology enables the school community to better engage with learning and provides students with a platform to help them navigate their own learning. In Semester 1, the entire staff worked on developing the necessary skills to implement and populate the Learning Management System. They willingly embraced change by adopting new technology and collaborating. The professional rollout of Phase 1 of the project is a testament to the dedication to ongoing learning from all our staff.

The five values also shaped staff professional learning, with a greater emphasis on professional practice, research, and peer observation. In 2024, all staff participated in professional learning related to how the values impact school life and the classroom. This was specifically addressed on the Staff Professional Learning Day on Monday, April 15, where five guest speakers unpacked how the values influence their work. The five presentations prompted deep reflection among staff about how the values can influence education and their role in preparing future-ready citizens.

The school's focus on ensuring our students are future-fit is evident in the programs we offer and the value we place on student voice and autonomy. Secondary School assemblies are student-led and cover topics not just related to school life, but also issues related to student wellbeing, such as the impact of social media on adolescents and global concerns related to sustainability and social justice. Digital Technology is a compulsory subject in Years 7 and 8, and in 2025 there will be five classes of the Year 9 Digital Technology elective, as well as a VCE Unit 3 and 4 Applied Computing class. Students are voting with their feet and choosing subjects that develop their capacity to design products that showcase their learning.

The importance of design is also emphasized through our Year 8 Design Your Future Project, where students combine their knowledge of Mathematics, Science, Humanities, and Creative Arts to create a sustainable house. Programs such as Year 9 Financial Literacy, Community Service, and our Indigenous Artist in Residence contribute to our rich and diverse educational offerings that promote inclusivity and understanding of others. Likewise, our participation in the Year 10 United Nations program aimed at ending modern slavery and the Bionics Institute Mentor Program allowed our students to experience firsthand how they can actively shape their future.

"Virtually every successful person starts with two core beliefs: the future can be better than the present, and I have the power to make it so."

— Thomas Frey, Futurist

All of our offerings are made possible by our extremely dedicated and professional staff who are committed to excellence and continuous improvement. I applaud their efforts in staying abreast of educational change, societal shifts, and technological developments. They also invest time in revisiting the curriculum, devising new programs, and ensuring learning remains relevant. I thank them for their ongoing support and efforts as educators.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Professional Learning included a whole school approach and this translated into whole school sessions specifically dedicated to upskilling staff on the new Learning Management System, Schoolbox, and teachers' developing goals around professional practice and peer observations which were informed by staff reflecting on the teaching practice. Presentations on the Future Fit Framework also involved staff reviewing curriculum, projects and subject offerings.</p> <p>The Junior School's focus for 2024 was on Learning Sprints and used the High Impact Teaching Strategies to track how data could be improved in relation to student learning. These sprints ran throughout the year, with meetings being focused on analysing and improving student performance. Mathematics was an area of the curriculum targeted with staff attending the Empowering Leadership in Building Thinking Classrooms Conference in Canberra.</p> <p>The Senior School continued to develop teachers' technology skills and documented all curriculum from Year 7 - 12 on the new LMS. Changes to VCE Study Designs resulted in staff attending subject specific conferences including Physics, Psychology, Physical Education and Health.</p> <p>Teachers were also encouraged to attend professional learning by external providers and these included sessions devoted to Developing Leadership Skills, Crucial Conversations, the Use of Technology and AI, unpacking the new Mathematics curriculum with a focus on developing Thinking Classrooms and Wellbeing initiatives. The school psychologists also engaged with professional learning relating to promoting mental health. LawSense also provided insight into legislation specific to concerns relating to Sport, Camps and School Staff and their associated responsibilities.</p>	
Number of teachers who participated in PL in 2024	93
Average expenditure per teacher for PL	\$353.00

Teacher Satisfaction

Pleasingly, there was strong growth in the following domains of the MACSSIS staff survey: Instructional Leadership, Perceptions of School Leadership, Feedback and Collective Efficacy. One area that requires a more concerted effort in 2025 is collaborating with staff around improvement strategies. Our retention of staff at the end of 2024 remained high, with some long term staff members retiring. This is indicative of a positive staff culture that addresses staff wellbeing and celebrates staff success.

Teacher Qualifications	
Doctorate	1
Masters	24
Graduate	30
Graduate Certificate	3
Bachelor Degree	64
Advanced Diploma	1
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	102
Teaching Staff (FTE)	86.21
Non-Teaching Staff (Headcount)	62
Non-Teaching Staff (FTE)	46.51
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Sacred Heart Education Philosophy: Sophie's Gift: Our Call to the Future is the work of an International Education Commission of the RSCJ. Published in 2023, the document firmly states that the future of education must adapt to understanding 'the human' by understanding human dignity and the importance of human relationships.

The Sacred Heart Focus Goal for 2024: A personal and active faith in God.

Based on the Sacred Heart Philosophy, the School aimed to increase parent involvement at events such as Music Concerts, Information Sessions and Parent Association events as well as increase parents electing to be on committees such as the Parent Association. A new committee One Heart was officially formed in 2024, with its objective to support families in need, resulting from such things as illness.

Achievements

Generating learning through experience, encouragement and mutual discovery, we engage all members of the community in processes that are inherently relational, dynamic, dialogic and reciprocal. The School's culture is rooted in the building of community and this means our young people experience first hand the impact of being valued and respected for who they are. They are also called to treat others with the view that everyone's dignity must be honoured. As such, community members experience depth of mutual respect.

The School hosted a range of parent/family activities including Welcome Morning Teas, Information Evenings and parent forums relating to the development of students' social and emotional intelligence and conflict resolution, as well as celebrations marking sacraments, and stages of schooling. Some parent sessions such as information presentations relating to camps and exchange programs were offered online to maximise parental involvement.

The Parents' Association included many wonderful opportunities for families and parents to come together. This included: Welcome Morning Teas, the Junior School Picnic, the Parent Cocktail Evening, Mother/Father Mass and Breakfasts, Grandparents' and Special Friends' Day. There were also class and Year Level dinners organised as well as a Ladies' Luncheon and an end of year Christmas party for the Junior School.

The Alumnae Association continued to offer former students experiences such as reunions and an annual high tea highlighting the importance of an ongoing association with the

School. Significant fundraising by the Alumnae Association helped fund our community in the Philippines.

The Foundation continued to support specific scholarships, bursaries and awards to outstanding students.

Parent Satisfaction

Parent Information Sessions, Parent Teacher Interviews and special events such as First Eucharist and Vale were all well attended by parents. This positivity was supported by the School's End of Year Parent survey, which valued what we offered as a school. In particular, parents positively noted student safety, the School's expectations, students being encouraged to do their best, co-curricular activities, students' sense of belonging and ongoing feedback relating to student work (secondary).

MACSSIS data from parents was limited in that statistically low numbers of parents responded to the survey (31 respondents). The trends from this limited data did point to an increase in satisfaction relating to School Fit, School Climate, Student Safety and Catholic Family Engagement which were all above the MACs' average. Barriers to Engagement and Catholic Identity results did point to a need for more awareness around families not being able to attend specific events as well as raising our identity as a Catholic School.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sacrecoeur.vic.edu.au