2025

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 2025 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 19 May 2026

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

In 1982, Sacré Cœur became an incorporated body, and the Society entrusted to the Directors of Sacré Cœur the governance of the School.

Sacré Cœur's School Board directors are approved by Sophia Education Ministries. The Board is responsible for:

determining overall policy for Sacré Cœur within the tradition and philosophy of the goals of a Sacred Heart education
the appointment of the Principal
the financial control of the School
long term planning
formulating and monitoring an annual budget.
Several sub-committees provide advice and make recommendations to the Board on specific areas of School operations. Current sub-committees include:

Building & Property
Community Council
Community Relations
Finance
Risk
Special Projects

2025 Sacré Cœur Board

Dorothy Tselios

Chair

Dorothy is a highly experienced, values-driven leader focused on organisational effectiveness and creating high performance cultures. She has extensive human resource management experience gained working in the corporate sector and as a HR leader and change facilitator in the education sector. She is currently the Director of Human Resources at Melbourne Grammar School.

Ms Carol Daicic

Director

Following her appointment as a member in 2017, Carol Daicic is an Acting Deputy President of the Victorian Civil and Administrative Tribunal (Tribunal), Deputy Head of the Planning and Environment List (PEL) and member of the Planning and Environment Division (PED) Leadership Team. In this role, Carol resolves disputes primarily in PED both as a decision

maker and an accredited mediator. Carol has also led a number of reform projects in PED including the delivery of the digital transformation of PED and implementation of the new case management system during the Covid-19 pandemic, as well as a number of other key reforms.

Mr John Finn

Director

John is an experienced educational leader who has a passion for working with people who wish to have a close alignment between the mission of their school or organisation and matching that mission to the lived culture.

He has taught across Prep to Year 12, lectured at University level and has led the establishment of an Early Years Program.

John was the first lay Principal of both Whitefriars College and St Bede's College, Acting Principal at St James College and Deputy Principal at three other schools. John also worked at Catholic Education Melbourne (now Melbourne Archdiocese Catholic Schools) as the inaugural appointment into the secondary Principal consultant role before it was eventually regionalised. This enabled him to consult to more than 50 secondary schools over that time.

Mr Daniel Kelliher

Director

Daniel Kelliher is a practising Wills, Estates and Trusts lawyer and in July 2018 took up an appointment with Eastern Bridge Lawyers, Balwyn.

Daniel has previously headed Russell Kennedy's Estates and Estate Planning team for nearly 13 years (2005 – 2018), after 11 years of previous private practice roles and 4 ½ years as an Estate Planning Manager at NAB.

Mr Chris Gray

Director

Chris is the director of several technology and family businesses.

His past roles have included being part of the management buy out of Dun & Bradstreet's Australian and New Zealand operations. Chris was also the co-founder of iCareHealth, which subsequently sold to Telstra.

Mr Peter Rahilly

Director

Peter is a co-founder and Director of 2Construct Pty Ltd, a commercial and civil construction company that operates in Melbourne and Regional Victoria.
2Construct specialise in education and community based commercial construction works and have been operating since 2004. 2Construct currently employ over 70 people directly and many more on a sub-contract basis.

Mrs Marisa Reid

Director

Marisa is a director of a property management, investment and development company.

Upon finishing her entire school career at Sacré Cœur, Marisa completed a Bachelor of Pharmacy degree at the Victorian College of Pharmacy and worked for twenty years in hospital and community pharmacy both in Melbourne and the United Kingdom. She was involved in mentoring programs, The Pharmaceutical Society and the Association of Professional Engineers and Scientists.

Ms Mirella Robinson

Director

Mirella Robinson is Chief Information Technology Officer at Cbus Super Fund and has extensive senior corporate experience in media and advertising, telecommunications, financial services, utilities, gaming and banking.

From the Board

Dorothy Tselios

As we conclude this academic year, I am pleased to report that Sacré Cœur continues to respond to a dynamic educational landscape with clarity, stability and purpose, steadfast in its mission to deliver an exceptional, well-rounded education. In a time marked by sector-wide pressures and rapid change, our School has remained remarkably robust - a testament to strong leadership and the enduring strength of our community.

A central touchstone for our work in 2025 has been the Sacred Heart Focus Goal: Personal Growth in an Atmosphere of Wise Freedom. This theme has guided the Board's decision-making, informing our approach to governance, risk and strategic planning as we work to ensure the long-term sustainability of the School. In doing so, the Board has remained collegiate and united in navigating the complexities of the educational sector, while keeping the growth and holistic development of our students at the heart of every decision.

This year has also been characterised by significant milestones that bolster the School's readiness for the future. A major achievement has been our successful CRICOS registration, the culmination of over twelve months of careful planning. This opens new pathways for

international students to experience a Sacré Cœur education and will enrich the diversity, global awareness and inclusivity of our community. At a time when international perspectives are more vital than ever, Sacré Cœur is exceptionally well placed to offer an education that is outward-looking, inclusive and connected.

Our community life continues to be vibrant and deeply affirming. The Welcome Cocktail Evening in March began a joyful series of gatherings, followed by Grandparents' and Special Friends' Day and our Mothers' and Fathers' Masses and Breakfasts. The Alumnae Mass of Remembrance was especially moving as we honoured those no longer with us. With the support of the Parents' Association, Parent Representatives and the Alumnae Association, these events strengthened our sense of belonging and highlighted the enduring bonds that shape Sacré Cœur.

A particular highlight in 2025 was our involvement in the celebration that marked the centenary of the canonisation of our foundress, St Madeleine Sophie Barat. Students, staff, Board Directors and Alumnae Co-Presidents joined together in Sydney to celebrate the wisdom, humility and charity of our foundress, reaffirming the lasting relevance of her vision for Sacred Heart education.

Looking ahead, the School Board remains committed to supporting thoughtful innovation. We will continue to strengthen teaching and learning through contemporary technologies and cross-disciplinary approaches that inspire curiosity and empower young women to think boldly. Our goal is unchanged: to ensure that students not only excel academically but grow into confident and compassionate leaders.

As Chair of the School Board, it continues to be a privilege to collaborate with experienced Directors, our approachable and forward-thinking Principal, and Sophia Education Ministries, which oversees the governance of Sacred Heart education in Australia and New Zealand. I extend my sincere thanks to all those who contributed to the life of our School this year. Your collective commitment brings the Sacred Heart mission to life every day.

I warmly encourage all members of our community to remain engaged -– be it through volunteering, attendance at events or the sharing of insights. Together, we continue to honour the legacy of St Madeleine Sophie Barat and build a future defined by excellence, faith and community.

Vision and Mission

Guided by our School vision and mission statement, it is with great pride that I present our 2025 Annual Report, reflecting on our shared achievements, progress, and aspirations. This report highlights the outcomes of the goals we set at the beginning of the year and demonstrates our continued commitment to providing a high-quality, inclusive, and future-focused education for every student.

School vision and mission statement

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

Open Heart, Open Mind, Infinite Possibilities at 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 and contribute to the formation of 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.

Principal's Report

Sacré Cœur has been delivering a Sacred Heart education of distinction, committed to the formation of young women since 1888. Our educational mission is expressed in the five goals of Sacred Heart Education. In 2025, the Sacré Cœur Focus Goal was **Personal Growth in an Atmosphere of Wise Freedom** and it was marked by the celebration of the significant event of the 100th Anniversary of Madeleine Sophie Barat – our foundress, a saint for the modern age. Our students have an acute awareness of the significant story of which they form an integral part – a story which began in France over 240 years ago; equally, they know that the legacy of which they are the beneficiaries does not in any way mire them in the past, rather it charges them to move forward with “courage and confidence”, equipped with the necessary competencies and mindset to flourish in an ever evolving world.

We know that our world is changing at an accelerating rate. As Sacred Heart educators, as we plan for the world for which we are preparing our students, we are keenly aware of the skills they will require. A significant project of interest is the OECD Future of Education and Skills 2030 project. As defined by the international group of stakeholders involved in the project, the key skills identified as essential for the future fall into three categories:

- Cognitive and meta-cognitive skills which are a set of thinking strategies. The skills include critical thinking, creative thinking, learning-to-learn and self-regulation.
- Social and emotional skills which are a set of individual capacities. The skills include empathy, self-efficacy, responsibility and collaboration.
- Practical and physical skills which are a set of abilities to use physical tools, operations and functions. These skills include new information and communication technology devices.

The historical backdrop to our unique story is set in a different country and vastly different period; yet, Madeleine Sophie’s vision for girls’ education remains vital and relevant to preparing our students for the future; it emphasises timeless values and forward-thinking principles that align with the demands of a rapidly changing world.

What are some of these timeless values and forward-thinking principles that you will see reflected throughout our 2025 Annual Report?

Madeleine Sophie’s insistence on intellectual formation for girls was revolutionary, as in the early 1800s girls had extremely limited access to education. This speaks very much to our commitment to the continued empowerment of our girls through the provision of an education which will see them continue to actively advocate for and lead gender equity. We see this as also imbuing in our girls a passion for actively promoting diversity, equity and inclusion across all spheres, exercising their social responsibility.

Sacred Heart education has always been rooted in purpose and meaning. Madeleine Sophie believed in educating the whole person – mind, heart and will. Today, for our students and the countless alumnae who have come before them, that translates to engaging in meaningful vocations that contribute to society; to lead with integrity and empathy and to have an insatiable appetite for the pursuit of lifelong learning anchored in a sense of mission.

Having an international vision has been a cornerstone of Sacred Heart education. Madeleine Sophie finally gave her blessing to her friend, Philippine Duchesne, allowing her to travel to North America to establish schools. Sacred Heart education fosters collaboration across cultures, awareness of social justice, sustainability and peacebuilding. Global citizenship and intercultural competence are critical in a fractured world.

Reflected through Madeleine Sophie's penned thoughts and views was the importance she placed on nurturing confidence, critical thinking and moral courage. Voice and agency, ethical decision-making (known as discernment in Sacred Heart language), and resilience and adaptability are all important in navigating complex social and professional environments, in leadership and in steering through uncertain futures.

In our fast paced, technological-driven world, Madeleine Sophie's focus on reflection and spiritual depth helps students develop self-awareness and emotional intelligence; maintain mental wellbeing and balance and make values-based choices in personal and professional lives. Dadirri, which is an Aboriginal practice of deep, silent listening and still awareness, fostering connection with self, others, and the environment, is our contemporary practice aimed at strengthening our interior life.

As Sacred Heart educators, we never lose sight of the child at its centre: "For the sake of [a single child], I would have founded the Society of the Sacred Heart." (Madeleine Sophie Barat)

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, constantly ranking us as one of the top Catholic schools in the state.

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 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.

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 and meaning through the many programs and opportunities offered at the School.

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 creates 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 connecting 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.

An important component in achieving this Goal was the delivery of a contemporary faith education program that fostered meaningful professional learning and development opportunities for staff, particularly in supporting the attainment of Accreditation to Teach in a Catholic School.

In 2025, professional learning in faith education centred on the Annual Focus Goal, "Personal Growth in an Atmosphere of Wise Freedom." A significant highlight was the School's involvement in the annual Sacred Heart Schools Conference, which provided selected staff and students with the opportunity to engage and collaborate with members of other Sacred Heart sister schools across the Australia, New Zealand, and North East Asia region.

Achievements

Commitment to deepening the mission of Catholic education and Sacred Heart charism.

As a school well-aware of its agency of Transformation and its commitment to Justice, Peace and the Integrity of Creation, all new staff are part of an integrated induction program which included several sessions of formation in teaching in a Catholic school of the Sacred Heart.

Achievements

Refined the onboarding process for new staff and the ongoing formation of all staff.

Engaging and meaningful partnerships with sister schools that provided further opportunities to explore personal and community faith and spirituality experiences.

Value Added

Reflection days and or retreat opportunities for both students and staff.

Staff were offered an opportunity to participate in a two day silent retreat fostering the contemplative spirit of the charism of the Sacred Heart.

Community masses for both senior and junior school: family masses during Lent, prayer services commemorating occasions such as bereavement, Pope Francis, Anzac Day.

Sacramental program for Reconciliation and Eucharist.

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

Staff were also offered formation opportunities in Catholic Anthropology as well as RSCJ formation.
The School held a Week of Prayer which included whole school involvement.

Learning and Teaching

Goals & Intended Outcomes

Secondary School

Implementation of Victorian Curriculum 2.0 across all Learning Areas

Redraft of AI Policy to reflect changes in technology since first draft

Implementation of pilot projects:

Year 7 Interdisciplinary Project exploring 'Truth and Knowledge', involving Digital Technologies, English, Humanities, Mathematics and Science

Year 7 Rockets Program

Teaching staff prioritised:

Year 7 teachers taking part in Pilot Projects

Future Fit Working Party

AI and Technology use in the classroom

Developing an AI policy

Continued development of Schoolbox with an introduction of its use for Semester Reports and use of pastoral care notes to track student wellbeing

Junior School

Review of spelling programs (P- Year 2 and Years 3-6) with the aim of having new programs selected and ready to implement on day 1 of 2026.

Focus on developing staff in understanding and moderating the personal and social capabilities for reporting.

Deepening of the wellbeing curriculum and program alignment with the Senior School.

Continued development of SchoolBox, expanding this use to include pastoral care notes.

Teaching staff prioritised:

Staff training in the Literacy Pedagogy and Practice Program offered by the Victorian Academy of Teaching

Staff training in Literacy Assessment and Data Collection

P- Year 2 staff training in InitaLit

Training for staff on Schoolbox LMS (Pastoral care module)

RE accreditation activities for staff

Epilepsy training

Achievements

Secondary

Neurodiversity Week took place in April, with the launch of new initiatives driven by Learning Diversity staff. This included a presentation at a staff meeting which provided different strategies that can be employed to support neurodivergent students, as well as a range of lunchtime activities.

Careers Breakfast: In May, 25 alumnae shared their career experiences with our Years 10, 11 and 12 students at a well-attended event.

In Science:

On 5 May, 102 students sat the annual Big Science Competition.
Science Club continued for Years 7 and 8 students, held at lunchtime on the last Wednesday of each month.
In Mathematics, the following opportunities were available in 2025:

Computational and Algorithmic Thinking Competition, involved over 100 students across Years 7-10.
The Maths Olympiad was undertaken by the 30 Years 7 and 8 students who are part of Maths Enrichment.
Australian Mathematics Trust took place in August.
Australian Maths Challenge is a four week process in which a number of students participated.

Junior

InitiaLit and Spelling Mastery selected as spelling programs for 2026 school year.

Future Fit student activities to introduce the framework to Junior students and build leadership capacity of Year 6 leaders.

Commotion in the Ocean P-6 Art show. Every student had at least 3 art pieces on display.

Wellio and Elephant Ed included in the wellbeing offerings and parent evening for Elephant Ed held.

Year 2 of Einstein project rollout some units now embedded while others are still in development.

Numeracy week parade - Students dressed in numeracy-themed costumes. Numeracy related activities to build the profile of numeracy.

Continued strong participation in the CAT Maths and Alliance France Poetry competitions (3-6).

Return to face to face interschool debating competition (Year 6).

Inaugural participation in the 2XU triathlon program.

Updating of structure and practice with PLP planning and PSG meetings.

VCE Achievements

MEDIAN ATAR: 88.20

MEDIAN STUDY SCORE: 34

Dux ATAR: 98.55
One perfect study score (50) in Psychology
19% study scores over 40
43% achieved ATAR over 90
Using the two measures of median study score and percentage of study scores over 40, Sacré Cœur was the 4th top performing Catholic school in the state in 2025. Overall, Sacré Cœur was the 50th top school in the state.

NAPLAN

In 2025, our students achieved excellent results in NAPLAN in particular our Year 9 students topped the state in writing. This achievement was noted and appeared in The Age's article *Girls have NAPLAN Edge in Government, Private and Catholic Schools* on 8 December, 2025.

Numeracy
Year 3

Year 3 results across in numeracy (457.35) are significantly higher than both the state and national averages and the state and national averages for girls.

26.92% of students tested in the exceeding band for Numeracy with no student in the needs additional support band.

Year 5

Year 5 results across in numeracy (513.81) are higher than both the state and national averages and the state and national averages for girls.

18.52% of students tested in the exceeding band for Numeracy with one student in the needs additional support band.

Of students having enrolled here for testing at both Yr 3 and 5 around 60% achieved growth lower than the state growth.

Year 7

Numeracy performance follows 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.

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

Year 9

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.

The 90th percentile score of 678.2 demonstrates 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) are significantly higher than both the state and national averages and the state and national averages for girls.

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

Spelling is the most significant area of need within this cohort.

Year 5

Year 5 results across all domains (Grammar and Punctuation, Reading, Spelling and Writing) are higher than both the state and national averages and the state and national averages for girls. The results in writing, and particularly in spelling, are closest to average. Data for girls across all bands is significantly higher than for boys at this age.

Reading is the testing domain in which our Year 5 students performed the highest.

Writing and spelling are two areas identified as areas of need for the cohort.

Year 7

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

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

While the School demonstrates excellent literacy performance overall, the percentile spread indicates 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 are performing 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) highlight strong achievement and consistent literacy development.

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

Writing: Writing is 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 surpasses 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 exceeds the national mean of 555 and the state mean of 558, underscoring the strength of students' understanding of language conventions.

Student Learning Outcomes

Secondary

Student voice forums invited students to share their perspectives on learning. Their thoughtful contributions helped further shape our Future Fit Framework

Equally important are the rich learning experiences that shape students' personal growth. Camps, retreats, immersions and excursions provided opportunities for challenge, collaboration and reflection, helping students develop resilience, collaboration and reflection and a sense of connection to their community.

This year also saw the introduction of Semester reporting through our learning management system Schoolbox. This change aligned continuous feedback and formal reporting providing greater consistency for students to act on feedback.

Junior

A highlight of the year was our inaugural Mathematics week and parade. Students arrived in clever costumes with mathematical links.

Assemblies on Friday afternoons showcase student learning and are student led with a class each assembly taking responsibility for the organisation and running of the event.

Student involvement in Prep to Year 12 included: music performance opportunities, including bands, ensembles and solo performances. Our senior musical included students from Years 8 - 11 and performed to 3 sold out performances at Monash University.

Students were involved in French performance opportunities including a poetry competition and a popular lunchtime French club.

The Year 3 and 4 Sacramental program culminated in the celebration of the sacraments with the School and parent community.

Lunchtime clubs including: garden gang, green team, robotics, calm club and library were offered in the Junior school with the Arts Festival, House Competitions in Photography and Debating and lunchtime activities in the library including Chess and knitting being well attended.

House sporting events across all year levels including swimming, athletics, diving, aerobics and skipping competitons.

Leadership opportunities included the Ignation leadership conference in Adelaide (Selected Yr 6 students) , the Year 6 Leadership Program and the Lean in Leadership program at Years 7 - 10 as well as the ANZnet exchange programs and online program with sister schools in Queensland, NSW, New Zealand, Taiwan and Japan.

Year 5 and Prep buddies program and the Big Sister program at Year 7 and 11.

All of these events were well attended by students and helped engage them as a student and learner.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	**Year level**	**Mean Scale score**	**Proficient**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 3	480	96%	467	86%
	Year 5	552	89%	547	91%
	Year 7	616	93%	611	91%
	Year 9	630	88%	621	83%
Numeracy	Year 3	457	96%	445	84%
	Year 5	516	79%	525	86%
	Year 7	607	94%	605	93%
	Year 9	630	94%	617	92%
Reading	Year 3	474	100%	462	88%
	Year 5	543	96%	548	96%
	Year 7	606	97%	607	97%
	Year 9	632	94%	618	90%
Spelling	Year 3	466	92%	449	80%
	Year 5	518	85%	527	87%
	Year 7	582	91%	585	93%
	Year 9	603	94%	590	87%
Writing	Year 3	482	100%	463	100%
	Year 5	530	96%	538	96%
	Year 7	614	95%	612	95%
	Year 9	658	96%	644	93%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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	34
VCE VM Completion Rate	*
VCE VM Completion Rate	*
VPC Completion Rate	*

*Data not reported for 2025 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 2025	
Tertiary Study	*
TAFE / VET	*
Apprenticeship / Traineeship	*
Deferred	*
Employment	*
Other - The category of Other includes both students Looking for Work and those classed as Other	*

Student Wellbeing

Goals & Intended Outcomes

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 as well as 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.

In Years 7-12 in 2025, strategic efforts in student wellbeing focused on building students' sense of belonging, providing increased voice and agency in their learning and school environment and streamlining our social and emotional program from Years 7-11 via an online student wellbeing platform - Wellio.

Additionally in developing further our Child Safe practices across Prep-Year 12, the Child Safeguarding Committee set about to develop the 2025-2027 Child Safeguarding Implementation Plan for the 11 Child Safe Standards.

Junior School

Across Prep to Year 6 in 2025, strategic efforts in student wellbeing focused on building students' connections, sense of belonging, and their voice and agency in their learning and school environment.

Additionally in developing further our Child Safe practices across Prep-Year 12, the Child Safeguarding Committee set about to develop the 2025-2027 Child Safeguarding Implementation Plan for the 11 Child Safe Standards.

Achievements

Secondary

Successful implementation of digital platform Wellio - across Year 7-11 (inclusive). This platform allows for more effective scope and sequencing of social and emotional curriculum.

Restructuring of student leadership positions resulted in more meaningful, relevant roles, less leadership roles and the establishment of a Vertical Leadership Group - The Cor Unum Council (led by our Blue Ribbon Cor Unum Prefect).

The Child Safeguarding Committee continued to meet and develop initiatives that both supported and monitored child safety. A Year 5-12 Student Complaints policy was discussed and then eventually drafted to increase student voice in providing feedback in relation to processes concerning child safety. Additionally,two parent representatives were added to the Child Safeguarding Committee.

The LMS (Schoolbox) allows for registering and monitoring and more effective communication of student behaviour and needs and professional learning allowed for teachers to engage more regularly in tracking student wellbeing.

Senior School Assemblies provide opportunities for student voice.

Stronger and more sustained emphasis on Year 7 transition and orientation program throughout 2025 resulted in more comprehensive and tailored programs.

Neurodiversity Week 2025 - raised awareness around neurodiversity with planned information sessions for staff and students and activities aimed at engaging all students. Huge emphasis on neuroaffirming practices were aimed at reducing stigma.

Semester 2 Pastoral Reports were revised to more specifically report on personal and social capabilities from Years 7 - 12.

Established a strong partnership with a not-for-profit organisation Flying Fox - providing disability education to our students. Year 10 completed 4 disability modules in 2025. All of Year 11 and 12 were invited to participate in Camp experience in early 2026 (26 participants) - the camp was an outstanding success and one which will continue into the future.

Junior School

The student leadership program embedded in the Wellness program and the daily operations of the Junior School provided opportunities for students in Prep to Year 6 to contribute their voice and action to their school.

Students were consulted regarding how the Colour Run funds might be most impactful on student wellbeing and students decided on the development of a natural sand space for the Years 3-6 playspace, an additional cubby and installation of a Gaga pit onsite.

The Student Representative Council (Prep-Year 6) led assemblies reflecting upon upstanding and zero tolerance for bullying.

Students in Years 5 and 6 took part in student forums that provided the opportunity for students to share ideas and key messages about pro-social behaviour and student leadership.

Prep to Year 6 students undertook roles as morning greeters at Joigny Drop Off to further build culture of connectedness across year levels.

Work was undertaken by the Child Safeguarding team (P-12) with particular focus on Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously. A Years 5-12 Student Complaints policy was drafted to heighten student voice in providing feedback in relation to their school and any concerns they may hold.

The School commenced tracking student wellbeing matters via the newly introduced LMS (Schoolbox) which enabled closer monitoring and more effective communication of student behaviour and needs.

Value Added

Secondary School

Pro-social behaviour and leadership were the focus of TWO student forums throughout 2025 - led by the Cor Unum Council Blue Ribbon and included student participation from students from Grade 5-12.

2025 Homeroom Teachers and Year Level Co-ordinators were trained in the Wellio Wellbeing program and this helped deliver a robust pastoral program based on the philosophy of prevention. It also allowed for a greater emphasis for scope and sequencing.

Greater emphasis on Year 7 transition / Orientation Program resulted in higher levels of parent / student satisfaction and allowed students to transition from Year 6 to Year 7 with a strong focus on belonging.

Flying Fox experience was a resounding success - student and parent data reinforced its value in developing awareness and reducing stigma.

Junior School

The Aussie of the Month Citizenship program was given greater emphasis through the SRC structure, with students nominating peers for acts of citizenship observed in class and on the playground. Students were empowered to nominate classmates who demonstrated fairness, community-mindedness, care for others, responsible decision-making and showed the courage to stand up for what is right.

Pro-social behaviour and anti-bullying messages were reinforced further by all Prep-Year 6 classes undertaking these focus lessons in the same weeks, opening conversations across year levels and consistent messaging.

Years 5 and 6 teachers were trained in the Wellio Wellbeing program, with a view to extending this program down from Year 7 into Years 5&6 in 2026.

Prep and Year 5 transition programs were developed further to include a greater number of opportunities for students to visit and engage with school programs. These included:
Prep Storytime and Play sessions held from June through to November.

New Year 5 Sport and Science afternoons were introduced.

Year 5 Art experience morning allowed students to further develop their skills with an Artist in Residence.

Student Satisfaction

Secondary School

The 2025 student survey 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

- Rigorous expectations
- School Belonging
- Student Safety
- Clarity of rules and expectations
- Opportunities to lead
- Effective leadership structure

Areas to improve

- School engagement
- Student Voice
- Catholic Identity

Summary

- In 2026, the school will continue to look for ways to continue to raise student voice opportunities.
- Year 7-11 students are keen to work with older year levels
- The sense of community, respect for teachers and the learning culture at Sacré Cœur 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
- Continue to work on student teacher relationships to ensure all students feel comfortable about going to a teacher to seek help
- Create more learning opportunities to engage all students
- Ensure fair treatment of all students

Junior School

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

Summary of strengths

- Student safety
- School Belonging
- Leadership opportunities and development of leadership skills
- Ability to form friendships
- Learning Disposition

Areas to improve

- School engagement
- Student Voice
- Embed Restorative Practices further to ensure students can navigate friendship issues
- Allow more opportunities for students to share with their teachers how they learn best

Summary

- 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 and trust that student feel comfortable sharing their problems
- Qualitative responses indicated very high value held by students toward engagement in co-curricular activities, collaborative learning experiences and cross level relationships developed through such programs as the Prep/Year 5 Buddy program, sports coaching. Activities outside of the classroom such as camps, Sacred Heart Day and Year 6 Graduation were also naked as the aspects of school students enjoyed most in 2025.

Student Attendance

Junior and Secondary School

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 occurs if necessary. Parents receive a letter from the School if their daughter's absence reaches 10 full days.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	100

Average Student Attendance Rate by Year Level	
Y01	94.23
Y02	94.52
Y03	90.16
Y04	93.78
Y05	92.56
Y06	90.53
Y07	93.19
Y08	90.1
Y09	89.2
Y10	88.54
Overall average attendance	91.68

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 2025, 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.

The five values also shaped staff professional learning, with a greater emphasis on professional practice, research, and peer observation. In 2025, all staff participated in professional learning related to how the values impact school life and the classroom.

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 were 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 emphasised 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 becoming more sustainable 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 2025	
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. Presentations on the Future Fit Framework also involved staff reviewing curriculum, projects and subject offerings. There was a focus on AI and technology use in the classroom in the Secondary Staff meetings and on explicit teaching in the Junior Staff Meetings. The Junior School's focus for 2025 on Mathematics was an area of the curriculum targeted with staff attending the Empowering Leadership in Building Thinking Classrooms Conference in Canberra. They also investigated spelling and programs dedicated to lifting spelling performance. Junior teachers also participated in learning relating to phonics and explicit teaching of literacy. The Senior School continued to develop teachers' technology skills and documented all curriculum from Year 7 - 12 on the new LMS and spent time on developing assessment tasks and rubrics as well as effective feedback. 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, Student and Staff Issues, Camps and School Staff and their associated responsibilities.	
Number of teachers who participated in PL in 2025	120
Average expenditure per teacher for PL	$708.00

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 2025 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	29
Graduate	29
Graduate Certificate	2
Bachelor Degree	65
Advanced Diploma	6
No Qualifications Listed	1

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	93
Teaching Staff (FTE)	82.02
Non-Teaching Staff (Headcount)	58
Non-Teaching Staff (FTE)	41.13
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 2025: Personal Growth in an Atmosphere of Wise Freedom.

A focus to continue to strengthen a faith-filled and reflective community culture through invitation for all families and alumnae to attend a variety of school based activities. In turn developing a deeper connection to the school and a shared understanding of Sacred Heart values and charism.

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.

In 2025, a parent and staff learning diversity focus group was formed.

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.

Our After School Tutoring Program led by the Year Class of 2024 continued to be well attended by our senior students who benefit from the lived experience of past students.

Parent Satisfaction

Parent Information Sessions, Parent–Teacher Interviews, and special events such as First Eucharist and Vale were well attended by parents, reflecting strong engagement within the school community. This positive involvement was further reinforced by the School's End-of-Year Parent Survey, which highlighted a high level of satisfaction with the education provided. In particular, parents noted the School's strong focus on student safety, clear expectations, encouragement for students to do their best, the breadth of co-curricular opportunities, students' strong sense of belonging, and the ongoing feedback provided on student learning.

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.

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