



## **SCHOOL CYCLIC REVIEW REPORT**

School Cyclic Review focuses on the effectiveness of a school's engagement with self-review, the impact of self-review on school improvement and the future directions for the improvement of student outcomes that the school has identified.

School Name	Sacred Heart College, Sorrento
Principal of School	Peter Bothe
Leadership Team	Lucio Cicchini Trevor Lynch Lucie Rice Chris Kan Sandra Manning Steve Martin
Parish Priest	Father Cyprian Malongo Shikokot
Board Chair	Anne Zaninovich
SCR Panel Visit Date	29 & 30 August 2018

<b>School Cyclic Review Panel</b>	<b>Name</b>
Panel Chair	John Bormolini
School Improvement Advisor	John Aldous
Panel Members	Maria Outtrim Joe Hoyne

With Department of Education observers	Lindsay Usher Kristine Sargeant Meredith Wilkie
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### **1. SCHOOL IMPROVEMENT CONTEXT**

#### **The school's current context.**

Sacred Heart College in Sorrento is a seven stream Catholic co-educational college catering for approximately 1420 students from Year 7 to Year 12. The college was established in 1967 by the Sisters of Our Lady of the Missions. The college motto is "Semper Superne Nitens" meaning "Always Striving Upwards". The college values are compassion, courage and respect.

The SES (Socio Economic Status) of Sacred Heart College is 112 and it has an ICSEA (Index of Community Socio-Educational Advantage) of 1108. In 2017, the college had 46% of students in the top quartile and 4% in the bottom quartile as indicated by the ICSEA data. Between February 2017 and February 2018, enrolment numbers from Year 7 to Year 12 increased by 2 (+0.1%) from 1,415 to 1,417. In 2017, student enrolments included 1% Indigenous students and 2% from a language background other than English. There were 64 families with a Health Care Card and 37 families with a Pensioner Concession Card.

The College's main catchment area (based on new enrolments for Year 7 between 2013 and 2018) is Sorrento and Hillarys with 13% of student enrolments each, followed by Duncraig with 9% of student enrolments. The closest schools to Sacred Heart College are Duncraig Senior High School (2.6km), St Stephen's School (4.4km) and St Mark's Anglican Community School (5.3km). Between 2017 and 2018, the Catholic schools near Sacred Heart College lost enrolments, whilst the Government and Independent schools experienced some increase in enrolments.

The 2016 census data estimates the population in the catchment area of Sacred Heart College to be 118,453 people and this is forecast to increase by 2% between 2016 and 2021. The main catchment area has a high proportion of Catholics (24.3%), a low proportion of the population that identify as Aboriginal (0.5%), a below average proportion of the population who were born overseas (31.7%) and a very low proportion of the population speak a language other than English at home (10.1%) compared to the averages for Greater Perth and WA.

In 2011, the North Beach Parish had a population of 8,339 Catholics, making up 26.7% of the total population in the area; this is above the average of 24.4% for the Archdiocese of Perth. 65.7% of Catholic secondary school-age children within the parish attended a Catholic secondary school, which was above the average of 61.4% for the Archdiocese of Perth. In 2018, Sacred Heart College had 1,417 students of which 3.8% were non-Catholic. This is significantly lower than the WA average of 30.3% non-Catholic student enrolments at CEWA schools. The ratio of non-Catholic student enrolments has stayed steady from 2013 in which 3.1% of the 1,233 students were non-Catholic.

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### **2. 'LOOKING BACK' ON THE IMPROVEMENT JOURNEY**

**The School Cyclic Review (SCR) Panel's views regarding improvements in outcomes and provision that have taken place over the past 3-5 years with substantiated evidence.**

Sacred Heart College enjoys a formidable reputation and profile within its north western regional context as an excellent Catholic secondary school. Its long term improvement journey over the past three decades has been one of continually seeking ways to improve its standing and its approach to the broad, holistic education of its students around the key pillars of spiritual, academic, pastoral and sporting development.

In its recent strategic intent and planning for improvement, over the last five years, the college has achieved much and continues to seek further innovation and new opportunities for its students against the changing backdrop and challenges for those graduating into the 21<sup>st</sup> century.

In looking back over this recent journey, a number of observations across the four LEAD dimensions can be made about the educational community of Sacred Heart College.

#### **Learning (Education)**

- It is clear that the college community continues to search for and develop a shared vision for learning.
- There is a consistency in educational outcomes that can be evidenced in performance data. Results, in general, are consistently high and in keeping with the socio-economic (ICSEA) standing of its enrolment.
- The college has sought and implemented a number of strategies and approaches to improve and innovate their learning engagement, particularly in regard to developing a learning culture of enquiry and exploration. This is exemplified in such ways as experimenting with single gender streaming in Year 10 English, utilising an Innovation Hub or centre for demonstrations, mentoring staff in various aspects of technology and its application, and adopting a down-scaled approach to assessment in Year 7 (where students do little assessment at all in the first semester and concentrate more on Project Based Learning).
- There have been clear attempts to adopt the integration and recognition of soft skills, where students received some subjective evaluation of their critical thinking and collaborative skills.
- Although not always consistently adopted, the college has tried to build best pedagogical practice across the school.

#### **Engagement (Community)**

- Sacred Heart College has a strong record of effective and involved communication with all members of its community, both internally and externally (parent and family connections).

- There are impressive indicators of strong engagement with a clear sense of belonging that is valued by students, staff and community members.
- Beyond its traditional feeder Catholic regional primary schools, recent enrolment data trends demonstrate a wide enrolment capture of families enrolling from more distant locations and primary schools.
- There have been significant new approaches to promoting greater collaboration and team learning within the staff at the college, including attempts to build a professional learning community approach. There is a weekly structured program of professional conversation and development, established through an “early finisher Thursday” weekly meeting program, for whole staff, Professional Learning Community groups and Learning Area meetings. Although relatively new and subject to review shortly, this approach appears to have positive affirmation from staff.

### **Accountability (Stewardship)**

- The college has recently utilised “Educator Impact” and a survey tool approach to gain feedback from students for middle managers and teachers. This has been used to direct improvement strategies for staff, with some peer classroom observation also occurring.
- Staff have felt that there is a culture of feedback and there are opportunities for good conversations on professional growth.
- Additional structures and staffing have responded to the changing needs of the school, accountability requirements and the rapidly emerging demands of the changing context. For example: the school has a shared approach to leadership with Teaching and Learning (separated from Curriculum); significant improvements have been made towards well-being through the Positive Schools program: and the college is constantly re-evaluating its policies and approaches in keeping with mandated compliance and the challenges of contemporary issues.

### **Discipleship (Catholic Identity)**

- An evident culture of service that models support and assistance to those in need is a feature of the general ethos of the college.
- The Young Vinnies program and its depth and strength with the students is very impressive and seemingly continues to grow. Another good exemplar is the popular Vietnam immersion service program.
- The college does not currently have a dedicated singular Parish Priest and the SCR Panel was not able to speak to Father Cyprian.

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### **3. 'LOOKING FORWARD' – THE FUTURE DIRECTIONS**

**The SCR Panel outlines its views, endorsing and/or challenging the school's strategic directions.**

As Sacred Heart College moves forward, there is much conversation about and consideration of the challenges it faces, many centring on maintaining the school's strong standing. More importantly, and as heard numerous times throughout the SCR, the challenge may be in ensuring the school is "staying ahead of the game".

The SCR Panel recommends the following for Sacred Heart College:

#### **Catholic Identity (Discipleship)**

- Further review the employment of Religious Education specialists. In recent times, the college has sought to employ specialists to bolster this area, with initial indications proving that this is a successful investment. Further review might point to this being expanded and pursued when the opportunity arises.
- Continue to align the vision, goals and mission of the community. This will help sustain the wonderful mix of activity that contributes to the education of the whole person (as encapsulated in the Strategic Plan 2018-2020 diagram).
- Continue to build on the foundation work of the "Transforming Lives" system strategy by exploring other possible opportunities or offerings for Aboriginal students.

#### **Education (Learning)**

- Continue to plan for, monitor and achieve strong student performance using evidence based improvement strategies.
- Implement a targeted approach in the use of data to monitor and improve learning and achievement outcomes, particularly in the middle years and for mid-range achieving students (25<sup>th</sup> to 75<sup>th</sup> percentiles).
- Continue the development of new and innovative approaches to achieve consistent pedagogical practice in teaching and learning.
- Develop an evaluative framework in the college's improvement strategies that sets targets and measures success.
- Utilise post school tracking of students to evaluate the longer term effectiveness of programs and opportunities offered at the college.
- Adopt the Literacy Collective program for 2019 (there is a strong need for a consistent school approach).

#### **Community (Engagement)**

- Consolidate the strong connection and clear channels of communication, adding further effective means such as the proposed "College App" for more rapid reference for parents.
- Ensure that the ongoing, ever present review of calendared activities and opportunities continues annually so as to not over burden students and their commitment level when there is so much on offer.

- Continue with the strong focus upon and examination of the increasing demands on students and their wellbeing and implement the appropriate measures or responses.
- Maintain the leadership and operational elements within the college that promote the strong and healthy atmosphere that ensures that all staff feel important within the community (not just teaching staff).

### **Stewardship (Accountability)**

- Continue to further develop the Professional Development and Appraisal structures. The college should seek to continue refining their practices in this area, in line with the obligations under the Australia Teacher Performance and Development Framework.
- Continue further monitoring of the work being done in the area of Wellbeing. Adding to the capacity of staff with a program such as the Mental Health First Aid Training is an excellent initiative and the SCR Panel encourages the school to find other complementary programs.

### **Conclusion**

Sacred Heart College is a very vibrant, active, Catholic secondary school. There is great pride exhibited about the work and mission of its staff towards its students and school community and in many ways the results and outcomes achieved reinforce this. There is much that is happening in regard to building a shared vision and an improvement centred, learning culture. The challenge will be to unearth the right things that will continue to give tangible improvement and consolidation for this strong educational community.