



SACRED  
HEART  
COLLEGE

# School Performance Report

2023

Courageous Hearts.



# School Performance Report 2023

This report for Sacred Heart College provides insights into various aspects of school performance, in accordance with the *Australian Education Act 2013* (Cth) and the *Australian Education Regulation 2023* (Cth).

Discrete aspects of school life are documented in detail in the Hearts Newsletter, the school year book, and the school website.

This particular report is published electronically on the Sacred Heart College website ([www.shc.sa.edu.au](http://www.shc.sa.edu.au)) and a copy is available from the Reception offices of the College.

## Information relating to schools

Sacred Heart College is a 7–12 co-educational College, situated over two campuses. Champagnat Campus (7 – 9) is located in Mitchell Park and Marcellin Campus (10 – 12) in Somerton Park.

The 2023 enrolment was 1960 and included 125 boarding students from rural South Australia and beyond. Historically, the student population has been homogenous and remains predominantly of Anglo-Irish descent although the demographic reflects the diversity of the South Australian cultural make up. The school now has 40 First Nations students.

Curriculum offerings at Champagnat Campus are specifically designed to promote a high level of engagement in learning from all students. It is based on the Australian Curriculum framework and continues to

evolve to reflect contemporary best practice and the evolving Australian Curriculum. Across the school, this means that students participate in an extensive array of learning activities in all areas of the curriculum including Visual Arts, Design & Technology, Food Technology, Music, and the Arts.

Champagnat Campus provides the basis of enrolment for senior secondary. Marcellin Campus accepts a broad enrolment and caters for a diversity of students' needs, including a substantial VET program. With 42 TAS (Tertiary Admission Subjects) and 3 non-TAS offered in Year 12, Sacred Heart has a range of specialist facilities that enable the curriculum to be delivered. These include science laboratories, art studios, computing suites, food technology suites and tech studies workshops.

The Learning Enrichment Centres at each campus supports students with additional needs as well as those identified as gifted. In addition, a number of specialist services are provided by librarians, career guidance, year level leaders of learning, Heads of House, and student counsellors, each of whom augment the educational program at the school.

The College has an expansive co-curricular program in the performing arts and across a range of sports, as well as a strong social justice program that assists the local and wider community. Specific information about the diverse elements of the educational program can be found on [www.shc.sa.edu.au](http://www.shc.sa.edu.au).

## Teacher standards and qualification

The profile of qualifications of the teaching staff in 2023 was as follows:

Qualification	
Doctorate Degree	1
Master's Degree	48
Honours Degree	31
Bachelor Degree	209
Graduate Diploma in Education	24
Other Graduate Diplomas	22
Diploma of Teaching	6
Graduate Certificate in Theology, Religious Education or Catholic Studies	32

## Teacher performance and development framework

Each year the College invests heavily in teacher professional development through both onsite and offsite professional learning opportunities. In particular, the annual professional learning week provides a valuable opportunity to engage in pedagogical and curriculum development, Marist spiritual formation, and responding to contemporary educational issues.

## Workforce composition

Teaching staff	Full time	Part time
65 Males	64	1
102 Females	68	34
<b>Total teaching staff</b>	<b>167</b>	

Non-teaching staff	Full time	Part time
41 Males	26	15
60 Females	13	47
<b>Total non-teaching staff</b>	<b>101</b>	

\*1 First Nations staff member employed. In addition to the above numbers, there were 29 Temporary Teachers and 48 Casual Non-Teaching Staff.

## Student attendance

The following data outlines the attendance rates for each year of schooling in 2023.

Year level	Attendance %
Year 7	91.20
Year 8	88.28
Year 9	88.26
Year 10	89.56
Year 11	88.45
Year 12	88.30

Attendance is marked for each period in the school day and maintained in an electronic database. Each day an SMS alert is sent to parents of students whose absence at the beginning of the day is unexplained. Teaching staff maintain checks at the subject level and patterns of absence are referred initially to Heads of House and if not resolved, to administration. Truancy officers are informed of long-term absence.

Attendance numbers in 2023 reflect a steady improvement from 2022, which was heavily affected by COVID. Significant attention is given to monitoring attendance within the Heads of House teams at each campus, and the gradual shift of these rates above 90% is a College priority.





## Senior secondary outcomes

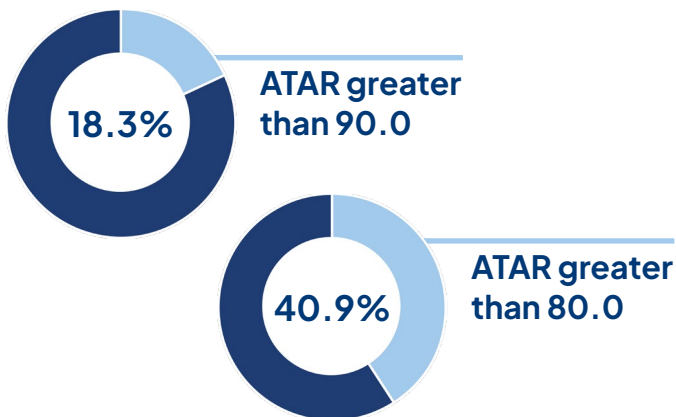
### SACE results

We are exceptionally proud of the excellent achievements of our 2023 Year 12 students, both in the South Australian Certificate of Education (SACE) and with their Australian Tertiary Admission Rank (ATAR).

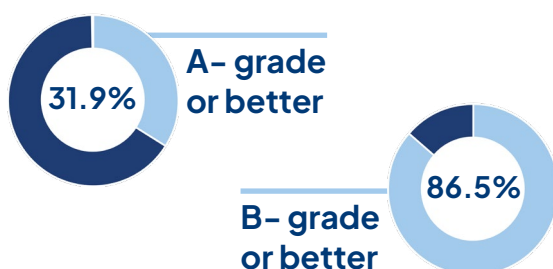
100% of eligible Year 12 students enrolled at Sacred Heart College (323 students) successfully completed their SACE.

We commend the graduates of 2023 on their academic success, and extend sincere thanks to the dedicated teaching staff who supported them throughout their learning. We are confident that our graduating students are well equipped as independent learners and well-rounded young adults to take on the challenges that exist beyond Sacred Heart in the years ahead.

The 2023 SACE results can be summarised as follows:



- Dux ATAR was 99.85
- Proxime Accessit ATAR was 99.7
- Two students received a Governor's Commendation Award
- 46 students achieved an ATAR greater than 90.0
- 31 A+ Merits awarded to 27 students
- 11 students achieved 6 Stage 2 A grades
- 24 students achieved 5 Stage 2 A grades



### Vocational Education and Training (VET)

In 2023 over 270 students from Year 10–12 participated in over 40 different VET Certificate or taster courses. This included over 110 Year 10 students participating in a try a trade/immersion. The table below indicates certificate courses.

Year level	Student numbers	% of year level
Year 12	66	20
Year 11	84	25
Year 10	10	3

## Student outcomes in standardised national literacy and numeracy testing (NAPLAN)

Each year, all students in Years 7 and 9 are required to sit Australia wide tests in reading, writing, spelling, and numeracy to establish the proportion of students achieving national standards.

Please note in 2023 NAPLAN testing moved from May to March and the NAPLAN scale was reset. This means it is not possible to compare NAPLAN achievement prior to 2023 to that from 2023 onwards.

NAPLAN participation for Sacred Heart College is 95%.

The results for Sacred Heart College in 2023 are provided in the table below:

Year 7, 2023	School mean mark	National mean mark
Reading	534	536
Writing	535	534
Spelling	541	539
Grammar & Punctuation	535	539
Numeracy	536	538



Year 9, 2023	School mean mark	National mean mark
Reading	579	565
Writing	591	567
Spelling	570	568
Grammar & Punctuation	558	556
Numeracy	573	568



## Post school destinations

### Summary of tertiary offers to 2023 Year 12 cohort

Of the 298 students in the 2023 Year 12 cohort; 213 students had an active application to SATAC. 201 offers were made to SA/NT University programs/courses (78 for Flinders University, 58 for Adelaide University, 64 for UniSA, and 1 other).

When looking at student preferences 168 students or approximately 78% of all applicants received an offer to their first preference and 21 students, approximately 9% of all applicants received an offer to their second preference.

Course groupings	2023 tertiary offers
Aboriginal & Australian Studies	0
Agriculture & Animal Studies	4
Architecture, Building, Interior Design & Planning	12
Art Design Photography & Media Arts	8
Business & Economics	31
Education & Teaching	16
Engineering	21
Environmental Studies	0
Humanities, Social Sciences & Religious Studies (includes Psychology)	20
Law & Legal Studies	12
Medicine & Health	62
Music & Performing Arts	4
Science, Mathematics & Info Tech	6
Tourism, Hospitality, Sport & Recreation	1
University Preparatory Course	4
<b>Total</b>	<b>201</b>

**Please note:** Details on whether offers were accepted, deferred or rejected are not available to us. We do not have access to interstate university applications and offers or SA/Interstate TAFE courses offered.

Data taken from SATAC Schools Web.



## Satisfaction surveys

In 2023 the College engaged Michael Elphick & Associates to conduct a suite of surveys amongst students, staff, and parents to gauge levels of satisfaction and identify areas for improvement.

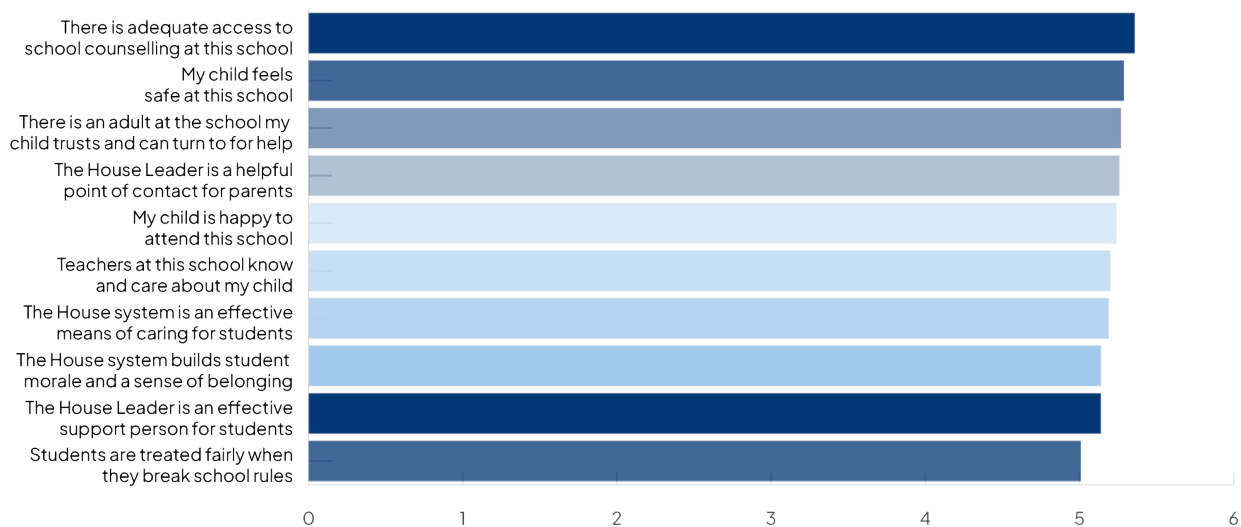
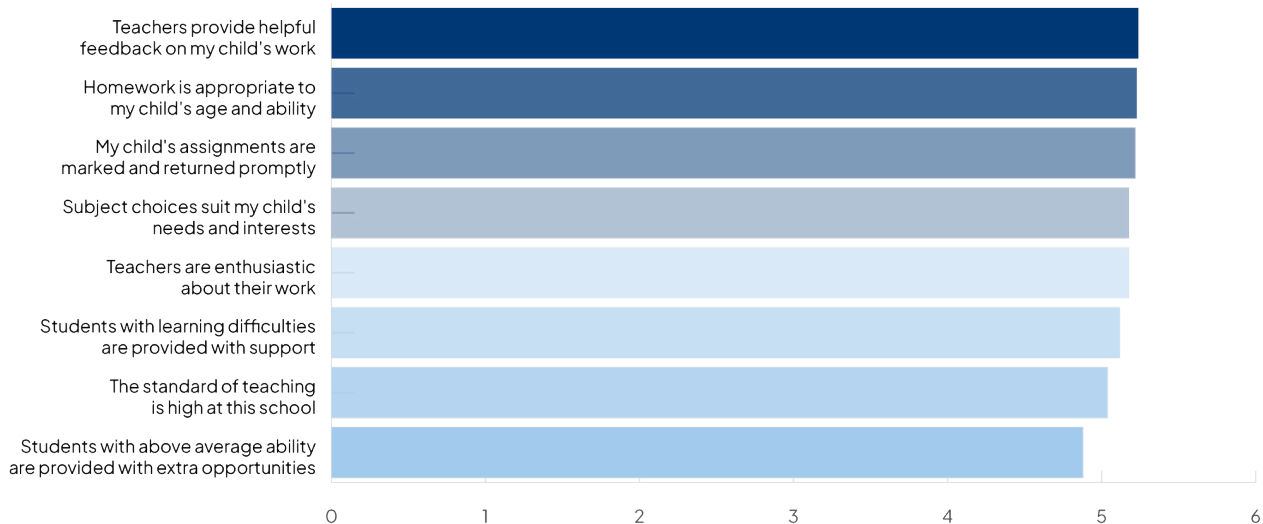
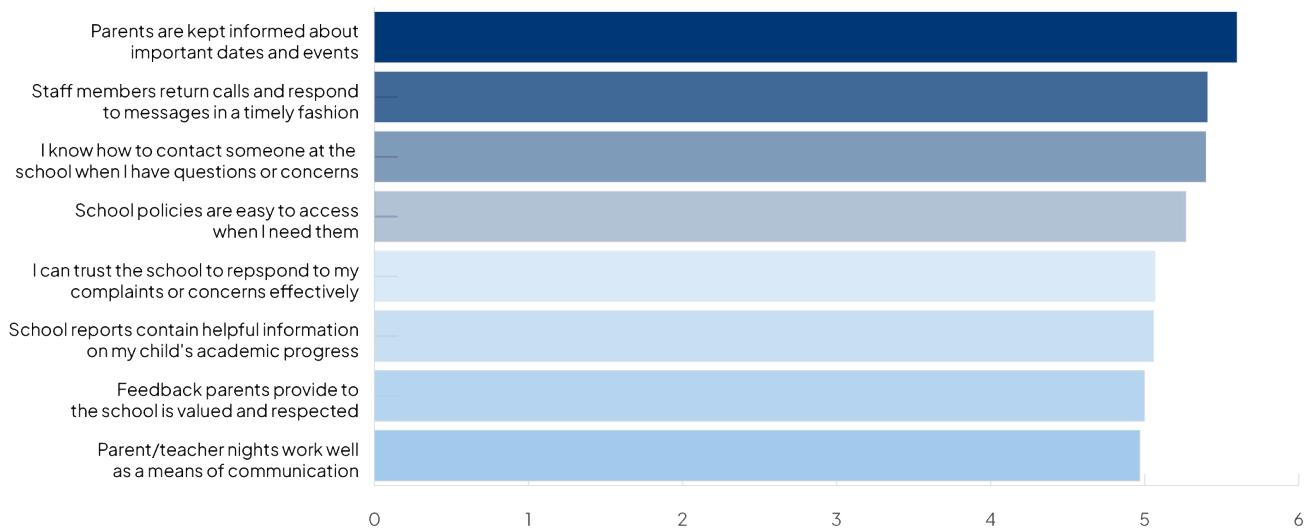
### Staff surveys

The Elphick surveys include a staff satisfaction survey that is undertaken biennially. Accordingly, the College chose not to undertake a staff satisfaction survey in 2023 and intends to undertake a substantial staff survey in 2024 either through Elphick and Associates or the upcoming Marist Schools Australia Ltd cyclic review.

### Parent surveys

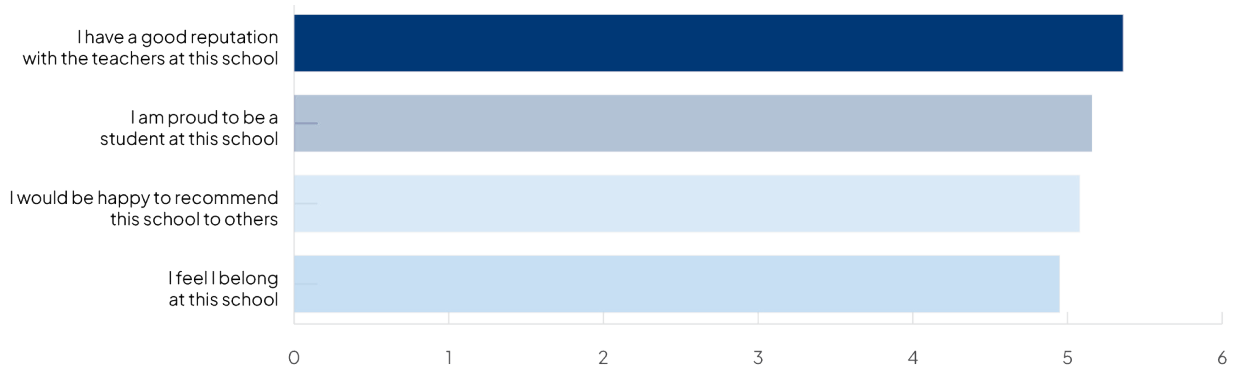
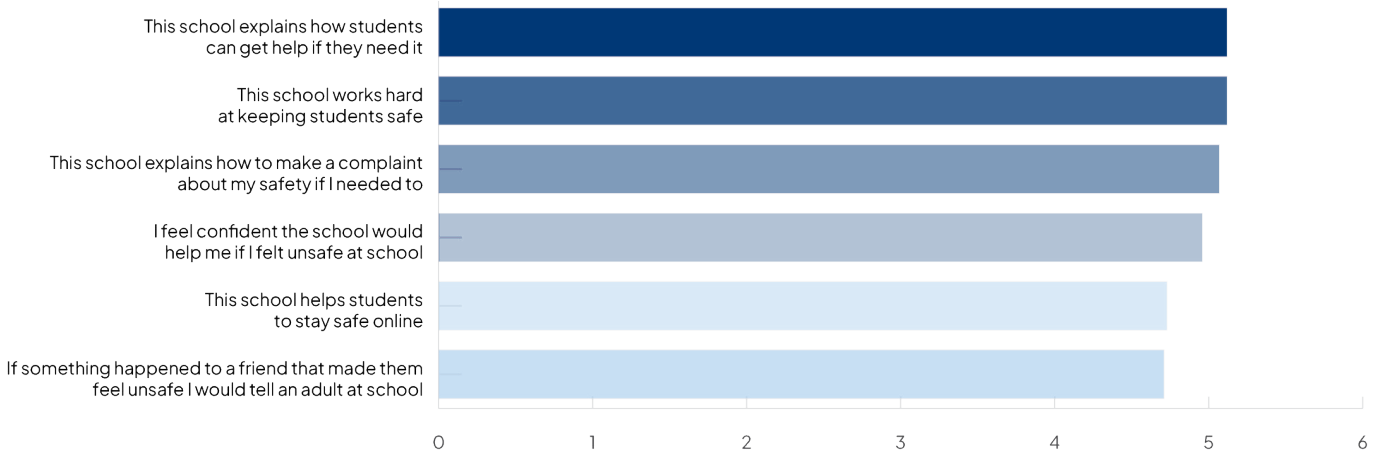
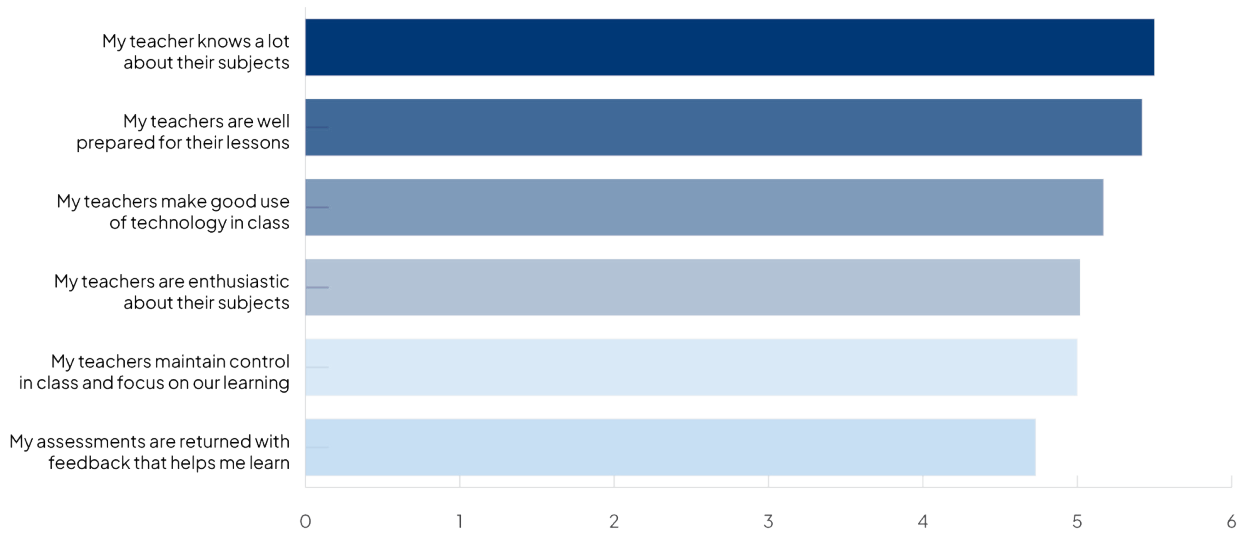
*The Parent and Carers Satisfaction Survey* received 372 respondents, representing an excellent sample size of our parent and caregiver community. Whilst it is not practicable to set out the entirety of the survey report in this document, a summary is set out below by way of overview and example. The rating scales ask parents and caregivers to rate elements within these areas on a scale of 1 to 7. The results may be understood this way:

- A score below 3.00 (< 43%) would indicate a critical deficiency;
- A score between 3.00 and 4.00 (43% & % 57%) should alert administrators to an area of key concern;
- A score between 4.00 and 5 (57% & 71%) is a more pleasing result but still indicates some work is needed;
- A score between 5.00 and 6.00 (71% & 85%) is a positive result; and
- A score above 6.00 (85% to 100%) should be regarded as a strong affirmation of that feature of school life by participants

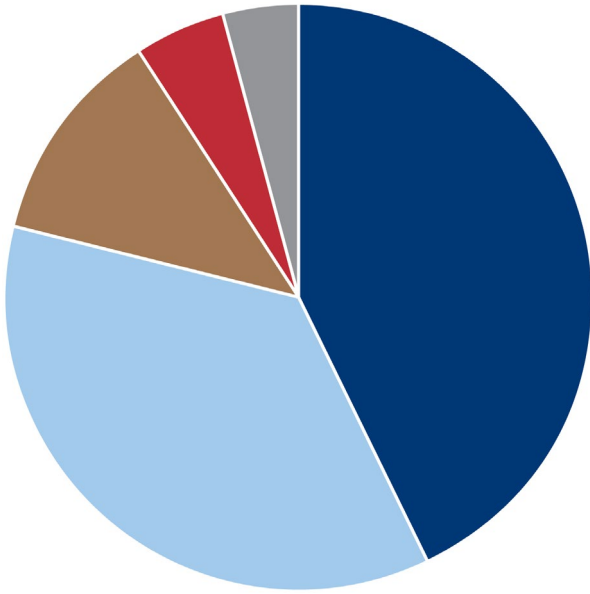


## Student surveys

The Student Satisfaction Survey received 802 responses, but did not include Year 7s who completed a Transition Survey and Year 12s who completed an Exit Survey. The same rating scale described on page 10 applied to this survey. Again, the following is an indicative sample of the entire survey the College reviewed.



## School income by funding source



- Commonwealth Grants 43%
- Net Tuition Fees 36%
- State Grants 12%
- Net Boarding Fees 5%
- Other 4%





## Appendix 1

### Interpretation of Report Information (Years 7 – 9)

The Australian Government requires that reports for students enrolled from Year 1 – 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

Worded statements of Academic Achievement	
A	Excellent Achievement of what is expected at this year level
B	Good Achievement of what is expected at this year level
C	Satisfactory Achievement of what is expected at this year level
D	Partial Achievement of what is expected at this year level
E	Minimal Achievement of what is expected at this year level

This achievement scale refers to achievement relative to standards from the Australian Curriculum.

The central purpose of reporting at Sacred Heart College is to support teaching and learning by sharing feedback about students' progress and achievement between Students, Parents/Caregivers and Teachers. Information about student progress and achievement assists in identifying areas of strength and future needs, it enables schools and teachers to identify and communicate strategies for the future support of student learning.

Sacred Heart College recognises that students are unique and the reporting process provides Parents/ Caregivers constructive feedback and information that is sensitive to the wellbeing and development of each student. In Years 7-9 reporting is based on the Australian Curriculum Standards for all learning areas excluding Religious Education. The staff use a variety of assessment practices and collect data to assist them in formulating a grade for each subject.

In keeping with the *School Assistance Act 2010* (Cth); "You can ask the school to provide you with written information that clearly shows your child's achievement in the subjects studied, in comparison to that of other children in the child's group at school. That information will show you the number of students in each of the five achievement levels."

### Interpretation of Report Information (Years 10 – 11)

Reporting is the process of communicating assessment to students and parents to provide them with constructive feedback that assists understanding and growth.

A Statement of Results is issued at the end of each semester to all Year 10 and Year 11 students. It is a formal transcript of the final grades each student achieved during the semester.

### Subjects studied at a Year 10 level

The Australian Government requires that reports for students enrolled from Year 1 to 10 show relative achievement of students based on 5 levels (A, B, C, D, E) as shown below:

Worded statements of Academic Achievement	
A	Excellent Achievement of what is expected at this year level
B	Good Achievement of what is expected at this year level
C	Satisfactory Achievement of what is expected at this year level
D	Partial Achievement of what is expected at this year level
E	Minimal Achievement of what is expected at this year level

The A, B, C, D, E achievement scale refers to achievement relative to the Standards from the Australian Curriculum.

If your child is part of a Year 10 subject group, which has 10 or more students, you can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison to that of other children in your child's peer group at the school. This information will show you the number of students in each of the five achievement levels.

### Subjects studied at Stage 1 level

Stage 1 performance is reported using the A+ through to E- achievement scale.

This grade is also submitted to the SACE Board (with any "+" or "-" removed as is the convention for reporting Stage 1 SACE results). Descriptions of each grade level are included in the SACE subject outlines and are called 'performance standards'. These standards describe

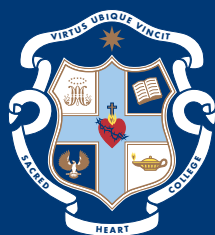
in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors use these standards to decide how well a student has demonstrated their learning. Central moderation is utilised to confirm that school-based assessment levels are consistent for compulsory Stage 1 subjects.

Students awarded a 'Pending' grade have an opportunity during the following semester to gather more evidence and submit work in order to be assessed against the performance standards.

Subject outlines and performance standards can be accessed on the SACE Board website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)) or through the subject teacher.

### Subjects studied at Stage 2 level

Sacred Heart College reports on the extent to which students have achieved the learning outcomes of programs based on the subject outlines from the SACE Board. Stage 2 performance is reported using the A+ through to E- achievement scale. Each Stage 2 subject has a school based assessment component (70%) and externally assessed component (30%). School based components are assessed by the teacher and moderated by the SACE Board. External assessment components are assessed by a marker appointed by the SACE Board. The SACE Board issues final subject results in December.



## SACRED HEART COLLEGE

### **Champagnat Campus (Years 7 – 9)**

28 Percy Avenue, Mitchell Park SA 5043

### **Marcellin Campus (Years 10 – 12)**

195 Brighton Road, Somerton Park SA 5044

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