

THE WAY OF MERCY

Catholic Identity and Mercy Mission Report 2025

'We should be shining lamps, giving light to those around us' - Catherine McAuley



'Be the light that inspires hope'

When Jesus spoke again to the people, he said, " I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life. John 8:12



Reporting period Term 4 2024 – Term 3 2025

REPORT

You will be the salt of the earth and light of the world; you will be seeds of hope wherever you live: in your families, among friends, at school, work, or in sports. Pope Leo XIV.

The Sacred Heart College theme for 2025 - *Be the light that inspires hope* - directly aligns with the words above proclaimed by Pope Leo XIV at the Jubilee Youth Celebration in Rome in August 2025. In these words Pope Leo calls all of us to be tangible signs of hope during this Jubilee Year, a time of profound spiritual renewal and reconciliation for the universal Church.

Living justly in the year of Jubilee brings with it a new set of challenges, a new way of thinking - as Pope Leo states '*Jubilee year is a time to build bridges, not walls and that hope is a constant source of joy, whatever our age.*' He has encouraged young people to be '*bearers of hope to the world and to aspire to great things, wherever you are.*' The importance of compassion, active witness to faith, and a call to build a more peaceful and just world by fostering connection rather than division deeply underpin his words.

In this Jubilee Year, our journey is anchored by our identity as a Catholic school steeped in the Mercy charism and committed to the message of the Gospel, recognizing that Social Justice is vital to our authentic identity and to honouring the legacy of Mercy. The life and work of foundress Catherine McAuley serves as the spiritual and practical model for our Social Justice initiatives at Sacred Heart College. It is the very heart of the Mercy tradition. Our College theme, *Be the light that inspires hope*, gives shape to the core Mercy values of compassion, respect, justice, hospitality, courage, and service, all of which are grounded in the Gospel teachings. This core commitment compels us to actively challenge current injustices and support the needs of the poor in our community and beyond. By doing so, we ensure that the enduring light of Catherine McAuley's mission continues its vital work among us today.

As we continue to embrace the call to be Pilgrims of Hope in this Jubilee Year, the education at Sacred Heart College gains deeper significance as a force for Justice Advocacy. We empower our young women to become leaders in justice and service by educating the head, heart, hands, and the soul. The College's theme, *Be the light that inspires hope*, calls us to work together to promote peace, justice, and human fraternity. To truly be the light, our students listen to the cry of the poor, actively participate in caring for creation, and courageously build solidarity with our community partners, networks, and the global community.

At Sacred Heart College, we are empowered to be living witnesses to the Gospel and committed ambassadors of the Mercy mission. Our ongoing service ensures we become outward-thinking, globally empathetic, and socially responsible, radiating God's love and mercy to all people. In this way we are living out the message of Pope Leo XIV in this Jubilee Year, '*to be agents of peace by building community, embracing God's love, and being beacons of hope in a divided world.*'

REPORT COMPONENTS

AREA 1: IMPLEMENTATION OF RELEVANT AND COMPREHENSIVE SOCIAL JUSTICE EDUCATION, ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION, AND SUSTAINABILITY EDUCATION, AS AN ONGOING PART OF CURRICULUM

You are a sign that a different world is possible. - Pope Leo XIV

Sacred Heart College ensures students are prepared as agents of positive change through a contemporary and engaging curriculum where the cause of Social Justice is entirely integrated, preparing them for their role as Pilgrims of Hope during this Jubilee Year. The core Religious Education curriculum is purposefully designed to foster moral challenge and ethical conviction by encouraging critical dialogue, meaningful encounters, and the acceptance of service-oriented responsibility. Supported by the broader curriculum, students are given manifold opportunities to engage with global inequity and service learning, leading to a deeper comprehension of worldwide injustice. Equipped with this extensive awareness, students feel compelled to initiate action and address injustice across their local neighbourhoods and global spheres.

Examples of the links between the Curriculum and Social Justice Education, Aboriginal and Torres Strait Islander Education and Sustainability Education can be explored further [here](#).

AREA 2: PROVIDE STUDENTS AND STAFF WITH PROGRAMS THAT PROVOKE A SOCIALLY JUST CALL TO ACTION

The world needs messages of hope: you are that message and you must continue to bring hope to all. - Pope Leo XVI

As Pilgrims of Hope during this Jubilee Year, students and staff are invited to engage in a variety of initiatives designed to deepen their faith, spirituality, and grasp of Social Justice. Active involvement in these programs equips students to step into the world with their own significant actions, guided by clarity, purpose, and optimism. The foundation of every program lies in fostering spiritual growth and reinforcing the call to act, inspiring a sustained, heartfelt effort to meet human need and become dedicated Social Justice advocates.

A detailed list of student and staff programs can be accessed [here](#).

AREA 3: A SOCIALLY JUST RESPONSE TO THE NEEDS OF OUR COMMUNITY

To share that message of hope with one another - in outreach, in service, in looking for ways to make our world a better place - gives true life to all of us, and is a sign of hope for the whole world.
- Pope Leo XIV

The enduring call to action, echoing the words of Pope Leo and the mission of Catherine McAuley, compels our students to make a deliberate response to the needs of the poor and marginalised in every context. As Pilgrims of Hope and people of Mercy we are compelled to actively work toward restoring human dignity and this sustained commitment to Outreach transforms students and staff into visible, active embodiments of Mercy and Hope. This experience provides a vital grounding in justice and service that ensures students continue to live out this mission long after they leave the Sacred Heart gates, instilling a desire to be catalysts for positive change both at home and across the world.

A detailed list of outreach opportunities can be accessed [here](#).

AREA 4: FUNDRAISING – UNDERSTANDING AND RESPONDING TO SOCIAL INEQUITY

The earth will rest, justice will prevail, the poor will rejoice, and peace will return, once we act as pilgrims. - Pope Leo XVI

The students' participation in fundraising originates from a core belief: a deepened consciousness of global disparity, paired with a conviction that transformation is possible - the very definition of the Mercy commitment to making a difference. This vital service complements their journey as Pilgrims of Hope during the Jubilee Year. Operating under the College theme, 'Be the light that inspires hope,' students drive diverse charitable activities. Their goal remains clear: to raise awareness of the issues facing others, and to deliver essential material and monetary aid to organizations, spanning from local community initiatives to expansive national and international agencies. Through this genuine Mercy Justice Advocacy Approach, students cultivate critical thinking skills as effective democratic citizens, projecting a collective hope for a more equitable world.

A comprehensive list of fundraising initiatives and outcomes can be accessed [here](#).

AREA 5 : MERCY EDUCATION FOR ALL - FINANCIAL SUPPORT

Education is not a privilege but a fundamental right for all children. - Pope Leo XVI

Our mission today is to continue the vision of Catherine McAuley to guarantee quality education remains accessible to everyone, regardless of their cultural background, personal beliefs, or financial

standing. Sacred Heart College sustains this vision today by identifying and assisting families experiencing financial hardship. The College actively maintains the Inclusion Diversity Education Program (IDEP), which identifies families of Refugee backgrounds. This initiative enables the College to enrich its student body by welcoming all members of our broader Geelong community, championing the inclusion of the marginalised and financially stressed. Through the IDEP, our school community becomes richer and more focused on developing a sustained awareness and respect for all people.

Programs supporting a Mercy Education for All can be accessed [here](#).

AREA 6: PRIORITIES AND RECOMMENDATIONS FOR 2026

Dear young people ... my prayer for you is that you may persevere in faith, with joy and courage, seek justice in order to build a more humane world. - Pope Leo XIV

The 2025 focus on Social Justice at Sacred Heart College will significantly advance the legacy established by the Sisters of Mercy and their pledge to an education for all. Central to our Mercy commitment to making a difference and our identity as Pilgrims of Hope in this Jubilee Year, we will strengthen our Catholic Identity by interweaving Gospel virtues and Mercy values across all College domains. This involves embedding the Mercy story, celebrating liturgical events, and enhancing the Religious Education curriculum and initiatives with a Mercy Justice Advocacy approach. Key priorities include advocating for students from refugee backgrounds, uplifting Aboriginal and Torres Strait Islander students, and progressing our institutional Reconciliation Action Plan. Furthermore, we address environmental responsibility via the *Laudato Si* Action Plan, while continually evolving Outreach initiatives based on the Mercy Charism and local needs. Further development of student leadership and fundraising engagement and activities will aim to cultivate a community deeply grounded in Catholic identity and social justice. Ultimately, every future Social Justice initiative will fulfill the Call To Action: this commitment instills in all individuals a deep comprehension of the necessity for transformative engagement and a renewed dedication to service, thereby realizing Catherine McAuley's enduring vision of Mercy in the world.

Priorities and Recommendations for 2025/2026 can be accessed [here](#).

CONCLUSION

The very essence of our culture at Sacred Heart College is defined by Mercy in Action, a cornerstone built firmly upon the legacy of Mercy and the Gospel teachings. Students and staff are increasingly aware of global injustice and disparity, committing passionately to a mission that seeks to make a tangible difference through their actions. With the 2025 College theme, *Be the light that inspires hope*, our community is called to be agents of change, meeting injustice with deeds of love, kindness, and service. This commitment moves far beyond academic thought, serving instead as a visible, daily expression of faith that requires a willingness to act with both courage and compassion.

We are the heirs of Catherine McAuley's mission, entrusted with reflecting God's infinite love and mercy in the world. Catherine McAuley had a dream: We have the privilege of knowing it, the responsibility to understand it, the duty to protect it, and the honour to live it. By actively demonstrating the core values of compassion, courage, justice, respect, hospitality, and service, our community accepts the profound challenge of being both living witnesses to the Gospel and faithful responders to Mercy's urgent call to those facing the greatest adversity - all while actively living out Catherine's dream.

At Sacred Heart College, Mercy finds its truest expression through action - one that embraces a courageous duality, moving between brave advocacy and quiet service, innovative initiative and careful discernment. This powerful fusion of justice and compassion empowers our students to shine brightly, illuminating the world as a source of hope and change and extending the flame of Mercy's hope across future horizons.

You will be the salt of the earth and light of the world; you will be seeds of hope wherever you live: in your families, among friends, at school, work, or in sports. - Pope Leo XIV.

Amanda Humphrey
Faith, Identity and Mission Leader
October 20 2025

AREA 1: IMPLEMENTATION OF RELEVANT AND COMPREHENSIVE SOCIAL JUSTICE EDUCATION, ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION, AND SUSTAINABILITY EDUCATION, AS AN ONGOING PART OF CURRICULUM 2025

Sacred Heart College prides itself on the provision of a robust and diverse curriculum. We aspire to support the development of young people who individually contribute to a lived commitment to justice, whilst collectively part of a larger narrative and impact, focused on their place in the world.

Level	Discipline /Activity	Social Justice- the address of a human rights or equality issue within local or global communities / Outreach - Outreach seeks to address injustice through direct and active service of those who are disadvantaged.	Aboriginal and Torres Strait Islander Curriculum / Content	Sustainability Curriculum / Content
MYP 1	Religious Education - MYP1	<p>In Term 1 students learn about the Mercy values and consider how they can celebrate diversity and ensure inclusion within their class and wider school community.</p> <p>Students are immersed in the story of Catherine McAuley and the history behind the Sisters of Mercy and Sacred Heart College. Students become familiar with the inequity that some women and children were living in at the time. Through various activities, students learn that Catherine’s motivation and inspiration came from the need to follow the Gospel message of Jesus.</p> <p>Students learn about the gifts of the Holy Spirit and consider their capacity to share their gifts with others.</p> <p>Students undertake a unit on Marian prayer and consider the value of prayer, not only in their own</p>		

		lives, but also prayer for others and what this can provide for those in need.		
MYP 2	Religious Education - MYP2	<p>The Year 8 RE Curriculum is broken into three broad topic areas that span across the school year.</p> <p>TOPIC 1: Belonging and Initiation TOPIC 2: Eucharist TOPIC 3: Catholic Social Teaching</p> <p>During topic 1 students investigate concepts of belonging and initiation. As part of their studies, they undertake a comparative analysis of these concepts within the Catholic tradition and from a First Nations perspective. Students are introduced to First Nations history, culture, and connections to the land.</p> <p>During topic 2, students are introduced to the Eucharist. Students learn about this component of the Mass and come to understand the commitment and commissioning to live like Jesus that the Eucharist represents. To further their understanding, students investigate historical figures that reflect Eucharistic qualities.</p> <p>During topic 3, Year 8 students complete a unit that investigates the concept of justice through the eyes of our Catholic Social Teachings. Students research local organisations that live out CSTs as part of their mission and seek ways that they too may be of service. Year 8 RE classes are major contributors to the end of Year Christmas hampers that are collated by the Year 8 Outreach classes and donated to Catholic Care and Meli.</p>	<p>During learning of topic 1, students investigate concepts of belonging and initiation. As part of their studies, they undertake a comparative analysis of these concepts within the Catholic tradition and from a First Nations perspective. Students are introduced to First Nations history, culture, and connections to the land.</p>	<p>As part of their learning about Catholic Social Teachings, students participated in theory and workshop classes that addressed Care for our Common Home. Students are introduced to Pope Francis' encyclical, Laudato Si, and are tasked to undertake a practical project to protect the earth at home.</p>

		<p>This year, the Year 8 classes collected enough non-perishable food goods for 30 local families. These beautiful Christmas food hampers were delivered via Catholic Care to refugee families in our community.</p>		
MYP 3, 4	Care for our Common Home	<p>This unit investigates how we can care for our Earth from a spiritual / religious perspective.</p> <p>Students look at a range of topics, including sustainable farming, consumerism, ecological footprints, fast fashion and ecospirituality.</p> <p>Students are tasked to use stories to convey powerful environmental concerns and potential solutions. Students are also tasked with personal action projects, during which they undertake more sustainable living practices and encourage family and friends to join them in their pursuit of a more sustainable way of life.</p> <p>An in-depth exploration of Pope Francis' encyclical, Laudato Si is undertaken in conjunction with applied learning activities that promote a wiser use of Earth's resources.</p> <p>In semester 1, classes partnered with the Great Ocean Road Coast Committee (GORCC) to undertake environmental awareness sessions and participate in beach clean ups and weeding at Point Impossible.</p>	<p>Students explore First Nations Wisdom regarding care for the environment, as well as the consideration of Earth as sacred and deserving of protection and respect.</p>	<p>The entirety of this unit has an environmental focus. Care for our Common Home is the central focus of all aspects of this unit.</p> <p>Specifically, the Ecological Footprint unit looks from a sustainability point of view at the impact of activities such as energy use, clothing, transport etc. Students also use Laudato Si to examine the spiritual causes of overconsumption.</p>

<p>MYP 3, 4</p>	<p>Religious Education – Big Issues</p>	<p>This unit looks at global injustices from the perspective of our Catholic Social Teachings. Students are given the opportunity to decide on topics to be covered and groups are encouraged to undertake applied real-world projects.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> ● Racial inequality ● Human trafficking ● Homelessness ● Wellbeing & happiness ● Isolation ● Reconciliation ● Displacement ● Sustainability 	<p>Students that choose issues related to First Nations people investigate and seek ways to promote reconciliation.</p>	<p>Students that choose issues related to sustainability and the environment, investigate negative human impacts on our environment and seek individual and collective solutions.</p>
<p>MYP 3</p>	<p>Religious Education - CLIL</p>	<p>This unit uses the curriculum of the Big Issues RE unit, but presents the curriculum using the French language, culture and context as a grounding point for students. This is an integrated study where students learn meaningfully in two discipline areas.</p> <p>Consequently, this unit looks at global injustices from the perspective of our Catholic Social Teachings. Students are given the opportunity to decide on topics to be covered and groups are encouraged to undertake applied real-world projects.</p> <p>Topics covered may include:</p> <ul style="list-style-type: none"> ● Wellbeing & happiness ● Reconciliation 		<p>Students that choose issues related to sustainability and the environment, investigate negative human impacts on our environment and seek individual and collective solutions.</p>

		<ul style="list-style-type: none"> • Sustainability 		
MYP 3, 4	Religion through the eyes of art	As part of this unit, students explore Sacred spaces and the impact of prayer and spirituality on individuals. Students visit the College Chapel and Reconciliation garden to immerse themselves in prayer and deep contemplation.	Within this unit there are opportunities for the students to engage with Aboriginal and Torres Strait Islander artworks to understand how spirituality can be expressed. Students can use these artworks as inspiration for how they can also share their own understanding of spirituality and faith.	One of the four domains of spirituality is environment. We focus on the students use of materials (not in excess) and also how sustainability links to their understandings of their own spirituality “care for the common home”
MYP 4	Jesus the Man	<p>This unit explores the human and divine nature of Jesus. Through exploration of the Good News, the Kingdom of God and the Mission of the Catholic Church, students come to understand the theological driving forces for contemporary application of Christian love.</p> <p>Students undertake a case study on the Thai Boys Cave Rescue (2018) to explore altruism and the application of CSTs within contemporary contexts.</p> <p>Students also undertake a film analysis of ‘The Good Lie’. This film is based on an historical tragedy that occurred in Northern and Southern Sudan during the late 1980s and early 2000’s – a civil war that led to the coining of a phrase, “the lost boys of Sudan”. Students explore the authentic application of Christian love and its varied expressions to realise the Kingdom and live the Mission of Christ.</p>		

MYP 4	Survival of the Church	<p>In this unit students investigate the impact of the Church on society, as well as, wider societies impact on the faithful. Injustices and issues of morality are discussed throughout the unit. The Church's responses to injustice are investigated and students conclude the unit by evaluating the role of the Church in contemporary society. Injustices addressed include corruption, greed, gender rights, religious oppression and misconduct by individuals in power. A comparative analysis of Church doctrine and practice is undertaken throughout the unit.</p>		
MYP 3, 4	Fighting for equality - women of faith	<p>The unit will involve investigation into the lives and contributions of significant female characters in the early Church and analyse female inclusion in the teachings of Jesus. Students will also consider the role of women in other faith traditions and discuss the impacts of female inclusions and exclusions in a contemporary context.</p>		
MYP 3	Religions in Australia and the world	<p>This RE unit will immerse students in Australia's rich history of faith through religion and spirituality. Students will investigate Catholicism as well as other religious and spiritual traditions from around the world and interpret how social and political influences have and will impact faith development within our community.</p> <p>This unit also provides opportunities to study key figures, groups and events that have contributed to developing the interconnected relationships within different faith traditions.</p>	<p>This unit sensitively explores First Nations spirituality and the impacts of colonisation on Australia's faith and spirituality history.</p> <p>Students explore Indigenous spirituality and ecumenical connections within the Christian faith tradition.</p>	

		<p>Students also explore the expansion of the global Church, the role of women in faith and consider the implications of a religiously diverse culture within the Australian context.</p> <p>In the second half of the course, there is a particular focus on First Nations spirituality and the impacts of colonisation on faith formation across Australia.</p>		
MYP 3, 4	Dadirri - First Nations Immersion	<p><i>* Course currently being re-written.</i></p> <p>This unit combines cultural learning, community service, and spiritual reflection through an exploration of Country, belonging, and respect for First Nations histories and spiritualities.</p> <p>Students participate in a meaningful and awe-inspiring 9-day Indigenous Immersion Program in the stunning, World Heritage-listed Kakadu National Park, located in the Northern Territory. During this experience, students learn from local Traditional Owners about the ancient culture that has lived in harmony with the land for tens of thousands of years. They are also physically and spiritually challenged through a series of “on Country” expeditions, developing resilience and a deeper sense of connection to Country and community.</p> <p>As part of the immersion, students visited Middle Point Primary School over two days, strengthening a</p>	<p>This unit combines cultural learning, community service, and spiritual reflection through an exploration of Country, belonging, and respect for First Nations histories and spiritualities.</p> <p>Learning intentions are guided by the 8 Ways of Aboriginal Learning.</p> <p>The Aboriginal and Torres Strait Islander Social and Emotional Wellbeing Framework is used to guide learning.</p>	<p>Students participate in a meaningful and awe inspiring 9-day Indigenous Immersion Program in the stunning World Heritage listed Kakadu National Park in the Northern Territory. Students learn about the local peoples and ancient culture that has lived in harmony with the land for thousands of years as well as challenge themselves physically on a number of “on country” expeditions.</p>

		<p>newly established and growing school partnership grounded in mutual respect and cultural exchange.</p> <p>On their return to school, students initiate self-directed “Merciful Action” projects that promote truth-telling, reconciliation, and the ongoing work of building relationships and communities that value Aboriginal and Torres Strait Islander peoples, histories, cultures, and futures.</p>		
MYP 3, 4	Sacred Ecology - Rainforest to reef immersion	<p>In this unit students will explore the preciousness of our earth and our call to be stewards for the protection of our environment.</p> <p>As part of this unit, students will embark on a 9-day immersion to far North Queensland. Students will witness the majesty of the Great Barrier Reef and Daintree Rainforest. They will be invited to learn indigenous wisdoms and have hands-on experiences caring for turtles, mammals, fish and plants of the rainforest and reef. By learning to fully appreciate the rainforest and reef environments, students will come to understand the multiple threats to both.</p> <p>Students will also investigate the Mercy call of the earth and the practical part they can play in ecological protection.</p>	<p>While on immersion students will join the Mandingalbay Yidinji people to explore their tropical and reef country and learn about their connection to land and water.</p> <p>Students will be welcomed to country with a traditional smoke ceremony and listen to our hosts stories about their spiritual and cultural connection to country.</p> <p>The group will undertake activities including experiencing bush tucker, land maintenance, discussing totems, protection of animals, native title acts and biodiversity studies.</p> <p>In Cairns the group will join an indigenous service program, learning to make “Moon Sick Pads” to distribute to Indigenous women who live remotely. These pads provide women with</p>	<p>In this unit students will explore the preciousness of our earth and our call to be stewards for the protection of our environment.</p> <p>As part of this unit, students will embark on a 9-day immersion to far North Queensland. Students will witness the majesty of the Great Barrier Reef and Daintree Rainforest. They will be invited to learn indigenous wisdoms and have hands-on experiences caring for turtles, mammals, fish and plants of the rainforest and reef. By learning to fully appreciate the rainforest and reef environments, students will come to understand the multiple threats to both.</p>

		<p>On their return to school, students will formulate projects to inspire others and take action to create awareness and protect the environment within their community and beyond.</p>	<p>a healthier, more sustainable and cost-effective alternative to disposable sanitary products. During this activity students will master basic sewing skills, gain an understanding of the complex cultural barriers that affect women in remote communities in the world, and learn about the environmental and social benefits of reusable sanitary products.</p>	<p>Students will also investigate the Mercy call of the earth and the practical part they can play in ecological protection.</p> <p>On their return to school, students will formulate projects to inspire others and take action to protect Far North Queensland from climate change and other threats.</p>
MYP 3, 4	Religious Education - Timor: Kolega Immersion RE	<p>This unit provides students with a unique opportunity to seek truth, make meaning and to participate in a living story. Objectives of this unit are designed to have real world application and allow for in depth investigation of culture, faith and personal purpose.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Consider the meaning behind bearing compassionate witness to the innate dignity of others • look at the role of the Catholic Church within alternate cultures (Australia vs. Timor) • consider the concept of the Kingdom of God and a just society (what are some societal ideals) • consider the tensions between faith and culture within Australia and compare with findings from Timorese communities • Consider the call to service in a theological sense as well as practical real world applications using our Timorese partnership as a platform 		

		<ul style="list-style-type: none"> plan ways to contribute to the common good (including contribution to Mercy Works, the Mercy Empowerment Dinner and other self-designed initiatives) <p>This unit includes a 12 day immersion to Baucau, Timor-Leste. As part of the immersion, students will visit and work at our community partner school, CTIT, which is overseen by the Conosian Sisters. They will also visit the Venilale orphanage, overseen by the Salesian Sisters.</p>		
Year 11	Religious Education - Unit 1 Religion & Society	<p>In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.</p> <p>Students study the spiritualities of First Nations peoples and consider these spiritualities in relation to the nine aspects of religion.</p>	Students study the spiritualities of First Nations peoples and consider these spiritualities in relation to the nine aspects of religion.	
Year 11	Religious Education - Unit 2	Unit 2 investigates principles that guide ethical and moral judgement and decision making. This unit involves identifying the arguments and analysing the reasoning, and any other influences, behind varied		Students have the option of investigating a current ethical issue related to sustainability, food production, animal exports, climate change, displaced persons, a just war, and to

	Religion and Society	perspectives and moral judgments. Students study various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews co-exist.		show how 2 religious traditions are responding to these current ethical debates. Students can explore current authorities such as Laudato Si that are contributing to the debate.
Year 12	Religious Education – Unit 4 Religion and Society	In this subject students investigate how the Catholic Church has responded to ethical challenges. They also consider the moral influences within the Church that motivate response to conflict and ethical dilemma. Classes investigate the challenges of injustice (eg: Global Warming and Human Trafficking) on society. The impact of the Catholic Church response is also considered.	Issues related to First Nations people may be investigated as classes consider contemporary challenges (i.e. reconciliation within contemporary culture) and the Churches response.	Issues related to the environment may be investigated as classes consider contemporary challenges (i.e. the climate crisis) and the Churches response.
MYP 1	Religious Education – Faith Day	The day focuses on Mary as a guide for self-reflection and service to God. (A range of activities to broaden student knowledge and self reflection on Mary as woman of faith and a role model for us today.		
MYP 2	Religious Education – Faith Day	On Wednesday 21st May, as part of Sacred Heart College’s Religious Education program, Year 8 students will be participating in a Faith Day that explores the theme of spirituality. In the spirit of Reconciliation and with a commitment to strengthening relationships between Aboriginal and non-Aboriginal peoples, the focus of the day will		

		<p>be on Aboriginal culture, history, and spirituality. Students will take part in an incursion facilitated by local First Nations people from the Wathaurong Co-operative.</p> <p>Throughout the day, students will have the opportunity to engage with cultural artifacts, experience painting, and participate in yarning circles that share stories of Country and the deep spiritual connection it holds in Aboriginal culture.</p> <p>To begin the day, a Smoking Ceremony will be conducted. This important cultural practice will help mark the significance of the event and deepen students' understanding of cultural protocols and the role they play in the identity and heritage of Aboriginal peoples.</p>		
MYP 3	Religious Education – Faith Day	<p>On Friday 29th of August, as part of their Religious Education Program, the Year 10 students will be celebrating their Faith Day. The day will focus on ethical and sustainable choices to create a better world. The theme of the day will be Ethical Sustainable Choices. Juliet (Jet) from Terrsa Leaders has been invited to present and facilitate sessions on the day to enhance the learning experience.</p>		
MYP 4	Faith Day	<p>On Friday 29th of August, as part of their Religious Education Program, the Year 10 students will be celebrating their Faith Day. The focus for the day will</p>		

		<p>be 'Social Justice in a national and global context'. Students will experience stories from guest speakers from diverse communities, cultures and lived experiences.</p>		
Year 11	<p>Religious Education –</p> <p>Renewals</p>	<p>This program is designed to foster and explore spiritual connectedness with self, others and their place in the wider world. As a Catholic school, great importance is placed on faith development and the Renewal is seen as a special opportunity for prayer, reflection and self-discovery.</p> <p>The Renewal program is designed to foster and explore spiritual connectedness with self, others and their place in the wider world.</p> <p>Day 3 full day presentation with Sam Clear. Sam's presentation aims to inspire students to reach out to those around them, place trust in God, appreciate the dignity of others, and recognise their ability to impact the world around them.</p>		

Year 12	Religious Education – Mercy in Action program	<p>The Year 12 Mercy in Action program has been designed to give students the opportunity to express a lived faith and put learned Christian understanding into action.</p> <p>The program comprises four components.</p> <ol style="list-style-type: none"> 1. Retreat – students attended various venues to engage in a 3 day Retreat. 2. Four Seminar Days – which focus on different aspects of personal growth and development, Faith and Spirituality, and Mercy and Justice. 3. Mercy in Action Project – this project has been designed using the Mercy Justice Advocacy Approach and includes: <ul style="list-style-type: none"> o The completion of application and reflection documentation outlining a merciful project aimed at addressing an injustice. In addition, students must complete a minimum of 6 hours of community service addressing the concerns identified in their application and reflection. o This year student projects addressed a wide range of social justice issues and assisted a wide range of organisations that address these needs throughout our community. o Organisations include environmental programs such as tree planting, weeding and rubbish collection, animal welfare support, support of food distribution programs for the needy, disability assistance, support of marginalised and disadvantaged youth and many more. 	Individual Mercy in Action Projects may address issues of reconciliation and cultural awareness of First Nations people.	Individual Mercy in Action Projects may address issues of sustainability and environmental awareness, pollution, waste, revegetation, deforestation, fast fashion and many other environmental concerns.
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		<p>4. Mercy Work – The Year 12 Mercy Work for 2023 was Offspring. Offspring raises funds for women rescued from human trafficking in Kolkata. Students undertook a range of initiatives throughout the year to raise funds for this organisation.</p>		
All	Living Mercy – Project Compassion and Mercy Works	<p>This year a number of Living Mercy lessons were set aside each term for students to learn more about their Mercy Works organisations.</p> <p>In Term 1 this included additional resources to support the delivery of the Project Compassion campaign across the College.</p> <p>In Term 2, and 3 houses engaged in various activities to raise awareness and raise funds for each Mercy Work organisation.</p>	Loyola Term 3 Organisation - Mercy Works - Indigenous Projects. The Cape York Girl Academy, located in Cairns, gives Indigenous teenage girls who are young mothers a second chance at completing their education.	
All	Prayer & Opportunities for Worship –Morning prayer	<p>Mentor Group teachers lead students in prayer during Mentor Group sessions. In addition, daily prayers are made available to all staff and students via the Student Bulletin on Compass. Mentor Groups and RE classes are also encouraged to create their own prayer books with each student providing a contribution.</p> <p>Significant days related to religious or social justice events are highlighted with additional information on the bulletin for staff to share with</p>		

	students, and/or PA announcements at the beginning of the school day.	
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IMMERSIONS

Immersive programs provide a unique way for students to engage in learning that addresses challenging and contemporary topics with an outwardly focused approach. Outcomes should always be mutually beneficial to both student learning and the potential for student service to community partners and issues addressed by these experiences. As such a Service Learning framework (supported by the writings of Br Damian Price) has been employed to ensure students authentically come as guests to host communities and the objective of all immersive experiences is mutually beneficial, with community partners being a priority in all program decision making. The College employs an interdisciplinary approach to teaching units of work that include immersive experiences. By doing so students are called to evaluate real-world issues and ideas, synthesise understandings to produce creative responses to immersive experiences, and, reflect on personal learning and positive impacts achieved.

Sacred Heart College is committed to developing immersive experiences that address a broad range of issues and provide opportunities both nationally and internationally. Students are invited to engage in a three-step process as a member of an immersive program: prepare, immerse, respond.

1. **PREPARE:** During preparation students learn about relevant topics pertaining to their immersion location and purpose. Each immersion is accompanied by its own unique Religious Education subject, which enables students to see the issues or topics for their given program through a Catholic lens.
2. **IMMERSE:** The immersion step involves deep listening and engagement with the community. It is essential that students are not a detriment to the community, but rather a value add during their program.
3. **RESPOND:** Finally, students return to the classroom to respond. A student led approach is used to facilitate students to live Gospel values in authentic and impactful ways.

This year Sacred Heart College offered two inter-state immersions programs to students. Students undertook a rigorous application process for selection, which called students to reflect on their understanding of Mercy values and their potential application within the context of the immersive experience they applied to participate within.

The 2025 SHC immersions included:

1. Sacred Ecology - Rainforest and Reef Immersion

This conservation program to Far North Queensland was an environmental experience that took 19 students to the Great Barrier Reef, ancient Daintree Rainforest and beautiful Fitzroy Island. As part of this 9-day immersion, Sacred Heart partnered with a variety of world class non-government organisations and service organisations. Students went behind the scenes to join programs focusing on Daintree Rainforest regeneration, turtle rehabilitation, aquaponics and food security, Indigenous connection to country and women's health, climate change and its effect on coral, microplastic pollution and sustainability. Students returned to school with new found appreciations for creation and a genuine enthusiasm to be stewards of creation.

2. First Nations Immersion Program

This Indigenous immersion and service program combined cultural learnings and community service with an exploration on-Country in Kakadu National Park. As part of this unique opportunity, students learned about local peoples and ancient culture that have lived in harmony with the land for thousands of years, as well as challenge themselves physically on a number of on Country expeditions. The Kakadu National Park is a World Heritage Area covering some 20,000 square kms. Waterfall's tumble from the red cliffs off the Arnhem Land escarpment into shady pools; tranquil wetlands teeming with animal and bird life, while 40,000 years of Aboriginal cultural heritage is on display in the numerous rock art galleries.

Last year, we established a community partnership with the Middle Point Primary School in Middle Point, NT. This primary school provides essential educational services to First Nations and rurally remote families. Middle Point Primary caters for children from kindergarten to Grade 6, and endeavours to celebrate diversity and inclusivity. This year, while on immersion, SHC students visited Middle Point primary undertaking science and physical education activities that combat school attrition and promote a love of learning.

Already we have plans to expand our time with Middle Point as part of next year's immersion and Middle Point have expressed hopes of visiting SHC in the future.

EQUITY SPONSORSHIP

To ensure inclusion is of the utmost priority, the College has committed to the provision of equity sponsorship for excellent candidates that would otherwise find participation out of reach due to financial hardship. Equity Sponsorship covers 100% of the program's costs.

ACCOMPANYING RE PROGRAMS

Each immersion is paired with its own unique Religious Education subject. This subject is undertaken in the semester in which students embark on their immersion. These units of work provide opportunity for staff and students to deeply explore issues relevant to their given immersion from a Catholic lens. Students can unpack Gospel teachings, encyclical documents and Church responses to the issues and concepts explored. Catholic Social Teachings are applied and students are challenged to understand the gravity of advocacy and appropriate action that is in-line with community sustainable development.

The Sacred Ecology Religious Education unit explored the preciousness of our earth and our call to be stewards of creation. By learning to fully appreciate the rainforest and reef environments, students came to understand the multiple threats to both. Students also investigated the Mercy call of the earth and the practical part they can play in ecological protection.

The First Nations Religious Education unit looked to explore the rich Aboriginal history of our local Wadawaurung country and those of the Northern Territory's Pudukul and Buladjang. In class, students explored Indigenous spirituality and Reconciliation (both sacramentally and practically within Australia). First Nations wisdom and Catholic Social Teachings of participation and subsidiarity were of particular relevance to this unit of learning.

On their return to school after immersion, students are expected to formulate projects to inspire others and take action regarding the concepts, issues and ideas they have explored with community partners and as part of their immersion.

All participating students are expected to attend the Mercy Empowerment Dinner and will be able to contribute to the design of this event by provision of testimonies and facilitating the advertisement and running of the evening.

MYP 1	English – Text analysis	Students study the film <i>Whale Rider</i> – investigating cultural practices and traditions of Maori people in Aotearoa/New Zealand. Students also study a range of Refugee Experience texts like <i>The Happiest Refugee</i> , <i>Boy Overboard</i> , <i>The Paper Boats Anthology</i> etc – investigating issues related to forced migration and empathising with the refugee experience through a reflective speech on what they have learned and connecting to the Mercy Values.	Students study the text <i>Sister Heart</i> - exploring the First Nation Australian perspective and experience of the Stolen Generation. Students also learn aspects of First Nation Australian cultural traditions such as family kinship structures, significance of Country, yarning practices and storytelling, and create connections between their historical and modern understanding of the Indigenous Australian experience.	Through the text study of <i>Sister Heart</i> , students explore the significance of Country to Indigenous Australians, developing an understanding of land ownership and cultural practices of land/resource management that have historically occurred in Australia, as well as the potential for future prioritisation of Indigenous Australian land ownership and management.
MYP 2	English – Text Analysis	Study of <i>The Diary of Anne Frank</i> . Students look at current global issues that mirror the steps towards dehumanisation as seen in Nazi Germany and explore the impacts of racism/prejudice in both modern and historical contexts. Students also engage with a variety of texts related to feminism and gender equality in the creative unit.	Through examination of various speeches, students are encouraged to listen to the voices of various Indigenous speakers (such as Adam Goodes) as they persuade/discuss racial inequalities in Australia. Additionally, the unit on 'The Diary of Anne Frank' invites students to draw connections between racism/prejudice against the Jewish community to modern examples of racism in Australia such as the treatment of Aboriginal and Torres Strait Islander peoples.	Through the Argument Analysis/Persuasive Unit students investigate issues of climate and its impact on the globe. Students investigate solutions and changes that may impact the communities around them.

MYP 3	Extension English	<p>Through a film study of <i>Hidden Figures</i>, students explore intersectional oppression, highlighting the ways race, gender, and class intersect to shape lived experiences.</p> <p>A passage analysis unit on <i>All the Light We Cannot See</i> enables students to examine the human costs of war, with particular attention to displacement, resilience, and ethical choices.</p>	<p>There is also scope to connect the study of intersectional oppression in America in the 1960s to a more contemporary understanding of the experiences of Aboriginal and Torres Strait Islander women in Australia today, particularly in relation to the ongoing impacts of racism, sexism, and systemic disadvantage. This connection enables students to see how historical struggles for equity resonate in modern contexts, while recognising the strength, leadership, and resilience of Indigenous women in shaping pathways toward justice and reconciliation.</p>	
MYP 4	English	<p>Through the study of 'Ghost Bird', students are invited to consider Australia's history of colonisation and the impacts it has on modern society. Additionally, through language analysis, students explore various social justice issues in modern Australia.</p>	<p>Students explore racial issues through the study of 'Ghost Bird' by Lisa Fuller and consider the impact of racism on Indigenous identity. Through analysis of the text, students explore how racism is embedded systemically through education and explore the importance of storytelling and connection to Country.</p>	<p>Through language analysis, students read and analyse arguments made in relation to sustainability in Australia. Students have the option to further explore sustainability issues through their oral presentations.</p>
Year 11	English – The Power of Nature		<p>Year 11 English students study the text <i>Nine Days</i> which highlights the racism and prejudice that existed toward first nations peoples pre-WW11 in Australia and post war</p>	<p>In the frameworks unit, Students study for a term 'The power of Nature' they read a range of articles from opinion pieces, to poetry and TED talks that highlight the inter-relationship between humans and nature, in response to these texts students write a folio of work including speeches,</p>

				<p>short stories and reflective commentaries on the 'power' of nature and both our reliance and restoration of nature that is essential to common survival, the unit suggests that nature is powerful against humans and we are in fact witnesses to its ability to regenerate and repair despite human destruction</p> <p>Fast Fashion Analysing Argument Unit</p> <p>Students study the issue of fast fashion and read opinion pieces on the issue, they study a range of audio visual and written texts that examine our reliance on fast fashion and the impact this is having across the world, students analyse the persuasive nature of these texts in suggesting we need to make a change in our consumer habits and have a robust system that challenges unethical workplace practices and manufacturing that is responsible for an increased carbon footprint and waste.</p>
Year 12	English	Students study a unit on Protest, the study the rights and freedoms of women and marginalised communities throughout history as a part of the frameworks unit and look at the history of women and marginalised communities including First Nations Australians.	Students study Meyne Wyatt's monologue that was performed on Q and A in response to the Black Lives Matter movement and was adapted for a play that examines systemic racism and silence as violence. Students watch this monologue delivered and annotate the text. In doing so students	In the dystopian text Harrison Bergeron written by Kurt Vonnegut, students study the impact of a society void of any natural landscape, an artificial world that is empty and robotic, controlled by reports and censorship. Students reflect on a society that is built on control and oppression and

			consider the impact of speech and also reflect on other speeches like Stan Grant's IQ2 Racism speech. In response, students create their own protest piece which may be written in the style of the monologue or consider the issues raised in regards to complacency and racism in Australia in a Contemporary society which they may reflect on in their own text.	consider the impacts of a future world that could arise if we do not care for humanity and embrace and appreciate our natural world. Students may write a speech or a short story on any other text on these issues in their response to this framework.
Year 11	English Language Unit 2		11 EL studies 'Englishes in contact' in Unit 2 which also looks at indigenous language. Students study the loss and preservation of First Nations Languages in Australia and consider ways in which they can be revitalised. Students look at the linguistic theories which postulate the connection between language and culture.	
Year 12	English Language Units 3-4	<p>Unit 3 AOS2: In the outcome on Formal Language students on political rhetoric as well as how people use language to support a cause, or, to inhibit causes.</p> <p>Unit 4 AOS2 focuses on how language connects with individual and group identity; one dot point is on views, values, aspirations and gender.</p> <p>Students examine how language reflects societal attitudes in Australia as well as how language has</p>	Unit 4 is 'Language in Australian Society'. A major focus is the use of ethnolects and the features of Aboriginal Australian English. Students study how this variety of English is a linguistically recognised form of communication and study the impacts that come with its usage being limited. They study the connection between language and identity. Students look at attitudes towards Aboriginal Australian English.	<p>Students study texts from a range of sources; the texts will include foci on contemporary issues in society be it gender equality, human rights, immigration issues or climate concerns.</p> <p>Students also study how values and political perspectives on issues are revealed in language; a focus of this is the rhetoric of climate change and equality.</p>

		<p>the power to change social attitudes. An example of this is the importance of culturally appropriate language, gendered language, and the language manipulation of politicians. They consider how public language can break down stereotypes and be a catalyst for change.</p>	<p>Students also look at the impact of language on the identity of immigrants to Australia and how language can be used as a tool to include or exclude.</p>	
MYP 1	Science - Core	<p>There is an educational focus on care of our common home as students study the water cycle in Term 1; methods and reasons we treat water in Term 3; ecosystems and biodiversity in Term 4.</p>		<p>Students explore the importance and limited supply of water on Earth and why it needs to be purified and tested before being used.</p>
MYP 2	Science - Core	<p>Students investigate earth sciences, to build their fundamental knowledge of how the earth works and our impact upon it.</p> <p>Students study concepts of regeneration, sustainability and renewability. They also learn about the formation of the earth and its fragile nature. In addition, students also study rare earth elements and the impacts that mining has on the environment.</p> <p>Students also investigate biological concepts and gain a greater understanding of the living world. They also learn about how their own body systems contribute to health and wellbeing. This allows students to view themselves in a wider context within our environment.</p> <p>Students learn about energy and how it is neither created nor lost. They learn about the transfer of</p>		

		energy and the potential we have to generate renewable sources of energy and power.		
MYP 3	Science – Core	Students selected and read a science article of their choice. They then completed an article review in which they discuss the impacts of the research highlighted in their chosen article in terms of at least ONE factor (environmental, social, health , ethical or economic).		
MYP 3, 4	Science – Environmental science	<p>Students studied organisms that live in marine and freshwater ecosystems. They investigated how these organisms interact with each other and how they are affected by the non-living environment.</p> <p>Students also explored Waste Management and Consumption, asking the big question: Can we live a modern lifestyle that is ecologically sustainable? A large component of this unit involved exploring the ways in which science can be applied to address the problem of food waste going to landfill.</p> <p>Students researched the use of a worm farm and its usefulness in a school environment. They wrote an essay on waste and how worm farms can greatly assist with the war on waste in their local area.</p>		<p>When studying Waste Management students look at sustainable management of waste, as well as ways to prevent waste by reducing and reusing.</p> <p>In the Marine and Freshwater Ecology Unit students examine threats to sustainable management of coral reefs such as climate change and sedimentation.</p> <p>In the future bricks unit students construct bricks from hemp and examine how these could be used to replace non renewable clay bricks.</p>

MYP 4	Science - Chemistry	Students consider the carbon cycle, as well as, the uses and impacts of biofuels. In their research report they consider which groups in our community may be negatively impacted by climate change through overuse of fossil fuels, and discuss how science can help to support these groups of people.		Students explore the limited supply of fuel and the current research into alternative fuels.
MYP 4	Science - Physics	Students investigate radioisotopes, and complete a research report on a medical radioisotope of their choice. They are asked to consider the ethical and social impacts that the improvements in nuclear medicine have had on society.		
MYP 4	Science - Biology	Students investigate genetics and inheritance, and complete a research report on a genetic issue of their choice. They are asked to consider the moral, ethical, social and cultural impacts of this scientific process (such as genetic screening, prenatal testing, stem cell therapy) and discuss how the use of these technologies can affect our wider community.		
Year 11	Science - Unit 2 Psychology	Students consider concepts surrounding social cognition; including investigating pro-social behaviour and factors that lead to bystander behaviour. They examine social norms and social responsibility/duty for helping. Stereotypes, prejudice and discrimination are covered and discussed.		

Year 11	Science – Biology	<p>This unit explores the delicate balance required for the maintenance and flourishing of ecosystems.</p> <p>Students investigate genetics and inheritance, and complete a research report on a genetic issue of their choice. They are asked to consider the moral, ethical, social and cultural impacts of this scientific process (such as genetic screening, prenatal testing, stem cell therapy) and discuss how the use of these technologies can affect our wider community.</p>	<p>In Unit 2 students explore the contribution of Indigenous people’s knowledge in understanding ecosystems, and the relationship between species within Australian ecosystems. Students learn that culture and shared knowledge has allowed Indigenous Australians to utilise the adaptations of, and interdependencies between, species that exist in Australia to ensure not only their survival but also the flourishing of the native ecosystem.</p>	<p>Students learn about various modes of reproduction, including cloning and how it may be used in agriculture. They discuss the importance of biodiversity and the benefits of genetic diversity within a species.</p>
Year 11	Science – Chemistry	<p>Students will spend time studying water and hydrocarbons. With an emphasis on non-renewable and renewable resources and the importance of finding a greener solution to fuel and electricity.</p>		<p>Students explored the importance of fuel for society while looking at the production of carbon dioxide gas volume comparison between non-renewable and renewable fuel sources.</p>
Year 12	Science - Chemistry	<p>Students explore renewability and the importance of fuel cells or other fuel alternatives. Students look at greenhouse gases in relation to fuel type and usage.</p>	<p>Students look at indigenous medicines and how distillation can be used to extract components of indigenous plants and then be used to treat certain conditions.</p>	<p>Students are looking at the energy crisis and current suggestions as to where to when crude oil runs out. Students look in detail at biofuel replacements for petrol and hydrogen fuel cells.</p>
Year 12	Science – Biology	<p>Students study a Unit of Bioethics, and explore bioethical concepts and bioethical approaches. Students consider concepts such as respect, justice, beneficence and integrity. Students complete a SAC where they need to analyse a bioethical issue in current science practices/technology.</p>	<p>Disease challenges and strategies</p> <ul style="list-style-type: none"> the emergence of new pathogens and re-emergence of known pathogens in a globally connected world, including the impact of European arrival on Aboriginal and Torres Strait Islander peoples 	<p>Students study the use of biofuels as an alternative to traditional fossil fuels like coal and gas, which are non renewable.</p>

			<p>Human change over time</p> <ul style="list-style-type: none"> ways of using fossil and DNA evidence (mtDNA and whole genomes) to explain the migration of modern human populations around the world, including the migration of Aboriginal and Torres Strait Islander populations and their connection to Country and Place. 	
Year 12	Science Unit 3 and 4 Psychology		<p>Students investigate the approaches to learning that situate the learner within a system, as illustrated by Aboriginal and Torres Strait Islander ways of knowing where learning is viewed as being embedded in relationships where the learner is part of a multimodal system of knowledge patterned on Country</p> <p>Student explore the use of mnemonics (acronyms, acrostics and the method of loci) by written cultures to increase the encoding, storage and retrieval of information as compared with the use of mnemonics such as sung narrative used by oral cultures, including Aboriginal peoples' use of songlines</p> <p>Students are required to understand ways of considering mental wellbeing, including levels of functioning; resilience, as the ability to cope with and manage change and uncertainty; and social and emotional wellbeing (SEWB), as a multidimensional and holistic framework for wellbeing that encapsulates all elements of</p>	

			<p>being (body, mind and emotions, family and kinship, community, culture, country, spirituality and ancestors) for Aboriginal and Torres Strait Islander people</p> <p>Students explore the concepts of cultural determinants, including cultural continuity and self-determination, as integral for the maintenance of wellbeing in Aboriginal and Torres Strait Islander peoples.</p>	
<p>MYP 3, 4</p>	<p>Design Futures Lab</p>			<p>The Design Futures Lab at <i>Sacred Heart College Geelong</i> is a space for invention collaboration and imagination where emerging talents and experts unite to pioneer sustainability driven design with community impact at its heart. By welcoming both success and failure we cultivate open ended exploration that gives rise to ideas with purpose.</p> <p>“Crisis brings us to invention and ironically to opportunity” <i>Margaret Diffey-Warylo Year 9</i></p> <p>“I believe it’s very important that we start using bio materials to replace non renewable materials” <i>Saffron Macfadyen Year 7</i></p> <p>At Melbourne Design Week 2024 we partnered with Nexus Designs to unveil a 3D printed material made from 85–90% spent coffee</p>

			<p>grounds reimagining waste as a resource. Building on this our work explores grown materials that merge ancient fabrication with futuristic biocomposites at the intersection of circularity science and design</p> <p>In 2025–2026 the Lab expands its focus from material innovation to design activism bringing creative action to real world challenges. On Tuesdays students visualise climate futures through AI and global data. On Wednesdays they design and build a <i>tiny house</i> to be gifted to a cause of their choosing. On Thursdays they cultivate new bio materials in collaboration with Greenspace Cultivated Nexus Designs and Bardee extending these innovations into Fashion Design and Chemistry classrooms</p> <p>Through making questions and imagining the Design Futures Lab rethinks design as a lens through which cross disciplinary STEAM learning is applied for good shaping a future where creativity and care co-exist.</p>
Year 12	Unit 3 HHD	Students evaluate initiatives in terms of their capacity to improve health outcomes of Aboriginal and Torres Strait Islander Peoples and promote social justice	Students explore the health status of Australians and the biological, sociocultural and environmental factors that contribute to variations between Indigenous and non-Indigenous population groups.

			<p>Students also research the Closing the Gap campaign, use the framework of the Ottawa Charter to investigate Closing the Gap and Aboriginal and Torres Strait Islander health promotion programs. This includes researching initiatives introduced to bring about improvements in Indigenous health and wellbeing in Australia, and how they reflect the action areas of the Ottawa Charter for Health Promotion.</p> <p>Students explore initiatives to promote health eating in Australia, including Aboriginal and Torres Strait Islander Guide to Healthy Eating</p>	
Year 12	Unit 4 HHD	<p>In this unit, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people.</p>		<p>Students investigate the concept and dimensions of sustainability (environmental, social and economic) and its role in the promotion of health and human development.</p> <p>Students analyse the implications for health and human development of particular global trends including: climate change (rising sea levels, changing weather patterns and increasing number of extreme weather events); conflict; mass migration; increased world trade (global distribution and marketing of tobacco products, e-cigarette products and processed foods); tourism; and digital technologies.</p>

		Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the goal and objectives of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.		
MYP 1	Arts – Drama	Students explore our common home stands on the land of the Wadawurrung people and show the change in our landscape and call for care for the land we are on. The final piece is a whole class performance based on ecospirituality.	Aboriginal artwork and poetry as a stimulus for discussion and expression brought through to the development of a whole class performance.	
MYP 1	Arts- Dance		Exploration and comparison of a first nations dance piece depicting the Brolga bird in comparison to the contemporary dance performance by Bangarra dance company. Students learn words in the Wadawurrung language to help describe instruments they hear and the birds they see.	
MYP 1, 2	Arts – Art core	Year 7 - Students explore the work of Vipoo Srivlasa and the collaboration with Artworks presenter Namilla Benson. The clip explores the idea of having 2 homelands, spirituality and wellbeing and using art as a way to explore	Year 8 - We look at landscapes - a variety of landscapes including a work by Noreen Hudson, Hermannsburg NT, We discuss what the artist is commenting on in the landscape	

identity - multicultural identity as well as art as a way of making meaning and creating better wellbeing. Students create artwork that connects to their identity. Vipoo speaks about art and spirituality being a source of support to increase wellbeing. Students are encouraged to explore these ideas through a group conversation and respond with discussion notes.

Year 9 Visual Art also focuses on Multiculturalism - focusing on the work of Kate Beynon and the importance of recognising cultural identity as a source of identity and how identity can change with your experiences in new cultures. Students create work reflecting on their experiences and cultural identity.

-including resources, distance, remoteness and beauty of the landscape.

Students make their own landscape that is representative of a place of connection for themselves.

Indigenous art is included in 2 slides on the Arts Elements google slides theory resource.

Arts - Visual communication and Design Yr 10 2023 - Students explore the Design firm Balarinji and the collaboration with Qantas for the fleet of Art Series aircraft carriers. Students learn ethical and collaborative design processes and considerations when collaborating with Indigenous artists.

9 Visual Art - Printmaking - Students explore the work of Margaret Preston. Margaret Preston had admiration for the aesthetics of Indigenous art and sought to include this in her artwork. The ethical dilemma is discussed - this is not a favourable or preferred practice and was seen as cultural appropriation; and only because of the clear intention of celebrating indigenous aesthetics with the intent of celebrating an Australian aesthetic this has been largely excused as not knowing process whilst having good intentions. Margaret Preston remains an Australian favourite artist.

			<p>Students create linocut prints exploring native flora and fauna.</p> <p>Ceramics - 2023 semester 2, students look at the work of the Ernabella artists. This group includes a number of artists who have been awarded OAM. Ernabella is Australia's longest running indigenous art incorporation.</p> <p>Students look at texture and make connections with subject matter, technique and aesthetics. Students create their own work.</p>	
MYP 2	Arts - Drama	Students examine social and environmental issues within the film texts <i>Riding the Rails</i> (focused on the Great Depression and homelessness) and <i>2049</i> (concerning action on climate change).		
MYP 2	Arts - Music	Students examine different styles of music and the social justice issues of the styles.	Study of Aboriginal and Torres Strait Islander style of music, musical elements, instruments and significance of story in the music.	
MYP 3,4	Arts - Dance	Students choose a social justice issue as the theme for dances and technology performances, using technology to enhance their contention. Year 9 students create a duo depicting 'aspects of a social justice theme to develop an intention..	Students explore traditional cultural stories from Australia. Watch and review a First Nations piece to use as a stimulus for creating an artwork through students' cultural stories.	

MYP 3,4	Arts – Drama – Comedy Unit	Students explore social stereotypes and comedy as a means to challenge injustice (focus is on gender equality issues).		
MYP 3,4	Arts – Digital Art	Students are free to choose a folio of their own choice. Students often choose to focus on social justice issues.		
Year 11,1 2	Arts – Units 1-4 Theatre Studies	All play performances and production analyses deal with social, cultural and political aspects of society – from Shakespeare to Australian plays such as <i>Cosi</i> (mental illness). Theatre students research background information surrounding a play and highlight these themes in the performance.		
Year 11,1 2	Arts – Units 1-4 Media	Students gain opportunities to highlight social justice issues in both the media texts they analyse and for some in the documentaries they create. EG: Unit 1 media students examine the indigenous film <i>Samson and Delilah</i> as part of the Australian Stories unit, as well as issues of fairness and democracy across the Current Media Landscape.		
Year 11, 12	Arts – Units 1-4 Dance	Students may choose a social justice issue as their theme for solo or group dances.		

MYP 1, 2	Technology – Product Design			<p>Students are directed to minimize fabric waste in the classroom. This includes economically laying out patterns to minimize waste; using fabric scraps to create a project bag and using the scrap box for mini sewing projects. All these actions have a positive impact on the environment. Students are encouraged to reduce, reuse and recycle.</p>
MYP 3, 4	Technology – Fashion Design			<p>This unit focuses on ethical clothing and sustainability in the clothing and textile industry. Students research sustainable fashion designers and innovative ways designers are successfully addressing waste. Students consider innovative ways to repurpose and recycle existing products, reduce their environmental footprint and the waste produced within the fashion industry. Students also investigate fabric and clothing innovation through technology. This semester two of the three FD classes repurposed donated wedding gowns into high street fashion.</p>

<p>MYP 2</p>	<p>Yr 8 Outreach - Caring Kitchens</p>	<p>In 2025, 4 classes of students engaged in Outreach via participation in our Caring Kitchens program. These classes predominantly spent their time working collaboratively to prepare meals for families in need from within our SHC community. These families were identified by our leadership team as experiencing hardship. Regular meals were delivered as Mercy in Action on behalf of SHC. Meals were prepared by the Outreach-Caring Kitchens classes and stored in the freezer awaiting delivery. Meal options included lasagne, soups, chow mein , pasta bakes, curries, fried rice, risotto, sausage rolls etc.. and sweet treats in the form of fruit crumbles, sticky date puddings cakes, slices and biscuits.</p> <p>In September, all Yr 8 Outreach classes participated in a 2 week Season of Creation learning program. Students learnt the values of collaboration and generosity as they completed practical cooking activities to make Minestrone, Pumpkin soup, chocolate truffles and lemon slices. This program enabled students to put Mercy values into action and consider their ability to contribute ingredients used during these classes, based on the story of Stone Soup.</p> <p>Soups and slices were donated to Lazarus centre over the last 2 weeks of term 3.</p> <p>Outreach classes also prepared sweet treats to contribute to the Christmas Hampers that were</p>		<p>During September, Yr 8 Outreach students participated in a Season of Creation program for 2 weeks, whereby they considered how they are indeed 'gifts of creation' and what role they are prepared to take on as stewards of God's creation.</p> <p>Students were asked to contribute ingredients from their gardens at home to minimise ingredients that were used to prepare the Lemon slice, pumpkin soup and minestrone soup. Students were made aware of the growing periods of seasonal produce and ways that we may contribute/use excess supply to support others in our community who have less.</p>
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		delivered to enable individuals and families within our SHC community to experience some additional joy at Christmas and know that they were in our thoughts and prayers.		
MYP 1, 2, 3, 4 & Yr 11 Food Studies	Technology – All food classes	<p>Food classes across 7 – 10</p> <ul style="list-style-type: none"> · Year 7 Food · Year 8 Food · Funky Foods, Foods for Health & Yr 11 Food Studies <p>All Food classes (including those in Yr 8 Outreach) provided substantial contributions to Clairvaux Book Stall which raised \$1789 for St Bernard's parish. Students produced a range of savoury and sweet items ie: chocolate truffles, chocolate chip cookies, muffins, slices, sausage rolls and mini quiche. Together with the support of staff from the food tech department and Jon from the print room, these foods were packaged and delivered to Clairvaux hall for sale on Sunday May 4.</p> <p>Students from each of the above classes also contributed 1 - 2 lessons to cook for the SHC Christmas hampers at the end of Semester 2. These hampers are produced for families within our college community who are experiencing hardship.</p> <p>The Yr 11 Food Studies class completed an assessment task requiring them to design a food item/meal that would be suitable to freeze for our</p>	<p>As a part of our cultural foods unit in Yr 8 Food, students explore native ingredients found/foraged/commercially produced from the lands of our First nations people. We access some of the commercially produced ingredients such as lemon myrtle and prepare foods using these ingredients, to expose our students to the flavour profiles of these ingredients. Students are required to consider how other 'native ingredients' could be used as a substitute ingredient in everyday recipes, to encourage them to explore the use of such ingredients in the production of foods in their own households.</p> <p>Yr 11 Food Studies explores the historical origins of our food supply in Unit 1. They explore the roles of First Nations People and the traditional methods used by Hunters and Gatherers to source and prepare foods. Students also consider the general progressions from hunter-gatherer systems and their influence on rural-based agriculture and today's urban living and global trade in food.</p>	<p>At all year levels students are encouraged to develop sustainable practices within the kitchen. Focus for all practical classes includes water saving, repurposing food waste by creating compost, and implementing strategies to prevent food waste such as careful ordering and selection of ingredients, using leftover ingredients in future lessons or donating extra food (that would not be consumed by the student) to others.</p> <p>Recycling bins are used for food packaging that can be recycled and Reducing use of resources by bringing their own containers to take their products home, is a requirement of all classes.</p> <p>Staff and students are also encouraged to consider the seasonal availability of fresh fruit and vegetables when designing practical tasks</p> <p>Ethical and responsible sourcing of ingredients and sustainable land management systems for growing food are</p>

		community freezer, which contributes food/meals to SHC families in need and Feed Me Geelong.		also an integral part of the Yr 11 Food Studies program in Unit 1.
Year 11	Technology – Product Design and Technology	Students are engaged in the design and development of a product that addresses a personal, local, or global problem (inspired from the 17 sustainable development goals), or that meets the needs and wants of a potential end-user/s. Students are required to understand the three pillars of sustainability and how these relate to design in their own products but also the manufacture of commercially available products.		
MYP 1	Languages – Italian	Students explore different nationalities, customs and acceptance of other cultures and traditions. We discuss the uniqueness of each person.		
MYP 1	Languages – Japanese	Understanding the unique customs of Japan is a stepping stone to students realising that every nation in the world has unique customs and culture. Being open and sensitive to this helps students on the course to become more globally minded.		
MYP 1	French	Students explore another nationality and culture. Through this they learn to become more open minded and accepting to the different relationships and customs that exist.		

MYP 3	Languages - Italian	In a Unit based on nutrition and healthy eating students explore the 'slow food movement' and look at how sustainable production of food is being made a priority in Italy.		
MYP 3	Languages - French	In this unit students explore environmental problems in the world, France and their own backyard. They explore the impact the problems have on us and our planet and through assessments use language to explain what actions we can take to help.		Students explore our ecological footprint and explore ways and possibilities to be more sustainable, exploring language to realise that taking care of Mother Nature is an international concern. They come to the realisation that every little thing counts and learn how to spread the word.
Year 11	Languages - Unit 2 Italian	Students investigate environmental issues, considering the negative impact we make, as well as, what we can do as individuals to bring about positive change. The Papal document Laudato Si is also used as a resource within this unit. The student's spoken and listening comprehension assessment tasks are based on this topic.		
Year 12	Languages - Unit 3 Italian	Issues of immigration in Italy, how immigrants are treated and attitudes towards them.		
Year 12	Japanese Unit 1+2	Tourism is covered as a unit and within that sustainable tourism such as Eco tourism and Farm stays are covered.	In the Discussion section of the Oral exam, students choose an area of cultural significance to discuss in detail with the Examiners. There are many areas that	Students do a class presentation for their SAC and they can choose environmentally friendly tourism as a topic.

	Languages - Unit 4 Japanese	Sustainability in general as well as specific issues in relation to over tourism in Japan are covered in the unit on Caring for the Environment. Possible solutions to these issues are also explored.	students could choose that reflect Social Justice issues and/ or the environment. Students could for example talk about the Ainu, the Indigenous people of Japan, their connection with nature and the environment. They could also discuss the issues that Ainu have faced similar to the Aboriginal custodians of our lands in terms of discrimination, fighting to keep their language and culture alive and political decisions that have impacted them. This year some students are talking about seasonal events and the issues with people (due to overtourism in Japan) not caring for the environment-as well as possible solutions.	Students investigate the environment, considering negative impacts, as well as what we can do as individuals to assist.
Year 11	Languages-French Unit 1	Students explore and discuss the world of fashion and explore how fashion is an important means of expressing cultural identity.		In the world of fashion, we also briefly discuss the topic of fast fashion and its consequences on the environment.
Year 12	Languages - Unit 4 French - Area of Study 3	In this area of study, students investigate the environment, its current state and the reasons why we need to take care of it. Students explore the use of language to convince others to make a positive impact internationally.		Students do explore how the French and Australian's policies differ and how we as a society can make a positive change. Students need to write an evaluative and/or persuasive task.
Year 12	Languages - Unit 4 French -	In Unit 3, we explore the relationship and living conditions of migrants in France, where they come from but also the inequalities and stereotypes they encounter.		

	Unit 3 Area of Study 2			
MYP 4	Languages - Italian Unit 1: First generation of migrants vs third millennium migrants Unit 3: Sustainable tourism	Reflecting about differences and challenges between old and new migrants. Agriturismo in Italy: a way to support the local farmer and fishermen industry		
MYP 3	Languages - Italian Unit 1 Italian Fashion Unit 2: Food	In this unit learning about Fashion, we talked about sustainability and respect for workers in the fashion industry in developing countries.. Recycling material, local production, no Junk-fashion, but ethical fashion. Focus on food and packaging and how to reduce/avoid it. The case: Milan Expo 2015 Massimo Bottura project - Give us our daily bread; from the prayer to the table using leftover for the poor		

MYP 1	Languages - Italian Unit 4 Animals and National Parks	Native fauna and endangered species in Italy. The environment, National Parks Saint Francis of Assisi Patron of the Environment. Canticle of Creatures Focus on the wolf. Saint Francise and the wolf, The Roman wolf who saved Romulus and Remo		
MYP 3	Community Project	<p>Community Project is part of a number of Service Learning experiences students encounter as part of their learning journey at Sacred Heart College. Each Service Learning encounter provides an opportunity to explicitly teach about our Catholic Identity call and Mercy values.</p> <p>The guiding question for the Year 9 Community Project is:</p> <p>How can we bear COMPASSIONATE WITNESS to the INNATE DIGNITY of others?</p> <ul style="list-style-type: none"> • Catholic identity concepts • Mercy value <p>Each semester 5 classes of Year 9 students undertake the Community Project. Throughout this year, students have inquired into a variety of social justice issues facing our Geelong community. These issues have included:</p> <ul style="list-style-type: none"> • Homelessness • Inadequate access to education for children from disadvantaged families 	First Nations people are over represented in statistics related to homelessness, isolation, OoHC and inadequate access to education and nutrition. All organisations partnered with throughout this year serve First Nations communities in some way.	Students who undertook projects with Bellarine Catchment Network and the Clifton Spring / Curlewis Coast Care Group, or self-initiatives such as coastal clean ups and moves to reduce their ecological footprint, undertook initiatives intended to positively impact the environment and address degradation of the earth.

- Inadequate access to nutrition for children from disadvantaged families
- Challenges faced by children in Out of Home Care
- Environmental degradation

As part of the students responses to these issues, students partnered with a number of organisations working to address these issues locally. These organisations included:

1. Lazarus Community Centre
2. MacKillop Family Services
3. St Thomas Aquinas Primary School
4. Bellarine Catchment Network / Cliftonsprings Curlewis Coast Care Group

Representatives from these organisations visited Sacred Heart and shared with students' valuable information regarding their clients and the work they do to make the lives of others and our planet better.

Students then undertook a variety of merciful initiatives with the objective of making a positive impact on their community. Initiatives included:

- Collecting donations of non-perishable food and toiletries for attendees of Lazarus Community Centre
- Cooking and serving meals for the homeless at Lazarus Community Centre

- Assisting with the St Thomas Aquinas Primary School Learn Through Play Program
- Collecting food donations for the St Thomas Aquinas Pantry
- Mentoring at St Thomas Aquinas Primary School in specialist classes
- Raising funds to buy new readers (hard cover fairy tales) for the St Thomas Aquinas Primary School prep class
- Raising funds to buy new stationary for the St Thomas Aquinas Primary School prep class
- Raising funds or collecting donations that could be given to MacKillop Family Services as Christmas, Easter and birthday presents to children in Out of Home Care (OoHC)
- Creating comfort packs / care donations for MacKillop Family Services children in OoHC
- Creating activity packs for MacKillop Family Services foster kids to use while in appointments and between appointments
- Undertaking letter-drop advocacy work to raise awareness for the need of more foster carers within our region
- Hand crafting toys for children in care
- Participating in and designing the College's Felicity Project (which is an in-school educational program for children from underprivileged Catholic Primary schools to undertake some 'big learning in the big school')

		<ul style="list-style-type: none"> • Undertaking local environmental clean-up and weeding projects • Looking at ways to upcycle within our homes 		
Year 12	VCE VM Unit 4 PDS	<p>Students plan, implement and evaluate a project focussed on a particular community issue.</p> <p>This year the students focussed on the issue of homelessness.</p> <p>Their project centered on the organisation of a winter sleepout to raise awareness for homelessness and raise funds for Lazarus Community Centre from the sale of bacon and egg rolls.</p> <p>Houses at Parliament Campaign for Housing - Year 8 and Year 12 VCE VM students joined forces to address homelessness in the Greater Geelong community. For Homelessness Week, the school participated in the "Houses at Parliament" campaign, demanding action for more public and community housing. The students folded a monumental 2,655 paper houses, each inscribed with a message of hope. This significant contribution raised awareness of the critical need for accessible housing and showcased the students' commitment to advocating for the most vulnerable.</p>		

		<p>Warmth for Whiskers: GAWS Blanket Drive - The Year 11 VCE VM Small Business Operations and Innovation class applied their learning about Not-For-Profit (NFP) organisations by supporting the Geelong Animal Welfare Society (GAWS). They successfully organised a 'Blanket Drive,' collecting over 100 warm blankets and towels from the generous school community. This initiative provided essential comfort for animals in GAWS's care, demonstrating practical compassion and small business management skills in a community service context.</p>		
Year 12	VCE VM RE Religion and Society Unit 2	<p>In the Ethics unit, students explore the connection between religious ethical decision-making and community service. By examining how different faith traditions guide moral choices, students learn how these principles inspire actions that contribute to the well-being of others.</p> <p>Students completed a unit exploring food scarcity in Australia the practical component of which required them to cook frozen meals for Feed Me Geelong.</p>		

<p>MYP 1</p>	<p>Yr 7 End of Year Project</p>	<p>At the end of the year all year 7 students participate in <i>The Joy Project: Be the Light of Christ</i>. This project is part of a number of Service Learning experiences students encounter as part of their learning journey at Sacred Heart College. Each Service Learning encounter provides an opportunity to explicitly teach about our Catholic Identity and Mercy values.</p> <p>Through this program students generate products such as toys, gifts and food items that are then donated.</p> <p>SHC partnered with MacKillop Family Services, Catholic Care and Bay Leaf Community Kitchen for this project. Students were tasked with bringing the joy of Christmas to the Geelong Community.</p> <p>Students heard from organisational speakers and then worked collaboratively across groups to cook homemade contributions for food hampers, as well as create toys and gifts for those in need.</p>	<p>First Nations people are over represented in statistics related to issues addressed by the community partner organisations identified and worked with for this project. This project aims to make students aware of this injustice and empower them to make a positive difference.</p>	<p>There is a focus on sourcing sustainable and recycled materials so that students are able to witness and participate in sustainable design and production.</p>
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<p>MYP 2</p>	<p>Yr 8 Outreach Program</p>	<p>Students participate in 2 Outreach units across the year. There are a number of different programs, all with differing outreach aims/goals, however, all programs aim to follow a service learning approach to skilling students in how to be people of mercy.</p> <p>Programs include cooking classes which prepare food for SHC community hampers, as well as food for Cafe Light (an outreach that aims to strengthen community connections in the St Mary's parish, as well as support our community partners in Viqueque, Timor). They also cook food for charitable events and significant days in the college calendar.</p> <p>Other programs include classes who visit and engage with isolated residents at a local aged care facility. Allowing students and residents to build their sense of community and responsibility for others in need.</p> <p>Programs also include an environmentally focused class that aims to teach students to formally address people in positions of leadership and power (such as our government) in a formal and productive manner such as letter writing and petitions. This class also allows students to practically approach environmental issues by fundraising, growing and caring for plants and organising and running environmentally focused events.</p>		<p>The Environmental Warriors class focuses on learning how to practically address environmental issues and gain an understanding that both large and smaller positive action is valuable in addressing issues of environmental justice. They cover a range of environmental issues such as plastic pollution, fast fashion and links between human and environmental justice.</p>
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<p>Year 11</p>	<p>11 Business Managemen t</p>	<p>Unit 1 - AOS 1 the contribution that businesses make to the economic and social wellbeing of a nation In the modern world, it is not enough for businesses to purely focus on making a profit. Businesses must also consider the impact of their operations on society and the environment Unit 1 - AOS 3 suppliers of business resources and considerations regarding the supply chain, such as from where resources are sourced and how they reach the business Unit 2 - AOS 2</p>		<p>corporate social responsibility considerations related to business planning, such as environmental considerations and planning for socially responsible production of goods and services suppliers of business resources and considerations regarding the supply chain, such as from where resources are sourced and how they reach the business corporate social responsibility management considerations regarding establishment of a customer base, such as green marketing</p>
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12	12 Business Management	<p>Unit 3 - AOS 3</p> <p>global considerations for operations management including global sourcing of inputs, overseas manufacture and global outsourcing</p> <p>Unit 4 - AOS 1</p> <p>corporate social responsibility considerations when implementing change</p>		<p>corporate social responsibility considerations for an operations system, including the environmental sustainability of inputs and the amount of waste generated from processes and production of outputs</p> <p>When implementing change, it is important for a business to act in an ethical and socially-responsible manner. To do so, a business implementing change can address corporate social responsibility considerations:</p> <ul style="list-style-type: none"> • Considering employees involves a business improving the wellbeing of its staff. • Considering the general community involves a business reducing the social harm caused by a change whilst having a positive impact on society. • Considering the environment involves a business contributing to the preservation of the planet by conducting change in an environmentally-friendly manner.
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MYP 3/4	Humanities: History Rights and Freedoms	Students study human rights since WWII, including the Universal Declaration of Human Rights and key case studies such as the Holocaust, First Nations people in Australia and another of their choosing.	Students have a key First Nations case study where they look at changes over time from the 1930s to the 2023 referendum, including a focus on land rights and reflections on changes, progress, and challenges.	
MYP 3/4	Humanities: Geography Around the World			Students study food insecurity and water scarcity and complete a Fieldwork trip to investigate ways to solve these problems. They compare regenerative and conventional agriculture and hear from experts in this space to be able to weigh the effectiveness of solutions and critically consider sustainable options for the earth and all people living here.
VCE	Humanities: Unit 1 and 2 Modern History	Students consider how human rights shifted for citizens under oppressive regimes, such as Nazi Germany and the Soviet Union. Students also consider a key case study of the civil rights movement in the US.		

AREA 2: PROVIDE STUDENTS AND STAFF WITH PROGRAMS THAT PROVOKE A SOCIALLY JUST CALL TO ACTION

SOCIAL JUSTICE AND MERCIFUL OPPORTUNITIES

Sacred Heart has a proud Mercy Justice culture that is supported and nourished by participation in a wide variety of merciful justice initiatives. These include:

Provide students / Staff / Community with social justice, outreach and merciful opportunities that lead to action:

Student Empowerment Mercy And Mission Leaders

Student Conferences / Camps

Opportunities For The Development Of Faith, Spirituality And Social Justice

Additional Social Justice and Environmental Outreach and Merciful Initiatives/Events

Aboriginal And Torres Strait Islander Focused Initiatives And Programs

Reconciliation Action Plan (RAP)

Additional College Social Justice Programs And Events

Student Leadership Team Initiatives

Staff, Parent And Wider School Community Opportunities In Social Justice.

Events Advertised / Promoted / Seeking Volunteers From SHC

Student Empowerment: Mercy and Mission Leaders - As Mercy Mission Leaders, our role was to call on our community at SHC to address and help with issues that were prominent in our community and the wider community. Through our work as Mercy Mission leaders, we were able to bring light to issues being faced by people in our very own community and, furthermore, the world. This year, the Mercy and Mission Leaders ran stalls at school events such as Athletics Day, Arts Day, and the Swimming Carnival in order to raise money for our college Mercy Works.

In addition to this, external activities such as the St. Thomas Aquinas Food Drives were directed in order to assist families in need. These food drives ensured that families would not go hungry and that we, as a Mercy school, could reflect and practise our values. Along with additional mercy minded students, the Mercy and Missions leaders attended events such as the Seeds of Justice Regional Camp, which allowed us as leaders to learn new perspectives on current issues and how we could help bring this issue back to our own communities and contribute to resolving it.

Throughout these initiatives, we as Mercy and Mission Leaders were able to bring light to issues and create strategies on how to tackle and help resolve these issues as a school. Through these initiatives, we were able to raise awareness, raise funds, and promote compassion and mercy throughout the school, creating a kind and positive environment in our community here at SHC. During this year, we were able to connect, and collaborate with each other in order to achieve the best outcome for each initiative that we undertook. Despite challenges we faced, we as Mercy Mission Leaders were able to work together and achieve the goals that we had set for ourselves, and for our school. Seeing the positive changes that the initiatives had on communities in need was such a rewarding experience, and we thank everyone who has participated and contributed to making this beautiful change in our community.

[Mercy and Mission Leaders – Swimming Sports Stall & Athletics Day Stall](#) – The Mercy and Mission Leaders promoted and raised funds for the College's first Mercy Work (Project Compassion) at the College Swimming sports and Athletics Day. The group raised funds through selling student designed products and running fun activities.

[Mercy and Mission Leaders – Shrove Tuesday](#) – For Shrove Tuesday the Mercy Mission Leaders helped to sell pancakes with the proceeds donated to Caritas – Project Compassion, our Term 1 College Mercy Works. Leading up to this event, the Mercy Mission Leaders organised promotional materials and advertised the event. The Pancakes were a huge success and sold out.

[Mercy and Mission Leaders](#) – The Mercy and Mission Leaders have been able to create positive change in our school environment as well as our wider community and epitomise our school's Mercy Values. The Mercy and Mission Leaders were able to run and organise fundraising stalls, activities and events at Swimming Carnival, Athletics Carnival, and Arts day. This enabled us to raise significant funds to support our Mercy Works. The Mercy and Mission team have also organised external events to Sacred Heart such as the St Thomas Aquinas Food Drive and participated in conferences and camps like Seeds of Justice. This has helped our team to have a deeper understanding and passion to create change to better help the school and our wider community.

Through all these initiatives we have grown closer as a team and developed greater levels of empathy for others and a greater passion for change. We have definitely made a visible impact to the wider community and look forward to future opportunities to provide mercy and service to our community.

[Seeds of Justice Camp \(Senior students\)](#) - As part of the Seeds of Justice Program, Mercy Mission Leaders in Years 10-12 as well as our Jubilee Year Ambassadors participated in a conference in May at the Holy Cross Centre in Templestowe along with other Mercy Schools from across Victoria. The conference explored the theme Pilgrims of Hope - Voice of the displaced: Journeys of hope and justice". The conference was an opportunity for students and staff to form in the Mercy Charism, to raise awareness of contemporary issues in social justice, to facilitate new links between students and staff of Mercy schools and to participate in discussions, activities and moments of reflection.

Highlights from the conference included listening to Michelle Foster, Refugee and International Lawyer and Dean of Melbourne Law, having the opportunity to ask questions with a panel of people from refugee background and connecting with people from other Mercy schools around Victoria.

[Seeds of Justice Regional Camp 2025](#) - This year's Seeds of Justice Regional Camp brought together students and staff from many different Mercy schools from across Victoria. They gathered with a shared goal of educating themselves and their school communities more deeply on how to go about mercy in our communities and our own individual lives.

The theme of this year's Seeds of Justice Regional Camp was "Theme: Pilgrims of Hope: Care of Creation". Students were afforded the opportunity to hear from inspirational guest speakers such as Juliet Talarico founder of TerraLeaders, as well as Lisa Moloney from the Opening the Doors Foundation.

The guest speakers spoke to students about ecojustice and spirituality, as well as educating students about the Fire Carrier Program and challenges faced by our First Nations peoples. They also analysed ways to further bring about Mercy Charism within our communities.

OPPORTUNITIES FOR THE DEVELOPMENT OF FAITH, SPIRITUALITY AND SOCIAL JUSTICE

OPPORTUNITIES TO HIGHLIGHT JUSTICE THROUGH PRAYER

As a College we look to recontextualise our community understanding of Gospel teachings in relation to contemporary contexts. As such, significant days devoted to the pursuit of justice and mercy are highlighted in the following ways:

- Special prayers and information are said over the PA or included on the student and staff bulletins
- Ribbons are draped on the College gates in colours that reflect our solidarity with chosen causes as an outward sign to the community of our commitment to the given cause.
- Significant colours are worn by students as an act of unity with pursued causes
- Families are invited to contribute to significant events

Significant days this year include –

- Feast Day of St Catherine of Siena
- Anniversary of Apology to Australia's Indigenous People
- Shrove Tuesday
- Ash Wednesday
- Cultural Diversity Week
- Clean Up Australia Day
- International Women's Day
- Feast Day of St Patrick
- Easter Proceedings
- ANZAC Day
- Memorial of St Catherine of Siena
- Mother's Day
- National Sorry Day
- National Reconciliation Week
- Reconciliation Day
- World Environment Day
- Feast Day of St Anthony of Padua
- Solemnity of the Most Sacred Heart of Jesus
- World Refugee Day
- NAIDOC Week
- Memorial of St Ignatius of Loyola
- Memorial of St Bernard of Clairvaux
- The Season of Creation
- Father's Day
- Mercy Day
- R U OK? Day
- World Teachers Day
- World Mental Health Day

OPPORTUNITIES FOR WORSHIP, PRAYER AND REFLECTION

[Year 8 Faith Day- Term 4 and Term 2](#) The day focuses on themes of Aboriginal culture, history and spirituality. Students are undertaking an incursion program with Yeerra Ngitj that includes Welcome to Country and Smoking Ceremony, workshops on Language, Artefacts, Yarning Circles, Paint and Yarn, and traditional painting.



Year 9 Faith Day - The day will focus on how people make ethical and sustainable choices to create a better world. Students will experience stories from guest speakers about their lived experiences and current initiatives. Students will engage in activities that explore themes from Laudato Si' and how it connects with their lives.

Year 10 Faith Day - The focus for the day will be social justice in a national and global context where students will experience stories from guest speakers from diverse communities, cultures and lived experiences. Students will engage in activities that explore social justice issues and how it impacts their narrative.

Year 11 Renewal Program - This program is designed to foster and explore spiritual connectedness with self, others and their place in the wider world. Sessions include reflecting on their life journey, sharing important aspects of their life, including spirituality with others and developing deeper connections with God, peers and teachers.

Mercy Day / Reflection for Our Lady of Mercy - In honour of Mercy Day and the feast day of Our Lady of Mercy on September 24, a liturgy and presentation was sent out to all teaching staff, and students. In addition to this we offered students and staff a 'comfortable cup of tea' as part of RUOK day and Mercy Day, and celebrated the day with media presentations and reflections. The Sisters of Mercy community were also sent a copy of our Mercy Day presentation to honour and acknowledge the significance of the day.



[Season of Creation Liturgies](#) - Staff and students were provided with a liturgy and additional faith formation resources inviting them to join in the ecumenical celebration of Season of Creation. In addition to this the Year 8 Outreach classes participated in their own Season of Creation: Stone Soup liturgy focusing on the need for collaborative action when addressing environmental concerns. In addition to this they also focused on the late Pope Francis' call to see earth justice as human justice and identify the indivisible links between both issues.

[Remembrance Service 2024](#) - The Remembrance Service is an opportunity for our community to gather with those who have experienced bereavement and grief throughout the year. This event occurred in Term 4 2024 with guest speaker, Jo Betz. This year we were delighted to be able to host the event at our College Chapel and the community were invited to share a photo of their loved ones. To support a sense of unity and solidarity, community members were given a candle and rosemary plant. Students in RE classes also had the opportunity to create prayer cards for loved ones which were offered as part of the service.

[Alumni 100 Year Anniversary Mass and Celebrations](#) - On Sunday, 10 November 2024, we marked an incredible milestone at our College. We celebrated a century of the Sacred Heart College Geelong Old Collegians/Alumni Association. Gathering with many past students was a special moment as we honoured one hundred years of memories, achievements, and lasting friendships.

The celebration was filled with excitement. It brought together generations of Sacred Heart alumni, each person adding to the rich tapestry of our community. From cherished stories to inspiring accomplishments, our shared legacy was on full display, reminding us of the profound impact Sacred Heart College had on countless lives. The themes of gratitude, connection, friendship, opportunity, and resilience shone throughout the day.

The 100th Anniversary cake was cut by Mardi McDonald (Lockie 1939), who was 101 years old, and Gael Perry OAM (Brennan 1962). Thank you once again to Alumni President Anne Mathieson (McGarry 1971), Principal Anna Negro (1981), and the numerous College staff and Alumni volunteers who assisted in planning this special day. It was a lovely celebration for all who attended. Happy 100th!



[First Edition Sacred Heart Alumni Tea Towel](#) - Sacred Heart College Geelong commissioned talented freelance artist Lewis Brownlie to create an artwork to celebrate Sacred Heart. Each image was hand drawn to create a montage design of familiar SHC icons. The SHC Alumni Association arranged for the design to be printed onto tea towels. These first-edition tea towels were made available for sale, with profits going towards the Scholarship Fund.

[2024 End of Year Staff Liturgy](#) - There was an opportunity to celebrate with colleagues in the College Chapel. Centred on the theme of Hope, the liturgy allowed the staff to reflect on the year as a Catholic community, where love had guided their actions toward one another. The Mass was celebrated by Fr. Joseph Panackal. This Mass marked the joyful conclusion of the school year, celebrating a Catholic community that had lived with "Bold Heart, Fierce Mind, Courageous Spirit." As the Christmas season approached, the central theme of hope

shone brightly, reminding attendees of Christ's enduring joy even amidst global challenges. The historic Chapel on the Hill served as a powerful symbol of this enduring hope, built on faith and community since 1874, inspiring all to carry and share this precious gift. The gathering also offered a moment to express gratitude and offer blessings to departing staff members.

[Beginning of Year assembly prayer and House blessing](#) – The beginning of each year is marked with prayer celebrated in our House groups. Led by the House Student Leaders, the purpose of this gathering is to focus the students on the words of Catherine McAuley - *a good beginning is of great importance*. Students are also encouraged to live out the qualities of their House patron Saint and commissioned to embrace the qualities of Mercy.

[Ash Wednesday Liturgy](#) – Ash Wednesday marks the beginning of our annual Lenten journey, when students are encouraged to reflect on themselves and pursue self-betterment. Project Compassion is launched at this Liturgy, and Mentor Groups are tasked with outwardly considering the plight of those less fortunate than themselves. This year the Ash Wednesday liturgy was undertaken in House groupings.

[Easter Liturgy](#) - The Easter Liturgy is a significant celebration and memorial of the life, death and resurrection of Jesus. This year the Liturgy focused on the Passion of Christ from the Gospel of John. The service was divided into 3 major themes of Arrest, Interrogation and Crucifixion. The Scripture that directed each theme was narrated then further highlighted through contemporary film and imagery.

The story of the Passion covers the final events around Jesus' death and for us today, to be inspired by the Lord's witness of self-giving love.

[Foundation Day Mass](#) – A highlight of the year was our Foundation Day Mass, celebrating 165 years of Mercy Education at Sacred Heart. The school community was invited to attend our Mass of Thanksgiving and Family Day Celebrations on the College grounds in March. The Mass was celebrated by Fr. Joseph Panackal and the theme for the Mass was 'The Tree of Mercy'.

Highlights of the day include the acknowledgement during Mass of the extraordinary commitment of Geelong Sisters of Mercy, Sister Margie Abbott, Sister Joan Eudey, and Sister Nancy Freddi who this year celebrate their Diamond (60 years). The High Tea, a self-guided tour of the Heritage Precinct, food trucks, performances from VET Music students. Yet the laughter, high-pitched squeals, and joy from our students and the young at heart as they enjoyed the rides put a smile on the faces of all who wandered through our grounds. Foundation Day was our opportunity to give thanks and acknowledge the faith and commitment to service of the Sisters of Mercy, and lay people who have contributed to the vibrant ministry of Catholic Education we hold today.

[CEO of Mercy Education - Louisa Rennie Visit Term 4](#) - the College was privileged to host the new CEO of Mercy Education - Louisa Rennie. The College Leadership team and members from Mercy Education participated in The Way of Mercy liturgy and a College tour.

[Liturgies in Curriculum](#) - Religious Education staff at Sacred Heart College work hard to meaningfully integrate liturgical opportunities within the curriculum. These opportunities are thoughtfully paired with curriculum themes to ensure an opportunity for the animation of faith through prayer. Staff make good use of the College Chapel, as well as classrooms and outside spaces for prayerful reflection.

Year 7 students make sound use of prayerful spaces around the College, including the Chapel, as they learn about the history of the Mercy order and in particular the development of the College by our founding Mother Superior, Xavier Maguire.

Year 8's integrate liturgical experience when studying Baptism and Eucharist, as well as thematic liturgies when regarding Catholic Social Teachings. Year 9 and 10 students celebrate the symbolic iconography of the Chapel in their studies of Religion Through the Eyes of Art. Liturgy is then designed to provide reflective opportunity that celebrates faith expressed through art.

These liturgical opportunities, along with the accessibility of the Chapel to students throughout the school day, provides a lived context that supports deep contemplation and a celebration of faith within the school's life.

[Remembering Pope Francis: A Legacy of Love and Action](#) - Students at Sacred Heart College recently gathered for a liturgy to honor the life and mission of Pope Francis, who had passed away. The space was reverently set with a photo of the Pope, the School Candle, and an open Book of the Gospels, as soft music played.

This ritual served as a profound opportunity for students to pause and reflect on the Pope's legacy. It was emphasized that the liturgy wasn't merely a distant remembrance but a personal connection to his mission of compassion, courage, and hope. Throughout the service, which included scripture, prayer, story, song, and symbolic action, students were encouraged to embrace Pope Francis's call to "make a mess" for good—to walk with the poor, care for creation, and advocate for justice. The liturgy commenced with acknowledgements of the Wadawurrung people, the Traditional Custodians of the Land, and the College's Mercy heritage, recognizing the contributions of the Sisters of Mercy and their founders.

During the gathering, a student lit the School Candle, symbolizing Pope Francis as "a light in the world, a voice for the voiceless, a heart for the margins." Following an opening prayer, the readings from Matthew 25:35-36 and a reflective story, "Pope Francis – A Heart that Changed the World," highlighted his humble leadership and unwavering commitment to serving the marginalized. A video tribute further illustrated his life and mission.

In a poignant "Litany of Gratitude," students responded to various aspects of Pope Francis's life, from his love for the poor to his care for creation, affirming their commitment to carry forward his mission. The ritual culminated in a symbolic "Carrying the Light," where students lit tealight candles, whispering words of gratitude or characteristics of the Pope, such as "courage" or "mercy." The liturgy concluded with prayers for Pope Francis and a blessing, urging students to embody his spirit of boldness, kindness, and love, and to "make a difference, just like Pope Francis believed you could." The ceremony ended with a final song, during which students were invited to write personal tributes or prayers, reinforcing the lasting impact of his message.

[Jubilee Year- Pilgrims of Hope Student Presentation, Pilgrimage and Liturgy](#)- Sacred Heart College's RE classes are participating in a special program dedicated to the Jubilee Year 2025: Pilgrims of Hope. This comprehensive experience, adaptable for all RE classes before the end of Term 2 (or later with prior arrangement), offers students an immersive journey into the significance of this Holy Year.

The program is structured in three parts:

Part 1: Understanding the Jubilee Year Students delve into the meaning of a Jubilee Year, exploring its historical context, its spiritual importance as a time of forgiveness and reconciliation, and its overarching theme of "Pilgrims of Hope." Through presentations and discussions, they'll analyze the Jubilee logo, watch an

introductory video, and reflect on the concept of hope from both human and Catholic perspectives, drawing insights from Catherine McAuley and Mother Xavier Maguire. This section encourages students to consider themselves as modern-day pilgrims on a transformative journey.

Part 2: SHC Mini Pilgrimage Following the presentation, students embark on a mini-pilgrimage around the college grounds, mirroring a journey staff undertook earlier in the year. Visiting five significant sites—the Cemetery, Grotto, Reconciliation Garden, Celtic Cross/Red Door, and St Stephen's Green/The Way—students use QR codes to access reflections and prayers at each location. This pilgrimage culminates at the Sacred Heart Holy Doors of the Chapel, a powerful symbol of entering a sacred space and renewing their relationship with Christ, as Holy Doors are only opened during a Jubilee Year.

Part 3: Liturgy in the Chapel The experience concludes with a meaningful liturgy in the Chapel. Beginning with acknowledgements of Country and Mercy Heritage, the liturgy welcomes students to "a sacred time to reflect, to reset, and to step forward with purpose as Pilgrims of Hope." A reflective story, "The Long Walk to Sunrise," prompts discussion on perseverance and finding hope in challenges. Students are then invited to a "Call to Action," writing down a personal goal or challenge and placing it in a bowl, symbolizing their commitment to their own "Journey of Hope." The liturgy includes prayers of intercession and a final prayer for the journey, reinforced by the Official Jubilee Hymn, encouraging students to carry the spirit of hope into their lives and the wider world.

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Refugee Week- The theme this year is 'Finding Freedom: Diversity in Community.' It reminds us that freedom for refugees isn't just about safety — it's about feeling welcome, valued, and part of a community. In recognition of Refugee Week, some of our students with refugee backgrounds created a presentation to educate others about this year's theme and celebrate their unique cultural heritage. This presentation was an opportunity to share their stories, promote understanding, and raise awareness about the experiences of refugees.

A Diversity in Community Morning Tea was also held for our students of Refugee background.

Student leaders who attended our Senior Seeds of Justice Conference, *'Voices of the displaced: Journeys of hope and justice'*, created a wellbeing lesson plan for all students in Refugee Week. This lesson was created to help students develop an understanding of the meaning of Refugee Week and explore how cultural expressions - such as the Kpanlogo dance from Ghana - can bring people together, promote belonging and celebrate cultural diversity. Student leaders created a dance tutorial for Mentor Groups to learn the Kpanlogo dance from Ghana, this was then performed all together as a school community on St Stephen's Green.

Finally, our Year 7 cohort had the opportunity to hear from Atena Kashani, a Refugee Ambassador from the Refugee Council of Victoria. Atena Kashani, originally from Iran, had a typical childhood in Tehran, enjoying school, friends, and close ties with her grandparents. Eleven years ago, aged just 9, her life changed drastically

when her mother informed her that Iran was no longer safe due to threats against her father from the government.

ADDITIONAL SOCIAL JUSTICE AND MERCIFUL INITIATIVES/EVENTS

Social justice/outreach integrated into Curriculum-Based Programs - As a College with an ambition to authentically live our Catholic identity and Mercy values, we have looked to integrate social justice opportunities for students into curriculum spaces to ensure students develop a deep appreciation of the dignity of the human person, the call of earth and poor, and the Church's contemporary and living Mission.

We have adopted a Service Learning approach (informed by the work of Br Damian Price) to develop a number of encounters for students that provide the opportunity to explicitly teach students about our Catholic Identity call and Mercy values. These opportunities are being mapped across the learning journey of a Sacred Heart student, providing opportunity for increased challenge and opportunity for practical service and giving.

Year 7 (The Joy Project: Be the Light of Christ) - In Term 4, Year 7 students participated in an alternate service-learning event to test their problem-solving skills, celebrate their capacity to give and to share the spirit of Christmas across our local community. Students heard from speakers from MacKillop Family Services and Bay Leaf Community Kitchen. Speakers shared some of the challenges their clients were facing in the lead up to the Christmas season and ways that we can be of practical service during this season of giving. Students also considered how sharing the Christmas story can bring joy in a time of challenge.

In response to their learning, students broke into groups to undertake practical tasks that addressed their call to bring the joy of Christmas to their community.

Some groups baked up a storm in our kitchens making home-made treats and puddings for Christmas food hampers that were distributed through Bay Leaf Community Kitchen to families in need. Some groups worked as Christmas elves to make beautiful handmade toys and gifts for children in Out of Home Care with MacKillop Family Services. Students made hand painted fairy houses, puzzles, and children's costume sets. While others sewed intricate handmade items to bring joy and a sense of magic to the Christmas season.



This project was a wonderful success, from the joy felt by passionately engaged students, to the gratitude of our community partners for our student's good works. The Year 7 Joy Project called students to tackle real world problems in our community with love and compassion. Our values are supposed to be the well-spring that motivates our actions, and this project highlighted that in such a joyful way.

Year 8 Outreach - All year 8 students complete a semester of Outreach designed on a Service Learning approach (informed by the work of Br Damian Price). This program aims to explicitly teach students about our Catholic Identity call and Mercy values. These units also provide students an opportunity to put their learning into action and gain practical skills in how to go about volunteering and contributing to our community in a positive and constructive manner.

As the program develops the aim is to provide a wide range of outreach opportunities. So far students have provided nourishing and supportive meals and cooked items to those who are in need, visited the elderly and learned about isolation and the need for community and connectedness, and finally, addressed environmental issues that allow students to investigate the links between earth and human justice .

The program aims to provide students practical skills and experiences in how to go about merciful justice outside of the normal school structures so as to build our students into people of action and mercy who are capable and willing to continue merciful actions once they leave the support of the college.



Year 9 Community Project - Service-Learning response - The SHC Year 9 Community Project is an MYP IB unit designed in line with a service-learning model that calls our students into the service of others. The guiding scripture for this unit, 'He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.' (Micah 6:8), is coupled with a guiding question: How can we bear compassionate witness to the innate dignity of others? In class, the students unpack what it means to bear witness and what innate dignity means.

The College runs five classes of Community Project semesterly and the classes are paired each with a community partner. The community partners and related partner objectives are:

1. MacKillop Family Services – students in these classes learn about the challenges facing young people in Out of Home Care (OoHC) and work collaboratively to undertake initiatives that help children in care to feel seen and valued. Initiatives include making care packages for children that include books, stationary, activity books, fidget, and sensory toys. Students also fundraise by approaching local

businesses for donations to purchase birthday and Christmas presents. Some groups made Easter hunt hampers and accompanied donations with personalised cards.

2. Lazarus Community Centre and Bay Leaf community kitchen – students in these classes learned about the increasing challenges regarding food security in the Geelong region and the impact of homelessness on individuals and families. Students in these classes sort donations of non-perishable food and toiletries, and some even cook hot meals to be served at Lazarus during their daily lunch service.

3. St Thomas Aquinas Primary School – students in these classes learned about likelihoods of demographic disadvantage, in particular, food insecurity, access to educational services and supports and social engagement and development in children. Because of the varied engagements between SHC and St Thomas, two classes are partnered with this organisation. One class facilitates the ongoing development of the College's Felicity Project; a termly afterschool program that engages disadvantaged children in educational opportunities. The other class supports the St Thomas Passive Play Outreach and school pantry. The Passive Play Outreach takes SHC students to St Thomas during their lunch period to engage in passive social play with children. This play group supports the social and emotional development of children as they are encouraged to engage positively and collaboratively. St Thomas Aquinas Primary School also has its own non-perishable food pantry. SHC students support the stocking and sorting of the pantry, which provides food relief to families within the St Thomas school community that are facing financial disadvantage.

4. Bellarine Catchment Network (BCN) and the Clifton Springs Curlewis Coast Care Group (CSCCCG) – students in these classes learn about the impacts of environmental degradation and their potential for stewardship of creation. Working with BCN and CSCCCG, students undertake beach combs, weeding and other environmental protection activities. Students also learn about the flora and fauna within our coastal regions and identify individual and group initiatives within their own homes and communities that positively impact creation. These initiatives include, rubbish collections, establishment of compost systems, recycling, and reduction of plastic waste.

Community Project provides an applied opportunity for students to be outwardly facing and responsive to the needs of others. The student's capacity and agency to enact positive change is encouraged and celebrated in the hope of future personally driven engagement and service work.

[Mackillop Family Services Social Justice Workshop for young leaders](#) - The MacKillop Social Justice Day is a unique social justice initiative that brings Year 9 students from across the Catholic Secondary Colleges of Geelong together around a shared justice objective. The history of MacKillop Family Services extends back to 1854, when the Sisters of Mercy, the Christian Brothers and the Sisters of St Joseph began their work in Australia. With a shared historical connection to the work of MacKillop, the Catholic Secondary Colleges of Geelong gather annually to engage Year 9 students in a contemporary and relevant injustice of their time; students learn about the challenges faced by children in Out of Home Care (OoHC) and how they can advocate and serve those in need within their community. This year SHC hosted 72 Year 9 students from across SHC, SJC, Clonard, Iona and St Ignatius Colleges for this meaningful and empowering event.

Throughout the day our students undertook a range of workshops that considered alternative education models for disengaged and challenged youth, the value of service animals in coregulation and social engagement, as well as the realities of Out of Home Care in Victoria. Students worked together to become more trauma informed and develop initiatives that will support MacKillop in the work they do in the months to come.

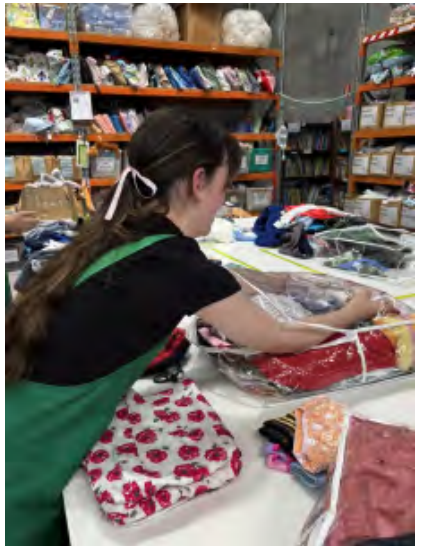
SHC ties this initiative to the Year 9 Community Project curriculum to provide a more integrated service-learning model that allows for deep contemplation, reflection and needs driven action.

[The Year 12 Mercy in Action Program](#) - This program forms part of the Year 12 Religious Education Program provided by the College and has been designed to give students the opportunity to express a lived faith and put learned Christian understanding into action.

The Mercy in Action program has been designed using the Mercy Justice Advocacy Approach and includes the completion of application and reflection documentation outlining a merciful initiative aimed at addressing an injustice. For the purpose of this program, injustice is defined as any treatment of people, animals or the environment that lacks fairness, leads to inequity, disenfranchisement or violation of rights.

This year student projects addressed a wide range of social justice issues and assisted a wide range of organisations that address these needs throughout our community. Organisations include environmental programs such as tree planting, weeding and rubbish collection, animal welfare support, support of food distribution programs for the needy, disability assistance, support of marginalised and disadvantaged youth and many more.

[Young Mercy Links](#) - All year 12s were provided information about Young Mercy Links as well as an online registration form to allow for future involvement in merciful action. This year we were privileged to have Angela Scarfilo deliver her presentation to all Year 12 students during their final Seminar Day.



ABORIGINAL AND TORRES STRAIT ISLANDER FOCUSED INITIATIVES AND PROGRAMS

Nyarrn-gakgo

First Nations students in Year 10-12 from the Geelong Catholic Secondary School Network attended our first session with Nyarrn-gakgo magkie: Little Sis space. Weenthunga's NGM spaces are culturally centred spaces for First Nations young women to feel grounded, nourished and strong. Each young woman's journey is guided by the wisdom of Elders and Aunties, nurtured by the knowledge of First Nations women, held by our First Nations Program Lead and backed by Settler-Australian allies.

The Little Sis Space offers opportunities, experiences and connections that nourish and nurture social connection and emotional wellbeing and back young women on their journeys including through one-on-one mentoring, facilitating work experience and career development opportunities, financial backing, connection with a sistahood and wellbeing retreats and gatherings. This event was the first of a series of mentoring sessions for the young women of the Geelong Catholic Secondary School Network.

[Welcome to Country for Year 7 students](#) - To mark the beginning of the school year, Year 7 staff and students gathered on St Stephens Green for a Welcome to Country and Smoking/Cleansing Ceremony performed by David Tournier and Kristi Watts. The ceremony offered a moment of reflection and connection to Country, setting a respectful and inclusive tone for the year ahead.

[Aboriginal and Torres Strait Islander Community BBQ](#) - In Term Two, Clonard College hosted the Geelong Catholic Secondary Aboriginal and Torres Strait Islander Family and Friends BBQ. Students and families from Sacred Heart College, St Joseph's College, Clonard College, St Ignatius College and Iona College were all warmly invited to share in a meal and spend an afternoon together at the Booln Booln Culture Centre.

The community BBQ aims to foster stronger relationships, enhance connection between students, staff, families and community members and create a sense of belonging. This event is also a wonderful networking opportunity between the Geelong Catholic Secondary Schools in our region.

[Provision of Aboriginal and Torres Strait Islander Tutoring Support](#) - Aboriginal and Torres Strait Island students engaged in weekly tutoring lessons throughout the year.

[Aboriginal and Torres Strait Islander Mentor Group](#) - Aboriginal and Torres Strait Islander students are supported holistically with a range of staff providing support (Inclusion and Diversity Leader, Catholic Identity Integration Leader, Koori Education Worker, Inclusion and Diversity Teacher - First Nations Specialist and Mercy Mission Leader).

The Inclusion and Diversity Teacher - First Nations specialist and Koori Education worker meet with Aboriginal and Torres Strait Islander students on a weekly basis.

The Mentor Group is called 'Tjatjarrang'. Tjatjarrang translates to 'sister' in Wadawurrung language

These meetings provide students with an opportunity:

- To gather as a community

- To plan initiatives
- To address wellbeing concerns
- To promote tutoring
- To provide an opportunity for a yarnning circle
- To provide a safe and inclusive space for students to explore their culture, heritage, identity and knowledge.
- To provide pastoral support

[College FIRE Carrier](#) - This year the Fire Carrier (Friends Igniting Reconciliation in Education) students leaders worked in collaboration with the Mercy Mission Leader, Fire Carrier students from the Catholic Secondary Schools in Geelong and our First Nations students.

8 student leaders were commissioned as FIRE Carriers, alongside 3 staff at a Whole School Assembly during National Reconciliation Week. Each FIRE Carrier was presented with a certificate from Aunty Sue Collins, our Koori Education worker in recognition of their leadership in Reconciliation.

Their leadership has been shown through their involvement in whole school assemblies, National Close the Gap Day, National Sorry Day, NAIDOC Week, National Reconciliation Week and National Aboriginal and Torres Strait Islander Children's Day.

Our Fire Carriers have shared a passion for learning about Aboriginal culture and history and have been committed to sharing this knowledge and promoting reconciliation within and beyond the school community.

[Acknowledgement of Country](#) -

Sacred Heart College acknowledges the Wadawurrung people of the Kulin Nation as the Traditional Custodians of the Land on which we gather. We pay our respects to Elders, past and present and recognise their continuing connection to Country, Culture and Community. We also extend our respect to all Aboriginal and Torres Strait Islander peoples.

In this place of education, we acknowledge the importance of understanding and celebrating the histories, cultures, and contributions of Aboriginal and Torres Strait Islander peoples and commit ourselves to working together in the spirit of reconciliation. We also pay our respect to emerging leaders, who will continue to grow strong in cultural identity and spirit through education.

[Reconciliation Action Plan \(RAP\)](#) - The RAP is a formal statement of commitment to reconciliation. As a school we have developed our RAP using the Narragunnawali platform and continue to extend our actions on existing and new initiatives.

Throughout the year, the RAP working party continued to work towards deliverables for our community and our Reconciliation journey. We visited our Vision Statement and actions throughout Term 4 2024 and Term 1 2025. The RAP team worked with First Nations community members to refine and develop the Acknowledgement of Country.

VISION FOR RECONCILIATION:

Our vision for reconciliation at Sacred Heart Geelong, is to enliven whole school change and to promote reconciliation as a living, evolving understanding and relationship with Aboriginal and Torres Strait Islander peoples. We work towards a genuine reconciliation to connect hearts, minds and spirits and achieve just, equal and equitable outcomes for Aboriginal and Torres Strait Islander peoples. We at Sacred Heart College community, are committed to pursuing our goals of inclusive and respectful teaching and learning about First Nations peoples, cultures and histories in a spirit of reconciliation. Creating a place of belonging where Aboriginal and Torres Strait Islander communities are empowered and their cultural identity is valued.

As a Catholic school community in the Mercy tradition, we are called to be people who live and act justly. The demonstration of our Mercy values of justice, courage, respect, hospitality, compassion and service are enlivened in our commitment to authentic reconciliation.

Close the Gap- National Close the Gap is an annual awareness event that aims to close the health and life expectancy gap between Indigenous and Non Indigenous communities in Australia. The aim is to bring people together to share information, and most importantly, to take meaningful action in support of achieving health equality for First Nations Peoples. To promote National Close the Gap Day, staff and students were invited to gather at lunchtime for a reflection led by our Fire Carrier student leaders. Following the reflection, staff and students had the opportunity to sign a flag and stand in solidarity with our First Nations Peoples.

National Sorry Day - Every year on 26 May, National Sorry Day remembers and acknowledges the mistreatment of Aboriginal and Torres Strait Islander people who were forcibly removed from their families and communities, which we now know as 'The Stolen Generations'. National Sorry Day is a day to acknowledge the strength of Stolen Generations Survivors and reflect on how we can all play a part in the healing process for our people and nation. To commemorate National Sorry Day, a prayer service was created and provided to RE teachers to use in their respective classes. The reflection song was 'A child was born here', by Archie Roach. This prayer service was also offered and facilitated by our FIRE Carrier student leadership team in our College chapel during a lunchtime for staff to participate in.

Staff were also invited to join the Healing Foundation for the National Sorry Day 2025 Webinar - a time to reflect, learn, and stand in solidarity with Stolen Generations survivors. This conversation was led by The Healing Foundation CEO Shannan Dodson (Yawuru) alongside Stolen Generations survivors Ian Hamm (Yorta Yorta) and Aunty Yvonne Mills (Kokatha/Mirning).

National Reconciliation Week (NRW) - National Reconciliation Week (NRW) is a time for all Australians to learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.

The dates for NRW are the same each year; 27 May to 3 June. These dates commemorate two significant milestones in the reconciliation journey - the successful 1967 referendum, and the High Court Mabo decision respectively.

The National Reconciliation Week 2025 theme, *Bridging Now to Next*, reflects the ongoing connection between past, present and future. *Bridging Now to Next* calls on all Australians to step forward together, to look ahead and continue the push forward as past lessons guide us.

We held a Whole School Assembly on Wednesday 28th May, featuring our annual FIRE Carrier (Friends Igniting Reconciliation in Education) Commissioning Ceremony in recognition of National Reconciliation Week. 8 students and 3 staff were commissioned as FIRE Carriers during this ceremony. Each FIRE Carrier was presented with a certificate from Aunty Sue Collins, our Koori Education Worker in recognition of their leadership in Reconciliation.

The following is a list of further initiatives and actions held during National Reconciliation Week:

- A prayer and a variety of bulletin notices were published throughout National Reconciliation Week that addressed the theme of reconciliation.
- FIRE Carrier student leaders created a video in collaboration with our Geelong Catholic Secondary School network to recognise National Reconciliation Week. The video was used as part of our Wellbeing lesson for students in Year 7-12.
- Yarn and FIRE Carriers Commissioning Ceremony - A morning tea was held prior to the beginning of our Whole School Assembly, with our FIRE Carriers, our First Nations students and families, and community members coming. This was a wonderful opportunity to gather together for a yarn and our FIRE Carrier Commissioning Ceremony.
- Wellbeing lesson for students in Year 7-12, focusing on National Reconciliation Week. This lesson provided staff and students an opportunity to deepen their understanding of Reconciliation and consider practical ways they can actively contribute to a more just, respectful, and inclusive Australia.
- Lunchtime activities led by our FIRE Carrier student leadership team. Activities included: First Nations music, an opportunity to create a yarning turtle and contribute to a collaborative artwork.
- Information and resources were shared with students, staff and the wider community resources to learn and be active participants in reconciliation in Australia.

[Walk for Truth](#) - Yoorrook Deputy Chair Commissioner Travis Lovett, Kerrupmara Gunditjmara, Walked for Truth from Portland to Parliament from Monday 25 May to Wednesday 18 June. SHC First Nation students and FIRE Carriers students and staff attended the Geelong leg on Thursday 12 June.

This powerful journey aimed to bring everyone together to walk toward truth, celebrate the strength and resistance of Aboriginal people, and be proud to have the oldest living culture in the world as ours. The walk is a powerful way to build a shared understanding of truths, talking together about our history, while walking together to transform our future, for First Peoples and for all Victorians.

This was an incredibly inspiring and transformative event which brought everyone together to help to celebrate the strength and resistance of Aboriginal people and to be proud to have the oldest living culture in the world as ours.

Miah Kildea, Year 8 FIRE Carrier

[NAIDOC Week](#) - NAIDOC Week celebrations are held annually across Australia each year to celebrate and recognise the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. The theme for NAIDOC Week 2025 is "The Next Generation: Strength, Vision and Legacy". The theme celebrates not only the achievements of the past but the bright future ahead, empowered by the strength of our young leaders, the vision of our communities, and the legacy of our ancestors.

Our FIRE Carrier student leaders created a presentation to share with staff and students highlighting the NAIDOC Week Award winners.

International Day of the World's Indigenous Peoples, National Aboriginal and Torres Strait Islander Children's Day - In recognition of International Day of the World's Indigenous Peoples and National Aboriginal and Torres Strait Islander Children's Day, educational information was shared through the College bulletin, and morning prayers were thoughtfully prepared to highlight the significance of these important occasions. A dedicated library display also showcased the works of First Nations authors, celebrating their voices and contributions to literature and culture.

Cultural Workshop - On the 11th March, students participated in an all-day incursion at Sacred Heart College. This was an opportunity for students to learn together and connect to their culture in meaningful and creative ways. The day involved a workshop focusing on art, culture, identity and storytelling and was held in partnership with Jenna Oldaker, Wadawarrung Traditional Owner and Contemporary Indigenous Artist who has previously worked with our students to connect to culture.

Koorie Aspirations Day - This year, students attended Koorie Aspirations Day, a program for Koorie Secondary Students enrolled at Government, Catholic and Independent schools across the Barwon area organised by the Local Aboriginal Education Consultative Group (LAECG). This year the event was held at Booln Booln Cultural Centre for year 7 & 8 students and at Deakin University for years 9-12. The day was aimed to help Koorie students connect with their passion, identify their strengths, think creatively and be inspired about their future.

Collectively these focused initiatives and programs have been developed to celebrate First Nations Peoples as an integral part of the community at Sacred Heart College. The sharing of First Nations culture, history and perspectives creates meaningful learning experiences in a setting of shared respect and understanding.

OTHER SOCIALLY JUST PROGRAMS AND EVENTS

Visible Wellbeing - As a Visible Wellbeing Partner School, we are committed to nurturing and exemplifying the six SEARCH pathways to wellbeing—Strengths, Emotional Management, Attention and Awareness, Relationships, Coping, and Habits and Goals. Throughout 2025, we continued to weave the principles of positive psychology into our curriculum and everyday school life. Through the use of key concepts and distinctive wellbeing badges in our communications, we empower both staff and students to make meaningful connections to these wellbeing practices.



Respectful Relationships - As a *Respectful Relationships Lead School* we demonstrate best practice in promoting gender equality, respect, and healthy relationships across all aspects of school life. As a lead school we embed the whole-school approach within our own community while supporting a network of partner schools to do the same by sharing strategies, provide guidance and training, and help foster a culture of respect and inclusion. We are committed to creating a safe, supportive, and inclusive learning environment for every student. Our initiatives reflect this core value, with a strong focus on building healthy relationships and developing a deep understanding of consent through mandated consent education. These principles are embedded across our curriculum and daily interactions, empowering students to engage respectfully and responsibly with others. The distinctive SHC Respectful Relationships badge is proudly featured in our communications and initiatives both within our school and throughout the wider community, as a visible reminder of this ongoing commitment.

Safer Internet Day- Safer Internet Day is a global initiative designed to raise awareness about online safety among students, teachers, and parents. In 2025 we continued to build on the messaging and actions from previous years and encouraged everyone to take practical steps toward safer and more positive online experiences. With a focus on connecting safely by securing apps and devices, using social media positively and respectfully, reflecting on how our digital actions can affect others, and protecting ourselves and those around us by sharing trusted eSafety resources and knowing where to seek support. This also included a targeted wellbeing lesson delivered to all students.

The Caring Communities leadership group extended this important message throughout the entire month of February, ensuring the conversation about online safety continued well beyond a single day. Students created informative posters, videos, shared eSafety links, and posted regular bulletins that guided our community on how to report online abuse and promote respectful digital behaviour.

In addition, the annual eSafety Student Voice Survey invited students to share their perspectives on online safety, helping us better understand their experiences and shape future wellbeing initiatives. Through these collective efforts, we continue to empower our school community to be safe, responsible, and kind digital citizens.

Free to be Me - As a key Respectful Relationships initiative, *Free To Be Me* continues to provide a welcoming and supportive space where like-minded students gather every Thursday at lunchtime to celebrate inclusion, diversity, and social justice. The group offers an opportunity for open discussion, collaboration, and informal connection, fostering a strong sense of belonging within our school community.

Throughout the year, *Free To Be Me* has led and supported a number of impactful initiatives, including awareness events such as IDAHOBIT Day and Wear It Purple Day. Members also actively participated in Rainbow Alliance meet-ups, a collective of local secondary schools dedicated to connecting, sharing resources, and strengthening inclusive practices across our wider community

IDAHOBIT Day - In 2025, we proudly celebrated IDAHOBIT Day (International Day Against Homophobia, Biphobia, Intersex Discrimination, and Transphobia) with a vibrant lunchtime event in the Atrium, hosted by our *Free To Be Me* students. The celebration featured a range of interactive activities designed to raise awareness, spark meaningful conversations, and build a deeper sense of community. The day highlighted the lived experiences of young LGBTQIA+ people, challenged prejudice and discrimination, and celebrated diversity, inclusion, and pride.

As a Respectful Relationships school, SHC is committed to nurturing a culture where every individual feels safe, respected, and valued. The IDAHOBIT event served not only as a joyful celebration of identity and belonging but also as a powerful reminder of the importance of allyship, standing together to support equality and challenge all forms of discrimination. Through creative activities, educational displays, and open discussions, students and staff were encouraged to reflect on their role in fostering inclusion and promoting understanding within our community.

The energy, compassion, and enthusiasm shown by our students throughout the day exemplified SHC's ongoing dedication to equality, empathy, and social justice. Events like IDAHOBIT Day play a vital role in creating a learning environment where diversity is not only acknowledged but actively celebrated. Together, we continue to build a school culture where everyone, regardless of sexuality, gender identity, or background, can truly feel seen, supported, and free to be themselves.

STUDENT LEADERSHIP TEAM INITIATIVES



MAKE MARCH MATTER - Make March Matter is a month-long initiative that celebrates the values of inclusion, diversity, equity, and compassion. It serves as a reminder of the collective responsibility we share in building a world where every person is treated with dignity and respect. The initiative encourages our community to reflect on what it means to stand up for others, to show empathy in action, and to ensure that everyone has fair and equal access to the resources and opportunities needed to thrive.

Throughout the month of March, we shine a light on a range of meaningful initiatives that champion kindness, understanding, and social justice. These activities invite students and staff to engage in thoughtful discussions, participate in awareness events, and contribute to positive change both within our school and beyond. By highlighting these causes, *Make March Matter* reinforces our ongoing commitment to creating a safe, supportive, and inclusive environment where every voice is heard and every individual is valued.

International Women's Day (IWD) - International Women's Day as a global celebration honouring the achievements, strength, and resilience of women throughout history and across communities it is an annual event here at Sacred Heart College. It is a time to reflect on the barriers that contribute to gender inequality and to renew our shared commitment to building a more just and equitable future for all.

This year's theme, "March Forward," inspired us to look beyond reflection and take bold, purposeful action, turning our aspirations for equality into tangible change. At Sacred Heart College, we embraced this spirit of progress through a series of engaging and empowering events that celebrated the diversity, creativity, and leadership of women within our community.

Our celebrations included the IWD Talent Quest, showcasing the incredible talents and voices of our students; IWD banner decorating, where students expressed messages of empowerment and unity; and a wellbeing lesson dedicated to exploring gender equality and respect. We also hosted a Women in Construction event, highlighting women breaking barriers in traditionally male-dominated industries, and shared Inspiring Alumni Snapshots featuring former SHC students making a difference in their fields.

The Respect Cup stands as a highlight of our International Women's Day celebrations, serving not only as a sporting event but also as a powerful symbol of unity, respect, and equality. While it showcases the talent, teamwork, and determination of young women on the football field, its true purpose extends far beyond the game itself by keeping the conversation about gender equality alive and active within our community. Leading up to the Respect Cup, students participated in a dedicated wellbeing lesson that included videos school captains and student leaders had created featuring prevention of violence messages and videos highlighting respect, teamwork, and equality. These videos were also shown on the giant scoreboard at GMHBA stadium across the day. These creative projects reflected our students' understanding that respect is at the heart of gender equity and it is about celebrating women's achievements and keeping the conversation about gender equality alive and active within our community. The Respect Cup, a collaborative partnership between four schools, Loreto College & St Patrick's College from Ballarat and , St Joseph's College & Sacred Heart College from Geelong, the Respect Cup embodies the spirit of collective action and shared responsibility. Each participating school contributes to a broader message: that equality is everyone's goal, and meaningful change begins when individuals and communities work together. The event encourages students, staff, and supporters alike to reflect on the role we each play in "changing the story" by challenging stereotypes, standing up against discrimination, and creating spaces where everyone can participate and succeed.

Through both competition and connection, the Respect Cup empowers young people to see sport as a platform for advocacy, inclusion, and leadership. It reminds us that progress toward equality is built through everyday actions, both small and significant and that by working together, we can help shape a future where respect, fairness, and equal opportunity are part of every story.

[Harmony Week](#)- Harmony Week is a time to celebrate the rich tapestry of cultures that shape Australia's identity. It is a week dedicated to inclusiveness, respect, and belonging, reminding us that our differences are what make our communities stronger, more vibrant, and deeply connected. The week is centered around Harmony Day on March 21, which coincides with the United Nations' International Day for the Elimination of Racial Discrimination.

At Sacred Heart College, we embraced this celebration by recognising and honouring the many nationalities and cultural backgrounds that make up our school community. Students were invited to wear traditional cultural dress or proudly carry their national flags, sharing stories and symbols of their heritage with friends and teachers. The celebration included an extended lunchtime on St Stephen's Green, where students came together for a shared meal, bringing homemade dishes inspired by their family traditions and cultural heritage

Adding to the festivities, the Harmony Week Art Competition invited students to express their creativity under the theme "Everyone Belongs." Art supplies were made available in the Atrium during lunchtimes, encouraging collaboration and artistic expression. The resulting artworks reflected the diversity and inclusivity of our community, each piece telling a unique story of identity, connection, and belonging.

Harmony Week at SHC was more than just a celebration, it was a powerful reminder of the importance of acceptance, empathy, and understanding. Through food, art, music, and shared experiences, our school community came together to honour the beauty of diversity and reaffirm our commitment to creating a place where everyone belongs.

Bullying No Way Week- During Bullying No Way Week, a National Week of Action, Sacred Heart College focused on fostering a culture of kindness, respect, and inclusion. The week provided students with opportunities to reflect on the impact of bullying and to actively develop the skills and confidence to support others in their community.

A key focus of the week was teaching the 5 D's of bystander intervention: Direct, Distract, Delay, Delegate, and Document. These strategies provide practical, safe ways for students to be an active bystander by responding when they witness bullying or disrespect:

- Direct – Speak up clearly and assertively to address the behaviour, letting the person know it is unacceptable.
- Distract – Create a diversion or change the focus of the situation to diffuse tension and protect the person being targeted.
- Delay – Step in later if immediate action is unsafe, offering support to the victim after the incident.
- Delegate – Seek help from a trusted adult, teacher, or peer to intervene safely.
- Document – Record the incident carefully to provide evidence if further action or reporting is needed.

Students engaged in two dedicated wellbeing lessons exploring these strategies, learning how to safely support peers, challenge disrespect, and promote positive behaviour. The week also included a variety of awareness activities, personal reflections, and participation in the national Bullying No Way! Day, aligned with this year's theme: "Be Bold. Be Kind. Speak Up."

Bullying No Way Week served as a valuable reminder that every student has the right to feel safe, respected, and valued. By practicing the 5 D's, students learn that even small, thoughtful actions can make a big difference. Through collaboration, courage, and kindness, Sacred Heart College continues to work toward making compassion and respect the foundation of our school culture.



SELF AWARE SEPTEMBER - Self-Aware September is dedicated to the vital practice of turning our attention inward to reflect on, understand, and actively nurture our own health and wellbeing. It highlights the importance of self-awareness as the foundation for making positive choices, managing stress, and fostering a more balanced and meaningful life. When we truly understand who we are—our strengths, values, and

needs—we are better able to prioritise self-care, set healthy boundaries, and engage with the world in a more positive, intentional way.

At Sacred Heart College, we support Self-Aware September through a diverse program of events and activities designed to promote awareness of key health and wellness initiatives. Students are encouraged to participate in mindfulness sessions, wellbeing workshops, physical activities, and reflective exercises that help them explore emotional, mental, and physical health. The initiative also includes discussions around nutrition, sleep, stress management, and digital wellbeing, providing students with practical tools to enhance their daily lives.

As part of Self Aware September, the Caring Community Leaders introduced a new initiative at Sacred Heart College called *Smiley Cards*. This activity encouraged students to write anonymous affirmations and positive messages on colourful cards, which were then displayed for the month of September in our Atrium at the Affirmation Station. Students and Staff were encouraged to take a card whenever they needed a reminder of kindness, encouragement, or support. *Smiley Cards* are a simple but powerful way for our community to share positivity and uplift one another.



Self-Aware September is more than a series of activities, it is a commitment to building lifelong habits of self-reflection and care. By creating opportunities for students to pause, reflect, and act intentionally, SHC aims to empower young people to make informed choices, strengthen resilience, and cultivate a positive sense of self. The month reinforces the idea that prioritising our own wellbeing is not selfish but essential to living fully, contributing meaningfully to our communities, and supporting those around us. Through these initiatives, *Self-Aware September* encourages every member of the SHC community to embrace self-awareness as a key step toward holistic health, balance, and personal growth

WEAR IT PURPLE DAY - On Friday, 29 August 2025, Sacred Heart College joined communities across Australia in celebrating *Wear It Purple Day*, a national event dedicated to supporting and uplifting LGBTQIA+ young people. This year's theme, "*Bold Voices, Bright Futures,*" highlighted the importance of empowering young people to speak their truth and actively contribute to a brighter, more inclusive future. As part of the celebration, we proudly launched *The Inclusive Frog*, a design originally created in 2021 by a Sacred Heart College student. This symbol embodies the core values of *Wear It Purple Day* and serves as a reminder of the importance of embracing inclusivity, respect, and acceptance in our community.

Wear It Purple Day provided an opportunity for students and staff to reflect on the impact of discrimination, celebrate diversity in all its forms, and promote positive mental health. It was a powerful reminder that, by standing together, we can create a supportive and welcoming environment where everyone feels seen, valued, and empowered to thrive.



[R U OK? Day / Mercy Day 2025](#) - R U OK? Day is Australia's national day of action dedicated to reminding us to reach out and ask, "Are you OK?". It is a day that encourages the creation of a culture of care, connection, and conversation, ensuring that no one feels isolated when life becomes challenging. At Sacred Heart College, we recognise that every individual has the power to make a difference. By taking time to engage in regular, meaningful conversations, we build trust, foster understanding, and show others that it is safe to share their experiences, struggles, and feelings. These simple acts of connection can profoundly impact wellbeing and lives.

This year, R U OK? Day coincided with celebrating Mercy Day 2025, bringing together the values of care, compassion, and community spirit. Inspired by Catherine McAuley, SHC embraces her enduring legacy of compassion, hospitality, and care for others. Catherine was known for offering a simple comfortable cup of tea as a way to welcome, listen, and support those in need, a small but powerful act of kindness that created space for meaningful conversation and connection. At Sacred Heart College, we continue this tradition during events such as R U OK? Day, where the Mercy Comfortable Cup of Tea provides students and staff with an inviting moment to pause, check in with one another, and strengthen the culture of empathy and care within our community. Students, staff, and members of the SHC community were encouraged to participate in a range of engaging activities designed to promote conversation and connection, symbolizing the warm, caring relationships at the core of Catherine McAuley's Mercy vision. Highlights included the Mercy Comfortable Cup of Tea, where participants could relax and have heartfelt discussions, lawn games that brought people together in a lighthearted and inclusive environment, and performances by the VET Music band, which added joy and celebration to the day.

Through these initiatives, the day served as a reminder that checking in, listening, and supporting each other is an ongoing practice, not limited to one occasion. By participating, everyone contributed to creating a community where all individuals feel connected, supported, and valued. R U OK? Day at SHC emphasised that even small gestures, like asking a friend how they are and genuinely listening, can strengthen relationships, foster empathy, and build a resilient and caring school community.

In celebrating Mercy Day alongside R U OK? Day, SHC reinforced its commitment to wellbeing, kindness, and belonging, ensuring that our school remains a place where every student, staff member, and community member feels seen, heard, and cared for.



STAFF, PARENT AND WIDER SCHOOL COMMUNITY OPPORTUNITIES IN SOCIAL JUSTICE.

Professional Development Opportunities:

Faith, Identity and Mission Leaders Conference - In Term 4 the Catholic Identity Integration Leader attended the conference. The theme of the seminar was: "Who is the living Catherine calling us to serve?" We were very fortunate to have as our guest speaker Sr Sheila Curran RSM a sister of Mercy from Dublin. Sheila Curran RSM is a member of the Congregation of the Sisters of Mercy, Northern province, Ireland. She is Justice Coordinator for the Conference of Religious of Ireland (CORI) and the Irish Missionary Union (IMU). Sheila's ministry and research has been shaped by her experience of living and working in Peru, particularly her involvement with the Institute Bartolome de las Casa, a non- governmental social justice and human rights organisation founded by the liberation theologian Gustavo Gutiérrez. Following the Keynote presentation, FIM Leaders worked together with Louisa Rennie to develop priorities for the FIM network and action goals.

New Staff Induction - All new staff participate in an induction session where the story of foundress Catherine McAuley, the establishment and history of Sacred Heart College, and the legacy of Mercy is explored. New staff are introduced to the many ways they can become involved in Mercy in Action Outreach and the College Mercy Works. New staff are also required to complete the Mercy Orientation Program.

Mercy Orientation Program - All staff new to the College or interested in renewing their knowledge regarding Mercy story, charism and action, undertake a self paced 7 part online Program that explores Mercy through 7 lenses. The program provides historical and reflective material for consideration by participants, all of whom are involved in Mercy ministries. The 7 Modules include the following topics or themes:

1. The story of Catherine McAuley
2. Early expansion (of the Sisters of Mercy)
3. The Corporal and Spiritual Works of Mercy
4. The 8th Work of Mercy
5. The Institute of Sisters of Mercy of Australia and Papua New Guinea
6. ISMAPNG Ministries
7. The wider Mercy family and Mercy values

Each Module has relevant content, reflective time, activities to be undertaken in response to the Module theme.

Jubilee: Mercy Pilgrims of Hope Staff Professional Learning - The professional learning activity for staff is a spiritually enriching journey that aligns with the Catholic school's mission of faith formation, religious education, and Catholic identity. Through a three-part experience, staff are invited to deepen their understanding of the Jubilee Year 2025 and its theme, *Pilgrims of Hope*. The session begins with reflections on the nature of hope and its transformative power in the lives of educators and students. The second part involves a pilgrimage around Sacred Heart College, where significant sites serve as places of encounter, reflection, and prayer, revealing the story of God's work through the Sisters of Mercy. Staff engage in scripture readings, personal and communal reflections, and moments of stillness, allowing them to recognize God's presence in history and their own vocation. The final segment culminates in the symbolic opening of the Holy Door and a liturgy in the College Chapel that calls participants to embrace their role as bearers of hope, recommitting to the mission of Catholic education. Through prayer, scripture, and personal commitments, staff

are encouraged to walk together in faith, inspiring their students and one another to be lights of hope in their school and beyond.

Circle of Mercy Program - The Circle of Mercy Program includes a sequence of three professional development sessions delivered either face to face or online. Accredited by the Melbourne Archdiocese Catholic Schools (MACS), this program provides an opportunity for SHC staff, students, Sisters of Mercy, families, staff from other Colleges and members of local parishes to participate in an evening of discussion and professional learning. Sacred Heart has looked to strengthen connections with primary and secondary Catholic schools across our region by inviting them to attend these programs with the hope of building collegiality across the Catholic educational sector in our region. This year we have expanded our invitation to our region's Parishes as well. We believe our shared Catholic Identity calls us into communion with one another and we are eager to become stronger and more unified as a community.

2025 has been a Jubilee year; a time for grace, prayer and pilgrimage of heart and soul. We rejoice in the sacramental presence of God in our lives and the power of the Holy Spirit in each of us. Our 2025 Circle of Mercy theme pairs with the jubilee theme: *Pilgrims of Hope*. This theme inspired us to live lives emboldened by love and compassion; to forge new tomorrows that are marked by a deep respect for the innate dignity of others and animated by a spirit of hope.

The COM PD sequence this year included four sessions recognised by MACS for accreditation to teach in a Catholic school:

Session 1: Pilgrims of Hope – The realisation of Christ’s dream

This session was on the 18th of March and our keynote speaker was Margie Beck OA. Margie, an Order of Australia recipient, has made significant contributions to Australia–Timor-Leste relations through education. She retired after 20 years as Vice-Director of Marist Teachers’ College in Baucau, which trains teachers to help students escape poverty. Sacred Heart College proudly supports the Marist Teachers’ College financially and through annual immersion trips with students. Margie sensitively shared with attendees the long standing relationship between SHC and the community of Baucau, and discussed the virtue of sustained and service driven community partnerships that prioritise the needs of the Timorese people and their autonomy. We were blessed to have Madre Maria and some staff from CTID zoom in from Baucau for this event.

Session 2: Pilgrim of Hope – Stewards of creation

This session was on the 12th of June and our keynote speaker was Juliet Talarico. Juliet is a passionate environmental educator and botanist. She studied ecology at university, which sparked her curiosity for the interconnectedness of all beings. *Terra Leaders*, an initiative started by Juliet, helps people reconnect with nature, address the climate crisis, and empower environmental leaders. Her programs deepen our understanding of Pope Francis’s *Laudato Si* and how caring for our Common Home is part of the works of Mercy.

Session 3: Staying a Pilgrim of Hope – Holding to Faith through the Tough Times.

This session was on the 5th of August and our keynote speaker was Fr Richard Leonard. Fr Richard Leonard is a Jesuit priest. He has degrees in arts and education and a Master’s degree in theology. Fr Richard completed his graduate studies at the London Film School and has a PhD from the University of Melbourne. He directed the Australian Catholic Office for Film and Broadcasting for 22 years. Dr Leonard is an Honorary Fellow of the Australian Catholic University and has been a visiting scholar within the School of Theatre, Film and Television

at UCLA and a Visiting Professor at the Pontifical Gregorian University in Rome. Fr Richard has served on juries at the Venice, Berlin, Warsaw, Hong Kong, Montreal, Brisbane, and Melbourne International Film Festivals and lectured on faith and culture all over the world. Fr Richard has been published in America Magazine, Eureka Street, US Catholics, is a regular columnist with The London Tablet, is often on ABC Radio and is the author of 13 books including his most recent release 'Why God?'. He is the parish priest of North Sydney/ Lavender Bay/Kirribilli.

For this COM, Fr Richard focused on finding strength in Christ to continue the journey. Our faith in God is easier when everything is going well. But what about the times in our lives when it is challenged, undermined, and threatened by the things that happen to us, or those we love? This critical session will help put words around how we can hold hope in a God who walks with us in the 'valley of tears'?

Session 4: Pilgrims of hope – intergroup interaction and communication

This session will be on the 28th October (in Term 4) and our keynote speaker is Sr Cathy Solano RSM. Cathy Solano is a Sister of Mercy from Melbourne who began her ministry as a secondary education teacher and taught in Victorian regional and urban schools. She worked as a teacher trainer in Pakistan, as a Project Director with Jesuit Refugee Service in North Uganda, and as the education and pastoral coordinator for the diocese of El Obeid in Sudan, South Sudan and Kenya. Cathy promotes the theology of Interculturality and now works as the Program Coordinator for both Santa Casa, Queenscliff and Star of the Sea, Apollo Bay. She is honoured to meet with individuals who seek to deepen their relationship with God through Spiritual Direction and Pastoral Supervision. Cathy will present on the power of interculturality to go beyond multiculturalism and toward the recognition of common human needs across cultures.

[Geelong Secondary REL Networking Program](#) - The Religious Education Leader Network Days have been a collaborative opportunity for the Catholic Secondary Colleges of the Geelong region. These formation and planning days provide staff in leadership within faith formation and religious education curriculum a network to engage and develop ideas, resources and approaches to Catholic Identity within our schools. As Catholic secondary schools across the Geelong region, we share a Catholic identity and responsibility to the preservation and articulation of that identity with the wider Geelong community. This network supports the meaningful connection across Catholic entities in our region to share our Catholicity with the Geelong community.

In this jubilee year, it has been invaluable to gather as a collective, as pilgrims of hope, to learn from one another and support one another in our endeavours. The realisation of Christ's dream for our students will not be achieved in isolation; we must join in solidarity on the pilgrim road.

Attending school leaders have also engaged in meaningful discussion and feedback regarding the renewal of the current Religious Education Curriculum Framework. This feedback has been shared with members of the writing team appointed by the Archbishop, with the intention of supporting a robust and flexible curriculum that invites students into the mystery of faith in life giving ways.

[Mercy Ministry Companions Conference 2024](#) - The third annual Mercy Ministry Companions Conference was held from 14-15 October at the Catholic Leadership Centre in East Melbourne. The Conference brought together over 100 leaders from MMC Ministries, Trustee Directors and MMC Staff, Directors and stakeholders and representatives from the wider Mercy world. The theme of the Conference was *Expanding Horizons*.

Ian Hamm, a Yorta Yorta man who has extensive experience in governance within both the government and the community sectors, presented the first Keynote address: *Our relationships with the people we serve: whose horizons need expanding – ours or theirs?*

Sheila Curran RSM, a Sister of Mercy from Ireland who works as a practical theologian from an eco-feminist perspective, presented two sessions at the Conference: *Re-envisaging the Corporal Works of Mercy: Why Love, Care and Solidarity Matter* and *Shifting Landscapes: Expanding Horizons*.

Both speakers discussed the global issues of reconciliation, justice and peace. Participants were then invited to attend one of six workshops facilitated by each of the ministries to reflect on the call of the gospel and the Conference theme. Workshops focused on advocacy and outreach programs and initiatives underway in each of the ministries to respond to those in need.

[Mercy Ministry Companions Conference 2025](#) - The fourth annual Mercy Ministry Companions (MMC) Conference, held on September 15 and 16, 2025,, gathered around 120 ministry leaders from healthcare, aged care, community services, and education across Australia and New Zealand. The conference focused on the theme 'Extending Horizons as people of Hope and Hospitality'. Keynote addresses were delivered by Archbishop Shane Mackinlay, who spoke on hospitality, synodality, and hope in the context of the Church and modern ministries, and Dr. Sonja Hood, who explored the vital 'Power of Inclusion' through the lens of social cohesion and support for migrant and refugee families. The event also featured a panel discussion and two rounds of workshops where different MMC ministries - such as MacKillop Family Services, McAuley, and Mercy Indigenous Alliance - showcased initiatives addressing contemporary needs, emphasizing the need to remain faithful to the Mercy heritage while collaboratively responding to the needs of the modern world.

[2024 ACU School Leaders Program - Rome and London- Nov / Dec](#) - In collaboration with Melbourne Archdiocese Catholic Schools, the ACU School Leaders Program provided leadership formation for Year 11 Catholic school leaders through an immersion in the Catholic tradition and Western civilisation. As part of the ACU School Leaders Program, 10 Year 11 student leaders travelled to Rome and London for a three-week immersion in the Catholic tradition and the story of the West.

In 2024, we were privileged to have Sofia Castello and Mrs Amanda Humphrey attend the program.

The program explored some of the major themes in the history of the Church and the development of the West. It aimed to deepen participants' reflections on their own faith and sharpen their curiosity about the traditions to which they belonged, fostering their own leadership and service at school and beyond.

Incorporating readings from key historical texts, lectures and discussions, and guided visits to sites in and around Rome and London, the program spanned:

- the beginnings of Christianity in ancient Rome
- monasticism, the Middle Ages and the Crusades
- the Renaissance and the Reformation
- how religion and politics were entangled in Western history



- Christianity's role in shaping law and democracy in the West
- Catholic social teaching up to Pope Francis.

Students who took part in the program were required to read the course materials, engage positively with the discussions and site visits, and cultivate an interest in the ideas and influences that have helped to shape religion, arts, politics, and society in the West. They were supported in their engagement with the program's themes and readings by a series of tutorials and regular reflections on what they were learning.



[RESP - Refugee Education Support Program Professional Learning](#) - The RESP team has attended a suite of professional learning over two years. Focusing on Enhancing Transition, School Climate, Teaching and Learning and Partnership.

In addition to this a Whole Staff Professional Learning afternoon was delivered in Term 2 - Journey to Belonging : Understanding the Refugee Experience - Presented by Jennifer from Foundation House
This session introduced staff to the refugee experiences of students and their families, utilizing Foundation House's comprehensive whole-school support approach. Participants explored common elements of the refugee journey and examined local and global resettlement data. The session also delved into how trauma impacts learning and behavior, using practical case studies and reflection to deepen understanding. Staff collaborated on effective responses within the school context, with a strong focus on student wellbeing and engagement.

[Advent Formation](#) - PL divided into 2 parts:

Advent Part 1: The Ultimate Gift:

The session will focus on Advent, highlighting the ultimate gift from God - Jesus. It will look to unpack the importance of Jesus as a gift to humanity and how we can be inspired by this gift in our lives.

Advent Part 2: The Ultimate Giving

The session will focus on Advent, highlighting that the birth of Jesus is the inspiration for us to act and give to others. It will look to unpack how we can respond as educators through different skill sets and areas of discipline.

[Comfortable Cup of Tea Professional Learning Opportunity](#) - Comfortable Cup of RE PL Sessions: Dialogue in Faith - Staff were invited to explore faith, ethics and theological matters in the practice of dialogue. Dialogue and conversation are considered vital tools in the learning process. The sessions aimed to create dynamic interactions that go beyond passive listening, transforming learning to open conversation. The sessions included prompts as well as opportunities for staff to ask questions and unpack queries of the Christian Tradition to develop and enliven their evangelical ministry in a Catholic School.

[Advertised Events/Pd/Forums](#) - The following are just some of the professional learning opportunities that have been advertised to staff throughout the year. Many staff participate in these events for the purpose of accreditation to teach in a Catholic school, resourcing their teaching method, professional networking or personal interest:

- Catholic Theological College programs
- Orientation to Mercy Module
- Season of Creation
- Engaging Your Faith Program
- Little Earthies

The myriad of opportunities for the development of Faith, Spirituality and Social Justice at Sacred Heart College are all founded in the core teachings of Jesus Christ. As a community these opportunities enable us to live out our Catholic Identity, pursue our vision for Social Justice and participate fully in the mission of Mercy in our world.

[AMSSA Conference](#) - The 2025 AMSSA Staff Conference was held in Perth with the theme 'Community, Connection, and Celebration.' The conference gathered approximately 110 staff members from 66 Mercy schools across Australasia to deepen their shared Mercy charism and professional practice. Key elements included:

- Professional Learning and Staff Formation sessions.
- A special Pilgrimage of Mercy that retraced the historical journey of the Sisters of Mercy in Perth, connecting delegates to the origins of Mercy education in Australia.
- Strong emphasis on networking and collegial support among educators and principals.

The event successfully strengthened the Mercy ethos by providing a platform for sharing best practice and celebrating the community inspired by Catherine McAuley.

In addition to the attendance at the conference Christina Symons and Amanda Humphey presented "The power of immersive experiences in education today," to the delegates. This session explored how these programs move learning beyond the classroom into real-world environments, fostering applied, recontextualized learning and aligning with the Catholic call to communion and a lived faith tradition. While these experiences celebrate a Christ-centred focus on authentic service and community connection, the workshop critically addresses the ethical challenge of ensuring they genuinely serve the community partners rather than the schools' self-interest. It stresses that to "come as guest" requires a conversion of priority towards others' needs, a concept congruent with Christ-centred education. The session will share program designs and discuss a networked approach to curriculum integration, aiming to maximize positive impacts, ensure program sustainability, and empower students for authentic mission and service learning.

[2025 Australian Catholic Education Conference \(ACEC\)](#) - The 2025 Australian Catholic Education Conference (ACEC), held in Cairns, Queensland, from August 20–22, was a significant event, notably being the first time the triennial conference was hosted outside a capital city, drawing over 1,400 Catholic educators and leaders. Operating under the theme "Hope, anchored in Faith," the conference centered on the strategic priorities of Faith, Excellence, and Access across more than 70 sessions. Keynote speakers delivered insights across a range of educational and spiritual topics: Sr Nathalie Becquart xmcj (Undersecretary for the Synod of Bishops) delivered the opening keynote, encouraging schools to embrace synodality; Professor Dylan Wiliam focused on equitable educational improvement and narrowing achievement gaps; Dr. Steve Constantino spoke on the essential role of family engagement; and Dr. Simon Breakspear delivered the closing keynote on leading improvement and addressing the challenge of Artificial Intelligence (AI). A highlight of the event was the

large-scale Eucharistic Celebration and a student panel, which together reinforced the mission and student-centered focus of Catholic education.

[Walking Together: Strengthening First Nations Cultural Safety in Catholic Schools](#) - This professional learning session offers staff a chance to build cultural awareness of Australia's First Nations peoples. It will explore the relevance of our Catholic identity and faith practices and strengthen cultural competencies, which helps with applying Catholic Social Teaching within the school community. The session will also introduce Aboriginal cultural safety in schools through a focus on lived experience. The presenter will share a personal story of navigating the education system as a student and a parent, addressing key themes like cultural loads and social and emotional well-being. It will offer practical insights into creating safe and supportive environments for Aboriginal students, with a particular focus on how Catholic schools can be places where First Nations students feel seen, valued, and empowered.

The goal is to foster dialogue among staff and to look at how these concepts can be applied in policy, curriculum, and pastoral care to develop practices that are sensitive to the needs of First Nations students and their families. This work is an essential part of the Church's call to walk with First Nations peoples and work toward reconciliation.

OUTREACH AND EVENTS ADVERTISED / PROMOTED / SEEKING VOLUNTEERS FROM SHC

Sacred Heart College regularly receives requests from community organisations for students to volunteer their time to assist in the running of their events. The following organisation received student assistance:

- St Mary Mackillop Primary School sports day
- Friends of Wauron Ponds Creek doing tree planting along the Barwon River.
- Rotary Book Fair
- Disabled Surfers Association
- Dementia Australia Memory Walk and Jog Event
- Kids4 Climate Change Environmental initiative
- Rory's Warriors "A Sliver of Silver" fundraising afternoon tea raising funds for research towards paediatric brain cancer
- Clairvaux Carnival supporting Clairvaux Catholic Primary school

AREA 3: A SOCIALLY JUST RESPONSE TO THE NEEDS OF OUR COMMUNITY

Outreach Opportunities:

SHC outreach opportunities

Outreach summary

Self-initiated Mercy in Action

Mercy in Action Project - year 12

Other outreach initiatives

Sustainability initiatives

Resource smart schools

Laudato Si Action Platform

Other sustainability initiatives

SHC OUTREACH OPPORTUNITIES

Sacred Heart College has a rich history of providing care and support for others through Outreach programs. The generosity and service of both staff and students is underpinned by their commitment to live out the mission of Mercy established by Catherine McAuley, and to follow the Gospel message of *loving your neighbour, so that others may have life to the full.*

Organisations supported in 2025 included:

- St. Thomas Aquinas Passive Play
- Wexford Tutoring Program
- SHC and East Geelong Cemetery visits
- Cafe Light
- Healing Heart Program
- The Felicity Project
- Community Connection Day Program

2025 OUTREACH OPPORTUNITY DESCRIPTIONS:

St Thomas Aquinas Lunchtime Play - SHC Staff and students attend St Thomas Aquinas Primary school in Norlane for lunchtime Passive play with the Junior and Senior students. Students engaged in the Passive play every Wednesday to support the primary school aged students with engaging in co-operative, positive and passive play. SHC students loved the opportunity to join in with quiet colouring, card games, playing on play equipment, joining in on games, having races and overall having fun with the younger students while supporting them to be inclusive and accepting of others whilst playing.

Student reflection - 'Passive play is an outreach program that is used to help and engage with the Primary school kids. It is a great opportunity as school can be stressful so this program gives them a break. It helps kids who feel angry, tired or upset to reset and relax in engaging activities like scrapbooking, playdough making, finger knitting, drawing and more. I enjoyed the opportunity to play and interact with the kids as we cut out pictures from magazines and stuck them onto colourful paper. I encourage others to participate in this program as you don't only make friends with the kids, you also interact with your fellow peers learning about each other. Overall this program was fulfilling, knowing that the little ones look up to you as you put a smile on their faces'. - Meg McFadden



[Northern Bay Wexford Campus Homework Club](#) - SHC Staff took students out to Northern Bay College, Wexford Campus every fortnight on a Thursday to participate in the Homework club. Our students worked closely with students who are newly arrived to Australia and attending the Northern Bay, Wexford campus, by providing numeracy and literacy support to help them complete their "Homework" but also providing the students peer to peer support.

Student reflection - 'Attending the Wexford Homework Club was such a great experience. It gave me a chance to meet new people and do something good for the community. Helping people from a diverse background with their homework was a great experience. It felt rewarding to make a difference while learning new things. Overall, the Wexford Homework Club was super inspiring and made us want to do more to help our school and the community around us.' -Molly Brilliant.

Cafe Light – This program sees both staff and students volunteer at St Mary's parish hall to run a pop up cafe for parishioners. The cafe supports those who attend in building and maintaining connections within their local community. This ensures that parishioners have a social outlet and means of providing each other with support and care. In addition, this Outreach program raises money for the people of Viqueque, in Timor Leste, who are in significant need of financial support.

Student reflection - *'Cafe Light is a really fun experience every time, all of the parishioners who come by are so sweet and just want to have a chat. They're always super encouraging and grateful for the time that the Sacred Heart people take to run the Cafe, and each time I've been there, we've had plenty of customers and often sell out of the baked goods and treats. It's also a really nice feeling to be giving back to the community, though in quite a small way.'* - Selina and Malaya Ortiz



Healing Hearts Program – This program is done in collaboration with the Pastoral Healthcare Network of Australia (PHNA) which is a non-for-profit health-based charity, providing support and care to those in need. The *Healing Hearts program* was first developed by our very own Sister Carmel, who was a past principal here at SHC. *Healing Hearts* are small felt hearts that are given to people who are in need of support during times of grief, loss or suffering. They remind us that we are not alone in times of struggle, and a simple yet positive way to care for others in our community.



The Felicity Project – This project was developed many years ago by a past student who wished to increase the sense of welcome that Sacred Heart College offers to all people, and in doing so foster a culture of inclusion. This project runs every term and invites students from local Catholic primary schools to attend Sacred Heart college for an afternoon of fun and learning. Primary students are offered the opportunity to engage in activities that are not regularly available in their own school environments, and to gain a sense of familiarity within a secondary school setting. This year the program has been embedded in the Community Project class to enhance the elements of student design and delivery of the program.



Community Connection Day – This program sees the collaboration of staff and students from the 5 Catholic secondary schools in the Geelong region (SHC, SJC, Clonard, St Ignatius, and Iona). The schools work together to host a holiday program especially tailored for children whose families are newly arrived to Australia. The Outreach program is a whole day event and caters for anywhere between 50 - 75 guest children. In addition, the program runs with a large number of student and staff volunteers to ensure our visitors are well supported and made to feel very welcomed into the wider Geelong community. In total the event sees well over 100 people come together to celebrate our diverse origins and sense of community.



Year 11 Feed Me Geelong - Building on the success of the CLT's rewarding team-building day in January, our Year 11 students have established a consistent commitment to community service. Each Wednesday afternoon, they dedicate their time to Feed Me Geelong, working alongside volunteers to support their vital mission. Students are actively involved in the core operations, including packing food hampers, managing incoming deliveries, sorting and restocking the marketplace, decanting dry goods, and unpacking essential grocery donations. Their weekly efforts are invaluable to the organization's ability to serve the local community.

OVERALL 2025 OUTREACH SUMMARY:

Student outreach placements offered and undertaken across the reporting period (Term 4 2024 – Term 3 2025):

	Term 4		Term 1		Term 2		Term 3	
	Offered	Taken	Offered	Taken	Offered	Taken	Offered	Taken
St Thomas Aquinas Passive Play	50	33	30	30	80	61	75	69
Northern Bay Homework club	20	10	10	7	40	38	30	26
SHC and Eastern Cemetery visit	10	5	10	30	20	17	20	13
Cafe Light	10	9	4	4	8	8	10	8
Healing Hearts	6	6	0	0	0	0	14	12
Community Connections Day	5	5	5	5	26	22	5	5
Feed Me Geelong	NA	NA	8	6	36	32	32	27

SELF-INITIATED MERCY IN ACTION APPLICATION (SIMIA)

In addition to our formal outreach opportunities, students were encouraged to take up the option of self initiated Mercy In Action (SIMIA). We have a large number of students complete this service work in our community and submit their forms and achieve House Points. If adequate house points are accrued, students can receive their House colours at the end of the year. Activities are recognised as Community Service if they are undertaken for not-for-profit organisations and benefit the community (this includes fundraising and advocacy work). Activities are classified as Outreach if the activity addresses an injustice and brings the student face to face with the need for service.

MERCY IN ACTION PROJECT - YEAR 12

Year 12 students complete a Mercy in Action Project as part of their Year 12 Religious Education program. The objective behind this project is to demonstrate merciful actions throughout the community. Students were able to select a merciful initiative for their project that reflected their own personal passions, concerns or interests. These projects took many forms, including spending time at animal shelters, selling items (both pre-owned and made) to raise money for various charities, assisting with environmental projects, volunteering with Social Justice organisations and many others. This resulted in many benefits across Geelong and in the wider community.

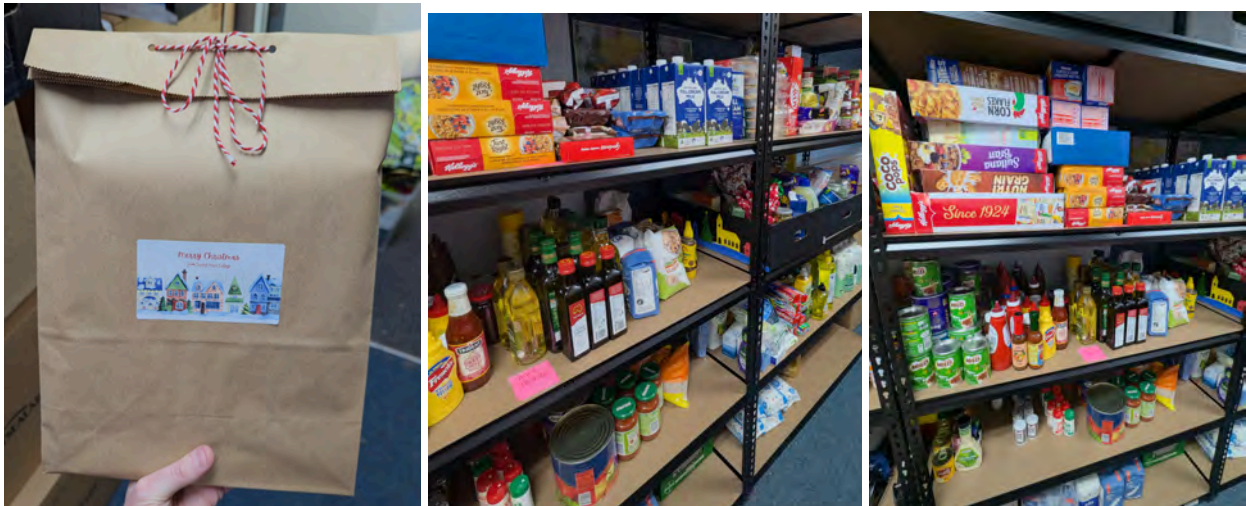
There were countless wonderful projects, and many students completed well over the minimum volunteer hours required for the project, which truly demonstrated the Mercy spirit and our Sacred Heart Way. In total, the year 12 students at Sacred Heart College volunteered well over 1300 hours of service to our community.



OTHER OUTREACH INITIATIVES

[Year 8 RE and Outreach Christmas hampers and gifts 2024](#) - In Term 3 students learned about Catholic Social Teaching (CST) within their RE classes and then undertook a summative assessment that reviewed their understanding of selected CSTs in relation to injustices facing individuals and families across our region. Assessments collated student understandings regarding their chosen issue, including contributing factors, those affected, barriers standing in the way of solutions and potential opportunities for positive change. Students were also given the opportunity to put their learned understanding of CST into practice and live our Sacred Heart Way by creating hampers for individuals and families in need.

Students heard from guest speakers from CatholicCare regarding the challenges their clients face and sought to make positive and practical impacts on the lives of others. Students have worked as a class to gather 3 hampers per group donating a total of 30 family hampers to CatholicCare. Students have also been given the opportunity to donate additional gifts that will also be given to the families supported by CatholicCare. The intention of these units of work are to provide students with theological understandings that they can put into practical action.



[Sacred Heart College Mentor Group Christmas Hampers](#) - This outreach initiative only runs in Term 4 and sees all Mentor Groups collecting and preparing at least 1 hamper of non-perishable food items, Christmas decorations and small gifts to be donated to Bay Leaf Community Kitchen and the St Vinnies Christmas Appeal.

[St Thomas Aquinas Food Drive](#) - This initiative was run in both term 1 and term 3 and involved all mentor groups working together to collect non-perishable items to donate to St Thomas Aquinas Primary School and surrounding the Norlane community many of whom are facing significant financial hardship. The Mercy and Mission Student Leaders, and students from the Community Project classes, then volunteered their time to deliver these goods to St Thomas Aquinas's parish pantry so they could be distributed to families in need. Student volunteers also cleaned and sorted the pantry before the delivery to ensure it is an appealing and welcoming space for families to visit.



[Year 10 Mercy Leaders Certificate](#) - Various charities and organisations benefit from our students completing the Mercy Leadership Certificate. The purpose of this certificate is to provide opportunities for a lived faith tradition and to help create leadership pathways and experiences for students as they journey through their education at SHC. The certificate process also encourages students to think 'outside the box' when configuring ways to help our community. In order for the students to complete their certificate, they are asked to create their own 'initiative' that must relate to community service - giving back, supporting, assisting or engaging with others. However, the task asks them to develop their own new program rather than participating in activities already organised within the community.

[Year 9 Mercy Leaders Certificate](#) – The aim of the Year 9 Mercy Leadership Certificate is to raise awareness and educate our community about the importance of reducing our carbon footprint and encouraging new habits through an initiative that you will develop and implement as a part of a group. The Year 9 Mercy Leadership Certificate project implementation is completed in a group of no more than 4, and each member submits their own individual booklet to receive the certificate. The team develops a goal they would like to achieve that aims to reduce your carbon footprint, and complete the goal and record their findings in a presentation.

[Leadership Camp](#) - The Student Leadership Team Camp offers a comprehensive, one-day development program in Torquay, exclusively for our newly elected ELT representatives. The camp's primary objective is to equip these leaders with the skills and strategic direction needed for leadership, with a distinct focus on leading through the lens of our Mercy Values. During the program, students are mentored through a process of refining their leadership qualities and setting informed, data-driven goals for the rest of the SLT. A central component of the day involves a collaborative workshop to determine the school's official theme for the next school year.

[Mercy Education Mercy Award](#) - Paige Firth demonstrated the qualities of this award through the extensive efforts she contributed to her Mercy in Action Project, which involved running an event-based fundraiser focusing on youth mental health.

In addition, she displayed a tremendous commitment to sharing her passion and learning regarding First Nations history and culture. She was part of the FIRE Carrier (Friends Igniting Reconciliation through Education) student leadership team, which aimed to promote respect, fairness, and inclusion for First Nations peoples. She worked tirelessly to promote reconciliation within and beyond the school community.

Paige also demonstrated the Mercy values through her general conduct and respectful interactions with staff and students alike. The strengths of honesty, kindness, mercy, and justice were reflective of Paige's character both personally and professionally. She was a wonderful role model to many younger students and contributed openly to school-based merciful initiatives. Paige was a very deserving recipient of this Mercy Award.

[Onigiri Action](#) - is a global campaign that has been running since 2015. Since its launch it has provided over 6.8 million school meals for children around the world.

Students upload a post of an onigiri rice ball to the official website or via their own social media. Five hot meals are provided per photo posted. The onigiri need not even be food, but a poster of onigiri, craft activity such as origami or artwork of some type. The Sponsors (large Japanese soy sauce, rice and various food companies) provide the funds for the meals.

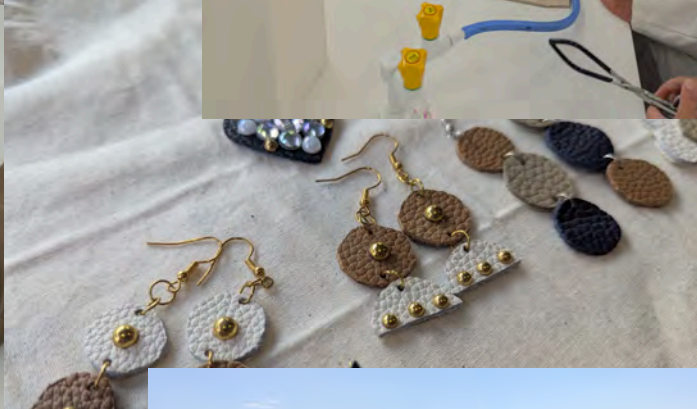
Overall a win-win situation. Japanese soul food, students getting a sense of helping others, doing a bit of creative work and encouraging each other to create edible, cute works of art!!



[Year 8 Outreach Program](#) - All year 8 students participate in a Service Learning semester long unit of outreach. Through this program students are afforded the opportunity to contribute to two initiatives that are supported through this program. Students visit residents of a local aged care facility as well as write cards and letters for the residents. The students also cook food for the SHC support hampers, Feed Me

Geelong, Lazarus Community Centre, Cafe Light, and for other merciful initiatives across the year. Finally students also have the opportunity to contribute to sustainability initiatives such as plant sales, water saving campaigns, as well as upcycling programs using discarded leather and other recycled materials to combat fast fashion.

All outreach classes also participated in the *Season of Creation: Stone Soup Event* which saw students prepare food for the Lazarus Community Centre and participate in a liturgy in our school chapel. This collaborative outreach event focused on sustainable food production and recognising humanitarian issues as earth issues ensuring our common home is viewed and cared for holistically.





2024 Year 9 Community Project – Term 4 service-learning response - Year 9 Community Project is a compulsory MYP unit of the IB which calls students to identify injustices within their community and to work with community partners to have a positive impact on the lives of community members that face disadvantage. Generally, 5 classes at a time participate in this semester's unit of work. One of these classes was partnered with MacKillop Family Services and in Term 4 of 2024 and sought to raise awareness for the need of more foster carers in our region and to provide Christmas presents to children in care.

The class participated in a letter-box-drop of fliers promoting engagement with MacKillop Family Services. These fliers provided information to households regarding the desperate need for more foster carers in our region and guidance for those interested in becoming foster carers themselves. Each student delivered approximately 20 fliers in their local areas. Collectively, the class dropped approximately 480 fliers across multiple post codes in our region. In class the students considered the Mercy Justice Advocacy Approach and learned about the value of advocacy in combating social injustice.

The class also hand painted laser cut wooden puzzles, and raised funds to purchase Christmas presents for children in Out of Home Care (OoHC). Students wrote letters to local businesses to seek donations and collectively raised over \$600 to purchase over 40 Christmas gifts for children in OoHC.

[2025 Year 9 Community Project – service-learning response](#) - The SHC Year 9 Community Project is an MYP IB unit designed in line with a service-learning model that calls our students into the service of others. The guiding scripture for this unit, *'He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God.'* (Micah 6:8), is coupled with a guiding question: How can we bear compassionate witness to the innate dignity of others? In class, the students unpack what it means to bear witness and what innate dignity means.

The College runs five classes of Community Project semesterly and the classes are paired each with a community partner. The community partners and related partner objectives are:

1. MacKillop Family Services – students in these classes learn about the challenges facing young people in Out of Home Care (OoHC) and work collaboratively to undertake initiatives that help children in care to feel seen and valued. Initiatives include making care packages for children that include books, stationary, activity books, fidget, and sensory toys. Students also fundraise by approaching local businesses for donations to purchase birthday and Christmas presents. Some groups made Easter hunt hampers and accompanied donations with personalised cards.
2. Lazarus Community Centre and Bay Leaf community kitchen – students in these classes learned about the increasing challenges regarding food security in the Geelong region and the impact of homelessness on individuals and families. Students in these classes sort donations of non-perishable food and toiletries, and, some even cooked hot meals to be served at Lazarus during their daily lunch service.
3. St Thomas Aquinas Primary School – students in these classes learned about likelihoods of demographic disadvantage, in particular, food insecurity, access to educational services and supports and social engagement and development in children. Because of the varied engagements between SHC and St Thomas, two classes are partnered with this organisation. One class facilitates the ongoing development of the College's Felicity Project; a termly afterschool program that engages disadvantaged children in educational opportunities. The other class supports the St Thomas Passive Play Outreach and school pantry. The Passive Play Outreach takes SHC students to St Thomas during their lunch period to engage in passive social play with children. This play group supports the social and emotional development of children as they are encouraged to engage positively and collaboratively. St Thomas Aquinas Primary School also has its own non-perishable food pantry. SHC students support the stocking and sorting of the pantry, which provides food relief to families within the St Thomas school community that are facing financial disadvantage.
4. Bellarine Catchment Network (BCN) and the Clifton Springs Curlewis Coast Care Group (CSCCCG) – students in these classes learn about the impacts of environmental degradation and their potential for stewardship of creation. Working with BCN and CSCCCG, students undertake beach combs, weeding and other environmental protection activities. Students also learn about the flora and fauna within our coastal regions and identify individual and group initiatives within their own homes and communities that positively impact creation. These initiatives include, rubbish collections, establishment of compost systems, recycling, and reduction of plastic waste.

Community Project provides an applied opportunity for students to be outwardly facing and responsive to

the needs of others. The student's capacity and agency to enact positive change is encouraged and celebrated in the hope of future personally driven engagement and service work.

VCE VM Initiatives - Last Term Year 8 students and Year 12 VCE VM students learned about homelessness and how it's an issue for the most vulnerable in our community. The students realised that we as part of the Greater Geelong community can do something to raise awareness of this issue and send 'hope' for change.

For Homelessness Week (4 to 10 August), SHC joined the *Houses at Parliament* campaign to demand more action to build more public and community housing. The SHC community folded an impressive 2655 houses - what a monumental effort. Well done to all who participated! This tally has been added to the state-wide contribution, which currently stands at 48571 of 60000.

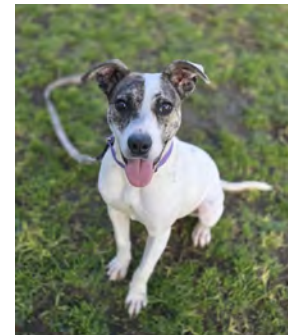
On each house a message of hope was inscribed, to show support for those affected by homelessness. The folded houses will be displayed in the Atrium as a physical representation of the need in our community for accessible housing.



We are so very proud of our students for their commitment and care for such a worthy cause. Well done to all for your efforts, and for displaying such wonderful Mercy in action.

Another initiative from the Yr 11 VM VCE Small Business Operations Warmth for Whiskers: VCE VM Small Business Class GAWS Blanket Drive Success! 🐾

The Year 11 VCE Vocational Major (VM) Small Business Operations and Innovation class recently explored the vital role of Not-For-Profit (NFP) organisations in the Geelong region. As part of this, they decided to lend a helping paw to the Geelong Animal Welfare Society (GAWS), which was in desperate need of warm blankets and towels for the animals in their care.



The class successfully organised a 'Blanket Drive,' reaching out to the school community for donations of new or used (but good condition) blankets, towels, and beach towels. Donation baskets were placed strategically at the student and staff receptions, encouraging everyone to contribute to this worthy cause.

A Quick Note: Our mascot puppy from the staff entrance drop-off basket took a brief 'walk-about'! If you happened to pick him up, please return him to the basket so he can watch over the final donations!

The response from the school community was overwhelmingly generous! Thanks to the fantastic efforts of the VCE VM Year 11 class



and the kindness of all donors, the Blanket Drive collected over 100 items! These much-needed blankets and towels have now been delivered to GAWS, ensuring many animals will have a warm and comfortable stay while awaiting their forever homes. A massive thank you to everyone who donated! Your contributions have made a real difference to the animals at GAWS.

[2025 MacKillop Family Services Social Justice Day](#) - The MacKillop Social Justice Day is a unique social justice initiative that brings Year 9 students from across the Catholic Secondary Colleges of Geelong together around a shared justice objective. The history of MacKillop Family Services extends back to 1854, when the Sisters of Mercy, the Christian Brothers and the Sisters of St Joseph began their work in Australia. With a shared historical connection to the work of MacKillop, the Catholic Secondary Colleges of Geelong gather annually to engage Year 9 students in a contemporary and relevant injustice of their time; students learn about the challenges faced by children in Out of Home Care (OoHC) and how they can advocate and serve those in need within their community. This year SHC hosted 72 Year 9 students from across SHC, SJC, Clonard, Iona and St Ignatius Colleges for this meaningful and empowering event.

Throughout the day our students undertook a range of workshops that considered alternate education models for disengaged and challenged youth, the value of service animals in coregulation and social engagement, as well as the realities of Out of Home Care in Victoria. Students worked together to become more trauma informed and develop initiatives that will support MacKillop in the work they do in the months to come. SHC ties this initiative to the Year 9 Community Project curriculum to provide a more integrated service-learning model that allows for deep contemplation, reflection and needs driven action.



[2024 Timor Kolega Immersion – Term 4 service-learning response](#) - In September of 2024, a class of Year 10 & 11 students travelled to Baucau, Timor on immersion. Kolega means friend in Tetum (the language of the Timorese people). This program looks to build friendships with our community partners and make lasting positive impacts on the lives of others. SHC is partnered with CTID (a technical college run by the Canossian Sisters) and the Venilale Orphanage (run by the Salesian Sisters).

While in Timor we provided English dictionaries to the students of CTID to support them in their studies. We also provided donations of musical instruments and sporting equipment to the children of the Venilale Orphanage. During our visits with the students of CTID it became apparent that the student dormitories needed all the timber beds replaced due to a wood worm infestation. Metal beds would need to be fabricated locally and all mattresses needed replacement.

On return to SHC, the class spoke at student assemblies and staff meetings to share their experiences and motivate the support of others within our community to raise needed funds to upgrade the CTID student dormitories and other educational support programs at CTID.

Timor has a culture that emphasises this importance of Catholic witness (to spend dedicated time in the *seeing* of one another and the celebration of innate dignity). This culture aligns seamlessly with our Mercy value of hospitality. As such, our immersion students designed a fundraiser that sought to celebrate Timor-Leste and the ongoing friendship between SHC and CTID.

The students baked cupcakes and honey joys decorated in yellow and red (the colours of the Timor flag). These were accompanied by paper saucers for each item decorated in the Timor-Leste flag and printed with scripture, quotes, statistics, and Tetum language to raise awareness of the country of Timor. A comfortable cup of tea was also provided to celebrate our tradition of hospitality.

Students created a film depicting their immersive learnings, a presentation to display on College screens with images of their immersion and the strongly forged friendships that they established. Again scripture, quotes, facts, and relevant information was peppered through the presentation to ensure it was both engaging and informative. The students played Timorese music and songs that were the favourites of their friends at CTID.

Students wrote bulletin prayers, notices, and a Principal's update in the hope of informing their peers and wider community about the importance of our friendship with CTID.

Finally, students created a presentation for the 2025 Mercy Empowerment Dinner and approached local businesses for donations that could be used in the MED raffle to raise further funds for immersive community partners.

The work behind the scenes to deliver a fundraiser and awareness campaign that celebrated our friendship and commitment to Timor-Leste, while also raising desperately needed funds to ensure the students can sleep in a safe and sanitary space was significant.

In February 2025, the newly constructed beds, new mattresses, and linens were delivered to CTID. There was great joy as Madre knew her students would now have safe and clean dormitory accommodation. It is a great privilege for us that Madre trusted us with the private conditions of the students' dormitories and that we were able to collaboratively work with our community to rectify this issue for the students. Our next Timor Kolega Immersion will run in 2026 and we wish our intrepid travellers a fruitful journey.

[2024 DADIRRI: First Nations Immersion Program – Term 4 service-learning response](#) - In August of 2024, a class of Year 9 & 10 students embarked on an immersion to Pudukal country in the Northern Territory. There they met with newly developing community partners at Middle Point Primary School. In Term 4 of 2024, after returning from their cultural immersion, students engaged in a meaningful social justice action to support the educational needs of Middle Point School. They created a month's worth of engaging lesson plans tailored to the students at Middle Point. These lessons, recorded at Sacred Heart College, were sent to Middle Point School to be used as part of their educational program.

The lessons included a variety of activities, such as reading books, conducting science experiments, running dance classes, teaching Mathematics, and providing a virtual school tour of Sacred Heart College. This initiative not only enriched the learning experiences of Middle Point students but also fostered a sense of solidarity and cultural exchange between the two communities.

Further discussions regarding the development of our community partnership have been had between the SHC Mission and Ministry Team and leadership at Middle Point Primary. It has been agreed that the

partnership should focus on inspiring educational engagement to promote school attrition and an increased value in educational development.

CTID Staff Exchange Program - 2025 saw the reinstatement of the CTID Staff Exchange Program. This initiative invites staff from our community partner, CTID, in Baucau Timor-Leste, to travel to Geelong for a teaching placement within Sacred Heart College. The exchange involves a month's placement within the College and provides professional development, English support and varied educational practice experience for staff from CTID. This year SHC received one teacher exchange with the arrival of Apolonia Pinto, CTID's English support teacher, for a month-long placement.

During her stay Apolonia resided within the College's Cumberland House and was mentored by a team of staff whose classes she attended. Apolonia was also given the opportunity to attend school excursions to the Aquarium, Year 12 Seminar Days, Faith Days, Community Project environmental excursions and social justice workshops, sporting events (including the Herald Shield football match) and College Arts Day.

Generous SHC staff also hosted Apolonia for stays in their own homes and hosted her for dinners and took her for outings, including a drive down the coast to visit Barwon Heads and Ocean Grove, a visit to see the kangaroos and up to Melbourne to watch an AFL match.

Apolonia was given a certificate of completion for her placement at SHC and returned to CTID with many newfound ideas and experiences. The program is intended to run every second year, alternating with the student immersion.



GVFS - Staff Study Program - Term 3 The Geelong Viqueque Friendship Schools (GVFS) - School Sub-committee sent 9 representative staff from 5 Geelong schools on a study tour of our community partners in Term 3 of 2025. The attending schools included Sacred Heart College, St Joseph's College, Kardinia International, Geelong Grammar and Christ the King Primary School. The group travelled from Dili to Buacau, on to Viqueque, Ossu and then Same and Railaku to hear from community partners regarding current needs and improved community partnership practices.

The program commenced in Dili with the group visiting the Centro Nacional Chega. Located in a Portuguese era prison that was used by the Indonesian military to imprison Timorese resistance fighters during their fight for independence. Chega is now a memorial that shares the stories and memories of victims and survivors encouraging freedom from social injustice.

From Chega we travelled to the Santa Cruz cemetery, the resting place of Sebastian Gomez and the site of the Santa Cruz massacre, during which so many Timorese lost their lives at the hands of the Indonesian Army. We then walked to the top of Cristo Rei, passing the Stations of the Cross along the way.

After our time in Dili, we headed down the coast toward Baucau. Our first stop was at ICFP, the teachers College. We met with Margie Beck and Marist, Brother Paul to discuss the programs the College runs and how they seek sponsors for their students to enable them to complete their teaching qualifications. Br Paul was pleased to note that their graduates are highly sought after and their employment rate after graduation is very high.



From ICFP we headed to CTID, a technical College run by the Connosian Sisters. CTID is our partner school, and we were warmly received by our friends with traditional dance and wonderful hospitality. After this warm greeting, we sat down with Madre Maria and Program Director, Titania, for them to share the amazing work undertaken at CTID. Madre explained the various programs including their certificate courses in textiles, administration and food preparation and hospitality. Madre provided us a tour of the newly refurbished dormitories, which Sacred Heart had fundraised for in 2024, and met with SHC staff to discuss current needs and future projects between SHC and our friends at CTID.



The next day we headed to Venilale, to meet with the Salesian Sisters, who run an orphanage and school in the township. Currently they have 105 girls from 5-16 years of age in their care. The children live at the orphanage and attend the school during the day. The Sisters work very hard to ensure the needs of the children are met and that they work pastorally with families in need.

From Venilale, we travelled to Viqueque, where a number of Geelong schools have partnerships. We visited Viqueque 1, who are partnered with St Joseph's College. The school has approximately 300 students across Years 7-9 and is coeducational. We then went on to Cabira, which caters to students from foundation to Year 9 and has 540 students attending their classes. Both of these schools are within the Government schools system.



Next we visited St Mary Amaculate. We met with Fr Tom Cruz, the parish priest of Viqueque. Fr Tom was very welcoming and shared some of the work they have been doing to establish a laboratory classroom in the parish school, which caters to 300 students from Prep to Year 12. Fr Tom noted that class sizes in the Catholic school are between 20-25 students, while in the public sector, classes are sometimes up to 50 students.

In the afternoon we visited the Community Centre, which has recently received laptop donations from Kardinia International College. The community centre runs classes for all ages and is hoping to establish a library.

The next day we headed up the mountain to Ossa. First we attended Olakasa College, a Government secondary school catering to Year 10-12 students and partnered with Geelong Grammar College. The school sits under a spectacular vista of the mountains and the students greeted us with great enthusiasm. Many students travel to attend Olakasa and so a boarding house adjacent to the College houses the majority of students.

Down the hill just a little way is Santa Teresinha, a Catholic junior secondary school with 440 students. The parish priest is also the principal of the school and one of their staff visited Geelong about 10 years ago through the GVFS association and spoke fondly of the experience. Santa Teresinha is partnered to Sacred Heart via the GVFS arrangement. Sacred Heart provides donations annually that contribute to student scholarships.



Our final visit to Viqueque was Uaimori. Uaimori is an English language program for primary students that is run on Saturday mornings by a volunteer teacher. We had the pleasure of working with the students to support their English language expression.

Most schools visited in Viqueque provide primary instruction in the mornings and secondary instruction in the afternoon. Most schools face challenges related to access to clean water, sanitation facilities (toilets)

and access to teaching resources and materials. It was a valuable opportunity to see and hear the current needs of community partners with the intention of better supporting our Timorese friends.

After Viqueque, we travelled to Same to meet with Ornella Byack and hear about her approach to education reform and visit her school, the Batika School of Excellence. This school caters to entry level primary students. Ornella also took us to visit the maternity clinic in Same and the resident doctor shared challenges facing mothers, particularly if health conditions are not favourable during pregnancy. The clinic has been making significant progress in reducing mother and infant deaths due to pregnancy related complications.

Our final destination during our stay in Timor-Leste was Railaku. Railaku is known for its coffee and vanilla beans. The drive to Railaku from Same was a genuine adventure as we picked our way around the mountains on unsealed and very bumpy roads with spectacular views of the mountain ranges. Once we reached Railaku, we met with staff from Timor Unearthed, who shared the story of the Christian Brothers' work in the region to support women and children. The work of the Christian Brothers has since been taken over by MacKillop Services, but the locals continue to speak fondly of the brothers that supported the community for a long time.

The following day we departed Timor-Leste and must be enriched by the learning, community listening and engagement we had experienced. From here, each school will return to their schools to action future initiatives for our community partners and hopefully engage further Geelong schools to embark on partnerships with our Timorese friends. Initiatives actioned in response to community need will be varied and include fund raising as well as seeking needed resources for school and community groups, such as books, printer ink, sporting equipment, ICT and classroom materials.



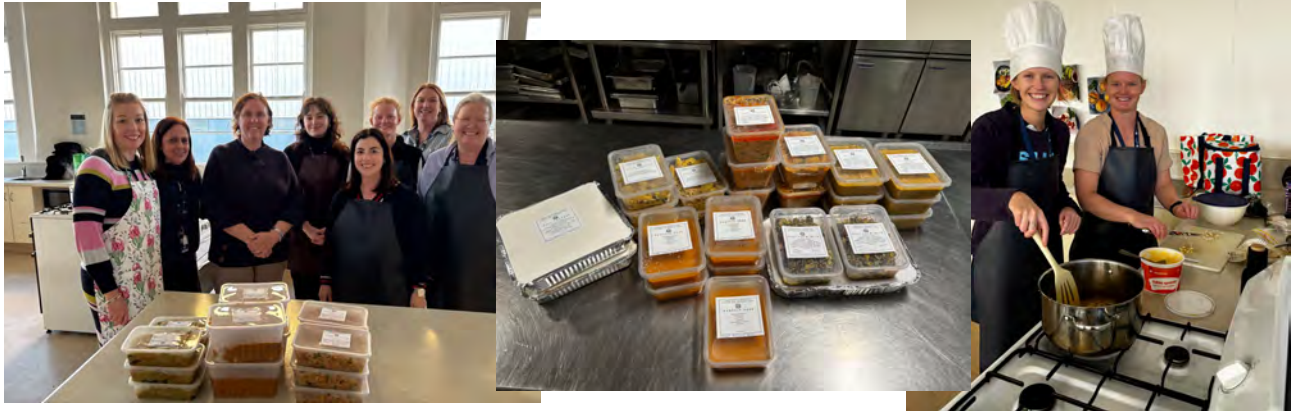
The friendship our Timorese community partners have with the schools and parishes of Geelong are enduring and valuable. It was abundantly clear during this program that these partnerships are something special that enliven hope. In this jubilee year, let us be kolega (friends) and pilgrims of hope, walking together in faith.

[Cooking for Community Freezer](#) - Staff at Sacred Heart College recently volunteered their time after school to prepare meals for the community freezer. Held in the Food Technology kitchens, these sessions saw dedicated staff members cook a variety of dishes which were then frozen for families within the Sacred Heart College community experiencing need, difficulties, or ill health. Any excess meals were shared with St Thomas Aquinas families or donated to Feed Me Geelong, extending their reach into the wider community.



These afternoons of cooking provided not only a practical service but also an opportunity for staff to connect through shared purpose and camaraderie. Volunteers

were invited to bring their own recipes, ingredients, and packaging, creating a collaborative and supportive atmosphere as they cooked "a storm" of delicious meals for those in need.



SUSTAINABILITY INITIATIVES

RESOURCE SMART SCHOOLS

This program, offered by Sustainability Victoria, supports Victorian schools to embed sustainability across the school facilities, community and curriculum, while saving resources and money for the school. Schools join the program and then have access to an online portal where they can learn and practice ways to integrate sustainability. There is one core and four elective modules that enable schools to take action to minimise waste, save energy and water, promote biodiversity and reduce greenhouse emissions.

The College continues to work through the certification process with Victorian Resource Smart Schools program, including an updated MOU with ResourceSmart AuSSI Vic and working with our representative to achieve our School Environmental Management Plan and Core Modules, and increase our performance in the various modules, below, in accordance with Strategy 2021; strategic priority 04/04 *Earn Certification as a Resource Smart School*.

Core Module - 71% complete
Energy Module – 57% complete
Waste Module – 30% complete
Water Module – 54% complete
Biodiversity Module – 38% complete

Area of Focus and Initiatives

1. Energy module

As part of our energy module, the College has undertaken the following activities:

- Solar panels
- Promotion and participation in Earth Hour, Earth Day, World Environment Day, National Sustainability Week
- Energy saving posters/cards that act as reminders to staff and students to reduce electricity usage (e.g. turn off light switches, heaters, etc.)
- Automatic timers on lights.
- Installation of blinds, modern designs in heating and cooling.

2. Waste module

As part of our waste module, the College has undertaken the following activities:

- Recycling – The school encourages waste minimisation and recycling bins are available throughout the school.
- Addition of screens that allow for information to effectively disseminated to staff and students without the use of paper.
- Swimming sports and Athletics Carnival cleanup volunteers
- Clean Up Australia Day information and promotion
- Promotion and recognition of National Recycling Week
- Use of sustainably sourced cutlery and food packaging.

3. Water module

As part of our water module, the College has undertaken the following activities:

- Drink tap garden
- Reusable cups / water bottles
- Water Tanks
- Water saving reminders and awareness posters (predominantly digital to reduce paper waste).

4. Biodiversity module

As part of our biodiversity module, the College has undertaken the following activities:

- Friends of Waurn Ponds Creek – Students were encouraged to join the Friends of Waurn Ponds Creek clean up and tree planting events. The 'Friends of' programs are locally based sustainability groups that look to protect allocated environmental spaces.
- National Tree Day – Information and promotion
- College landscaping – Additional native trees have been planted
- Conscientious landscaping provides additional trees and plants.
- Little Earthies Module - A Call to Action
- Season of Creation initiatives including the Year 8 Outreach Stone Soup event, participation in the St Columbans Mission Society: Season of Creation school competition, class liturgies and many other events and initiatives.

LAUDATO SI ACTION PLATFORM

Laudato Si' calls us toward sustainability in the spirit of integral ecology. With profound care for each other, our Creator, and all creation, we are building a better future together. Development of the school Action Plan based around the 7 goals for the next 7 years is in progress.

Through the wide range of sustainability initiatives undertaken, students have gained a deeper awareness of what it means to be the stewards of creation, thus provoking a broad response of meaningful action to preserve the world for the future generations to come.

This year we have attempted to implement our second action from our Laudato Si' Action Plan. As such we have been engaging with our students to establish new focus within the area of earth and human justice. The College is a member of Catholic Earthcare Australia Schools Program where resources and professional learning are provided on a regular basis. The program also aims to address our ecological challenges so that, as a faith community, we can lead by example and follow our well-formed hearts with practical steps which engage the whole community in caring for our mother earth.

Laudato Si' Action Plan 2023 and Beyond

This plan reflects our community's commitment to follow in the example of the Mercy sisters. Sacred Heart College is called to respond to the cry of Earth and the cry of the poor. We believe that the needs of humanity are not separable from the needs of our Earth. We therefore see that authentic and meaningful social justice is also Earth justice. We endeavour to reflect and act on the 2017 Sisters of Mercy Chapter Statement,

"At this time of global vulnerability God's transforming mercy fires our hearts anew with deeper reverence for all creation. Disturbed by the despair and suffering of many peoples and the degradation of Earth, we are impelled to reflective action for gospel justice" - The Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG).

Our College Strategic Plan, Strategy 2021 and beyond, acknowledges that we are living in a new, fast moving and disrupted world. It will enable us to continue to embrace our collective inner strength, our unapologetic perseverance, our unwavering determination and our relentless courage. A central priority to our Strategy 2021 and beyond is Care for our Common Home.

As such, as a college, we are committed to the Laudato Si' Action Platform and developing our 7-year goals. Sacred Heart College is committed to actioning the goals of Laudato Si through engaged focus in our membership of the Laudato Si Action Platform, the Catholic EarthCare Schools Program and ResourceSmart Schools Program.

Our school will celebrate progress by:

- Reporting progress in the annual school Social Justice Report.
- Regular updates in the school newsletter, school website and social media pages, student, staff and family bulletins and in school announcements.
- Relevant displays and events at locations inside the school.
- Student Awards and acknowledgement for environmental action.
- Promoted at school assemblies and shared through our student leadership programs.
- Grants and competitions applied for.
- Sharing the skills, positives and challenges of our school's journey with other schools.
- Including school wide participation and support of our Laudato Si' goals and our resolute and impassioned membership of the Laudato Si' Action Platform, the Catholic EarthCare Schools Program and ResourceSmart Schools Program (SEMP).

Focus Area Goals (ASSISI Framework) - A Strategic, Systems-based, Integrated Sustainability Initiative

1. Whole School Planning

Sacred Heart College is committed to actioning a school-wide culture of sustainability and a commitment to care for our common home. We aim to achieve this through our Laudato Si goals and our resolute and impassioned membership of the Laudato Si Action Platform, the Catholic EarthCare Schools Program and ResourceSmart Schools Program (SEMP). In addition, we intend to witness this plan through our Mercy Governance, application of Policy, and our Environmental Team.

2. Religious Dimension

Catholic Social Teaching, Celebration of significant events such as Season of Creation, World Environment Day, etc., Liturgy, Prayer, Embedding of eco-theology and Catholic Social Teaching principles in RE Curriculum, Formation in eco-spirituality & theology.

3. Teaching & Learning

Curriculum, Syllabus Perspectives & Materials, Professional Development, Environmental education integrated into all stages and KLAs, Scope & Sequences for environmental education, Curriculum links to environmental action in school.

4. Ethical Resource Use

Individual and School Ecological Footprints, Administrative Practices, Waste Management – recycling, Green catering, purchasing, Audits

5. Caring for Country

Physical surrounds & Maintenance, Biodiversity - Grounds developed to enhance environmental education – e.g. “Outdoor Living Classroom”, outdoor education, Landscaping (equipment, shade, safety and seating reflect an awareness and consideration of environmental impact).

6. Community Relationships

Networks and Partnerships, Student Life.

Focus Area (Laudato Si’ Goals)

The following goals are a combination of what is already being achieved at Sacred Heart College, and what is being planned for in both the near and distant future. Many projects are both current and long-term goals as many of the projects and ideas that we wish to implement have stages of development to ensure they are realised in an authentic and sustainable manner.

The Cry of Earth:

- Involvement in the ResourceSmart Schools Program.
 - Waste, energy and water related bill data entered into ResourceSmart Online.
- Involvement in the Catholic Earthcare Program.
- Involvement in the Laudato si Action Platform.
- Instalment of water tanks.
- The implementation of motion sensors and/or automatic timers on lights.
- Addition of screens that allow for information to effectively disseminated to staff and students without the use of paper.
- Instalment or 4.5 star + energy efficient heating in all new builds, and the addition of best/most efficient options available in the heritage precinct.
- Consideration of installation and alternatives to heating and cooling in heritage precinct.
- Consideration of all cooling units to ensure maximum efficiency and environmental impact.
- Lighting replaced with LED where possible.
- Conscientious landscaping, providing additional trees and plants (drought tolerant).
- Seedlings purchased through local charity/opportunities.
- Mulch/compost use.
- The introduction of Mercy and Mission Leaders with specific expectations and requirements around sustainability and environmental initiatives.
- Collection of food scraps and composting organic materials.
- Energy saving posters/cards that act as reminders to staff and students to reduce electricity usage (e.g. turn off light switches, heaters, etc.)
- Water saving reminders and awareness posters (predominantly digital to reduce paper waste). Awareness that water is a precious resource.
- Inclusion of plants that encourage birds and pollinators.
 - Application of VSGA grants (e.g. edible garden grant, pollinator garden grant, etc.) Grants open from 1st March - 29th April.
- Inclusion of vegetable garden and/or fruit trees.

- Introduction of nesting boxes in both our own grounds and surrounding environments.
- Introduction of insect hotels within our own grounds.
- "Gardening Time" initiative during lunchtimes.
- The development of sustainable products, created by students to address the needs of our Earth.
- The development of our Reconciliation Garden and gathering space.
- Annual Biodiversity Audit to ascertain Habitat Quality Assessment Score - potential could be completed by Care for our Common Home students, or science students. Each class could contribute an area of the school to collate the full audit.

The Cry of the Poor:

- Support of the Caritas Project Compassion Appeal.
- Support of the St Vincent, Bay Leaf and Catholic Care annual Christmas Appeal.
- House based Mercy Works, supporting 8 social justice causes covering local, national and international issues. Our Mercy Works raise awareness, create action and fundraise for various organisations.
- The Year 12 Mercy in Action Project, that sees students develop and act on projects of mercy within our community.
- The Year 12 Mercy Work which supports the efforts of the Offspring Project.
- SHC based Outreach Opportunities such as:
 - Tutoring provided to disadvantaged primary students.
 - Play inspired initiatives to support young children back into schooling after extended absence.
 - Cemetery visits that honour and pay tribute to the Mercy Sisters.
 - Volunteering at Café Lite which supports community connectedness and supports potentially isolated members of the community.
 - PHNA Heart Ministry which provides physical, emotional, mental, social and spiritual warmth, comfort and support to those struggling within our community.
- Self-initiated Outreach Opportunities such as:
 - St Vincent De Paul Op Shops.
 - Tutoring Programs.
 - Rotary Book Fair.
 - Clairvaux Carnival.
 - Community Events.
 - Support as significant masses and events.
 - Environmental projects and events run within our community.
- Group Food Drives and pantry restocking for local families in our Geelong community struggling and in need.
- Hampers and food deliveries for local families who are experiencing illness, grief and financial hardship.
- Winter/Spring Sleep Out that supports Lazarus House.
- The development and distribution of Inclusion and Diversity Scholarships.
- Parent access to 2nd hand uniforms.
- The development of a Reconciliation Action Plan (RAP).

Ecological Economics:

- Involvement in the ResourceSmart Schools Program.
 - Waste, energy and water related bill data entered into ResourceSmart Online.
- Involvement in the Catholic Earthcare Program.

- Involvement in the Laudato si Action Platform.
- Digital staff and community newsletter.
- Installation of solar and data panels - 10Kw panels (NSSP and VSSP grants).
- Installation of water tanks.
- Environmentally friendly photocopying
 - Reduction in photocopying in general.
 - Teachers minimise paper use by posting materials on online/Canvas.
 - Use of a printing manager to oversee paper use.
- Recycling Bins.
- Use of sustainably sourced cutlery and food packaging.
- Sustainability in the canteen.
- Installation of drink taps with garden beneath to utilise lost water.
- Installation of blinds, modern designs in heating and cooling.
- Computers and digital equipment have sleep mode enabled.

Adopting Sustainable Lifestyles:

- Involvement in the ResourceSmart Schools Program.
 - Waste, energy and water related bill data entered into ResourceSmart Online.
- Involvement in the Catholic Earthcare Program.
- Involvement in the Laudato si Action Platform.
- Reduction of waste and recycling of materials.
- We have employed a dedicated printer who has dramatically and effectively reduced paper waste across the school.
- Care for Common Home.
- Newsletter articles encouraging our community to compost food scraps, reduce waste and recycle.

Ecological Education:

- The development of Religious Education Units that further educate and empower our students to be agents for change. For example, Big Issues, Care for our Common Home, From Where We Come, Religion through the Eyes of Art, Environmental Warriors and various others.
- Immersion programs which incorporate an understanding of holistic justice (recognising the integral link between caring for humanity and the environment).
- Environmental Science units.
- Involvement of Mercy and Mission Leaders at assemblies to report on and promote sustainability.
- Further encouragement and empowerment of students to take responsibility for turning off lighting and heating/cooling units at the end of lessons.
- Implementation of a "Switch Off" competition focused around Earth Hour.
- Promotion and participation in Earth Hour, Earth Day, National Sustainability Week, National Environment Week, National Recycling Week and others.
- Newsletter articles encouraging our community to compost food scraps, reduce waste and recycle.
- Participation and promotion of Clean Up Australia Day and Clean Up Schools Day.
- Promotion of Ride2School Day as well as the Ride2School Poster competition.
- Energy saving posters/cards that act as reminders to staff and students to reduce electricity usage (e.g. turn off light switches, heaters, etc.)
- Water saving reminders and awareness posters (predominantly digital to reduce paper waste). Awareness that water is a precious resource.
- Little Earthies Student Course: Laudati Si' - A Call to Action

Ecological Spirituality:

- Weekly Body Prayer sessions
- The Season of Creation teaching resources, events and activities.
- Staff attendance at ResourceSmart Schools Professional Development workshops.
- Staff Retreats - Santa Casa
- Mini Staff Retreat - throughout the year

Community Resilience and Empowerment:

- Outreach participation at Clean up Australia Day as well as other community events.
- Promoting Sustainability and significant environmentally focused days within our community.
- Mercy and Mission student Leadership Team.
- Mercy Empowerment Dinner.

Future Priorities:

- Further development of the Mercy and Mission student leaders focus on sustainability and environmental initiatives.
- When evaluating existing initiatives/programs/actions, or developing new initiatives/programs/actions, within our community we aim to embed a self-evaluating culture where the environmental impacts of the proposed action are considered. In addition, we hope to develop a culture where the most sustainable approach is favoured, clearly identifying sustainability as a priority in our community.

For example:

- *When new curriculum or programs are developed, staff are encouraged to seek opportunities to further educate our community on sustainability. Hence, in doing so we will heed the cry of Earth, embracing and incorporating sustainability within all aspects of learning.*
- *When the college purchases supplies, such as stationary or catering materials, the environmental impact of said supplies are considered and the most sustainable options are actively sought.*

Actions 2023 and beyond

Whole school initiatives:

- Overall monitoring of our water, energy, waste and biodiversity through ResourceSmart Program
- The inclusion of the Laudato si' Platform Vision and Goals on college website and documentation.

Staff education/initiatives:

- Education/awareness - whole staff addressed regarding ResourceSmart Schools Program, Laudato Si' Platform and Catholic Earthcare Certificate

In school/with students:

- Targets call out for students to help facilitate the ResourceSmart Program via the Laudato Si' Action platform goals.
- Students to engage with the platforms
- Litter
- Food waste - Compost
- Education/awareness
- Overall monitoring and awareness of our water, energy, waste and biodiversity

Wider community:

- Community awareness of Laudato si' Action Plan and Resourcesmart Program

- Awareness of overall monitoring of our water, energy, waste and biodiversity
- Information through Principal's Update

Actions Plans for 2023 and beyond

Action Plan 1 - Whole School and Staff Directed

Aim:

To develop a whole school approach that supports greater sustainability and awareness of our environmental impact. Therefore, developing school procedures and practices which audit, monitor and improve biodiversity, energy and water usage, as well as waste management within our college.

Focus Area (Laudato Si' Goals):

- The cry of Earth
- Ecological Economics
- Adopting Sustainable Lifestyles

Hope/Intended Outcome:

To establish a dedicated team of staff who will initiate and develop a whole college approach to sustainability and environmental awareness.

Through involvement in the ResourceSmart Schools Program, Catholic Earthcare Program and Laudato Si' Action Platform, in hope of better educating, empowering and enabling our community to become more sustainable and environmentally conscious.

Indicators of success:

- 1. Successful and completed entry of waste, energy and water related bill data onto the ResourceSmart Online platform.
- 2. Upload SEMP (School Environmental Management Plan) to the ResourceSmart Schools platform.
- 3. Increase our percentage of completion of the energy, waste, water and biodiversity modules.
- 4. Completion of the Laudato Si' Action Plan and its delivery to the staff, student and college community.
- 5. Continued commitment to further education through the Catholic Earthcare Schools Program Certificate, Circle of Mercy sessions, professional reading, professional development.
- 6. Integral ecology professional learning, and creating practices to share with the school community.

Anticipated Costs:

No anticipated costs.

Action:

- Enter waste, energy and water related bill data onto the ResourceSmart Online platform.
- Complete and upload SEMP (School Environmental Management Plan) to the ResourceSmart Schools platform.
- Dedicate Sustainability meeting times to the progression of the energy, waste, water and biodiversity module in the ResourceSmart Schools Program.
- Complete and upload the Laudato Si' Action Plan to the Laudato si Action Platform.
- Commencement of the Little Earthies Schools Program supporting the student development of the Laudato Si' Action Goals.
- Inform staff, student and wider college community, about our college involvement in the resourceSmart Schools Program, the Laudato Si' Action Platform, and the Catholic Earthcare Schools Program Certificate.
 - Inform staff via email, Staff Bulletin, and in person at a whole staff meeting.
 - Inform students via Mercy and Mission Leaders and wider student leadership team, as well as upload to the Student Bulletin.

- Inform the wider college community via Family Bulletin and the college website.

Timeframe:

2022 - 2025

Responsibilities:

- To oversee and contribute to the entry of waste, energy and water related bill data onto the ResourceSmart Online platform.
- To oversee and contribute to the completion and submission of the SEMP (School Environmental Management Plan) to the ResourceSmart Schools platform.
- To oversee and contribute to the completion and submission of the Laudato si Action Plan to the Laudato si Action Platform.
- To oversee and contribute to the commencement of the Catholic Earthcare Schools Program Certificate.
- To assist in informing staff, student and wider college community, about our college involvement in the resourceSmart Schools Program, the Laudato si Action Platform, and the Catholic Earthcare Schools Program Certificate.

Action Plan 2 - Student Directed

Aim:

To establish term based sustainability goals for student focused initiatives. To empower the Mercy and Mission Leaders (MML) to establish achievable sustainability goals for students that increase awareness of environmental concerns and greater participation in sustainability initiatives (focus on litter within the school and incorporate students into the ResourceSmart Schools Program).

Focus Area (Laudato Si' Goals):

- The cry of Earth
- Ecological Economics
- Adopting Sustainable Lifestyles
- Ecological Education

Hope/Intended Outcome:

To empower the MML to establish a manageable group/plan which is shared with students and the wider SHC community. Which increases awareness of environmental concerns and greater participation in sustainability initiatives (with a focus on litter within the school and the incorporation of students into the ResourceSmart Schools Program).

Indicators of success:

- Regular, planned and intentional meetings of the MML to address sustainability issues within the school.
- A Term or semester based plan which outlines sustainability goals and the means by which to achieve them.
- Greater awareness amongst students, staff and the wider school community regarding sustainability.

Overall Time Frame: 2022 - 2025

Anticipated Costs:

No anticipated costs.

Action:

- MML to meet with CCL (and any other relevant support staff) to be introduced and briefed

regarding this intention.

- MML to launch their plan/goals and strategies.
- MML to generate student support and participation around plan/goals.

Timeframe:

2023 - 2025

Responsibilities :

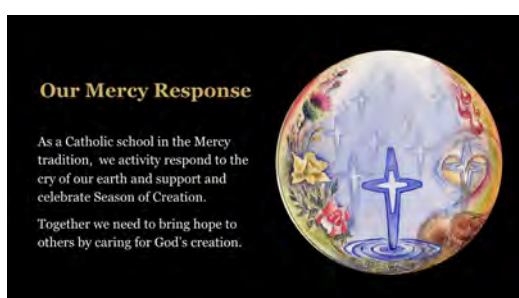
Support Mercy and Mission Leader in her meetings and direction of MML.

To support and direct the MML in their development and implementation of sustainability plans/goals.

Mercy Mission Leaders To drive the development of plans/goals. To generate student and staff support of the plan/goals. To actively participate in the ResourceSmart Schools Program from a student perspective.

OTHER SUSTAINABILITY INITIATIVES

Season of Creation – To celebrate this season on the liturgical calendar, environmentally themed bulletin prayers were provided for the college community. In addition information regarding the purpose and value of the Season of Creation was shared with students, staff and college families via digital means to ensure a paper free aspect was also achieved. Digital platforms included, emails, digital bulletin notices, projected information on screens across the school and the College social media platforms.



Teaching and learning resources about the Season of Creation were also provided to students and staff, and a Season of Creation liturgy was provided in the school's chapel. Furthermore, learning opportunities were provided such as online seminars, teaching resources, the encouragement of student participation in the Caritas School Art Competition 2025, the St Columbans Mission Society: Season of Creation school competition, and the Prayer for Creation joint initiative.

Finally, the Year 8 Outreach classes also all participated in the Season of Creation: Stone Soup event and liturgy.



SHC Sustainability Challenge – Sacred Heart College community are challenged to think more sustainably across the year through information both posted via emails and projected on screens throughout the school. Different environmental themes are addressed so as to allow students to engage with a variety of issues associated with our environment and its sustainability. There is a range of both physical and educational challenges for students and staff to undertake, in the hope of generating a greater focus on environmental issues.

Reducing Carbon Emissions - Australians are some of the biggest individual Carbon Emission producers. CO2 emissions per capita in Australia are equivalent to 17.10 tons per person (based on a population of 24,262,712 in 2016). 35% of Australia's total carbon emissions were produced by fuel combustion to make electricity. However, we alone cannot stop the Carbon Crisis. In fact, there are just 100 companies that are responsible for 70% of the world's carbon emissions produced over the past few decades. SHC believes that to achieve change we need to take personal action, and ensure our government mandates that large businesses conform to carbon emission standards.

The SHC community were invited to participate in the reduction of carbon emissions by firstly assessing their individual Ecological Footprint, to make changes to reduce their own personal carbon footprint. They were then encouraged to recognise that this is not an issue that will be solved by individual changes alone, and so the SHC community are also encouraged to write to our political representatives, and expressed their desire for her to ensure carbon emission reform. This initiative is now embedded in a number of curriculum areas including year 8 Outreach and Living Mercy lessons.

National Recycling Week (Plastic Pollution Reduction) - There are many ways to reduce Plastic Pollution but potentially the most effective is to “cut it off at the source” - stop buying and using plastics, especially single use plastics. The average human consumes over 18kg of plastic in their lifetime.

Students and staff at SHC are educated about the concerns associated with plastic pollution from both a personal health perspective and a broader global environmental perspective. The SHC community is encouraged to be more aware of their own physical space and to ensure all rubbish is picked up at the end of each lunch and recess.

Laudato Si' Week - SHC acknowledged and celebrated Laudato Si' Week through visual presentations presented to both staff and students.



The Design Futures Lab - The Design Futures Lab at Sacred Heart College Geelong is a space for invention collaboration and imagination where emerging talents and experts unite to pioneer sustainability driven design with community impact at its heart. By welcoming both success and failure we cultivate open ended exploration that gives rise to ideas with purpose

“Crisis brings us to invention and ironically to opportunity”

Margaret Diffey-Warylo Year 9

“I believe it's very important that we start using bio materials to replace non renewable

materials”

Saffron Macfadyen Year 7

At Melbourne Design Week 2024 we partnered with Nexus Designs to unveil a 3D printed material made from 85–90% spent coffee grounds reimagining waste as a resource. Building on this our work explores grown materials that merge ancient fabrication with futuristic biocomposites at the intersection of circularity science and design

In 2025–2026 the Lab expands its focus from material innovation to design activism bringing creative action to real world challenges. On Tuesdays students visualise climate futures through AI and global data. On Wednesdays they design and build a *tiny house* to be gifted to a cause of their choosing. On Thursdays they cultivate new bio materials in collaboration with Greenspace Cultivated Nexus Designs and Bardee extending these innovations into Fashion Design and Chemistry classrooms

Through making questions and imagining the Design Futures Lab rethinks design as a lens through which cross disciplinary STEAM learning is applied for good shaping a future where creativity and care co-exist.



AREA 4: FUNDRAISING – UNDERSTANDING AND RESPONDING TO SOCIAL INEQUITY

Fundraising initiatives and outcomes:

SHC Mercy Works

Annual Christmas Appeal

Project Compassion

Mercy Empowerment Dinner

SHC MERCY WORKS

Catherine McAuley worked to address the injustices present in her time and we are privileged to walk in her footsteps. As a College we are committed to supporting a number of different organisations. Two Mercy Works organisations were allocated to each House and facilitated by the House Leaders. House Leaders held a House assembly to launch each of their Mercy Works to staff and students. The aim was to help students to meaningfully reflect on the meaning of mercy through prayer, to develop a stronger awareness and understanding of the organisation their House will be supporting for their Mercy Work and to create a 'fundraising goal' within their Mentor Groups. Additionally we support Project Compassion as an entire College and our Year 12 cohort supports Offspring Project.

Summary of allocated House Mercy Works for 2024

Contributors	Semester	Organisation
All Students and staff	1	Caritas - Project Compassion
Padua	1	Bahay Tuluyan Philippines Australia
Padua	2	ACRATH
Siena	1	McAuley Community Services for Women
Siena	2	Timor - ICFP
Loyola	1	Mercy Works - Indigenous Projects
Loyola	2	Mercy Works - Diocesan Livelihoods Program in Kiunga in PNG
Clairvaux	1	Catholic Care - Settle Well Program
Clairvaux	2	We All Rotate
Year 12	1 & 2	Offspring Project

Summary of allocated House Mercy Works for 2025

Contributors	Semester	Organisation
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Loyola	2	Mercy Works - Diocesan Livelihoods Program in Kiunga in PNG
Clairvaux	1	Catholic Care - Settle Well Program
Clairvaux	2	We All Rotate
Year 12	1 & 2	Offspring Project

SIENA MERCY WORKS (Semester 1)

[McAuley Community Services for Women](#) – This organisation provides much needed services for women and their children who are escaping family violence, and for women who are homeless. Following in the footsteps of Catherine McAuley, McAuley Community Services for Women offer crisis and longer-term accommodation, vital employment services, social and recreational support and services for children. Siena held a House assembly in Term 2 to launch their Mercy Work, featuring guest speaker Hayley Marriott, Fundraising and Engagement Lead at McAuley Community Services for Women. Siena House raised a total of \$2,213.53

SIENA MERCY WORKS (Semester 2)

[ICFP Teacher's College Bacau, Timor Leste](#) - ICFP is a Marist Catholic Teachers College that offers an accredited Bachelor of Teaching and is the only tertiary institution outside of Dili. It is also one of only two providers of primary education teacher training in the country. The educational infrastructure in Timor-Leste is still developing, therefore ICFP's goal is to strengthen the Catholic School system and provide the country with fully qualified teachers. Siena held a House assembly in Term 3 to launch their Mercy Work, featuring guest speaker Margie Beck, Deputy Director at ICFP Baucau who was able to join via zoom. Margie Beck has taught many teachers in Timor-Leste, developed curricula and written academic books on the development of education in Timor-Leste. Margie Beck became a Member of the Order of Australia 'for significant service to Australia - Timor Leste relations through teacher education roles. Staff and students were encouraged to set a 'fundraising goal' within their mentor group for the term and participated in our annual College Walkathon. Our Walkathon connects us to their perseverance. Every step we take is a reminder that access to education should not be a privilege, but a right. Siena fundraising efforts \$1902.17

PADUA MERCY WORKS (semester 1)

[Bahay Tuluyan Philippines Australia \(BTPA\)](#) - BTPA is a children's rights organisation that works to build the capacity of partner organisations in the Philippines who are working with children living in poverty. They do this through education, advocacy, volunteering and sustainable development programs. Padua held a House assembly in Term 2 to launch their Mercy Work, featuring guest speaker Catherine Scerri, Executive Director of Bahay Tuluyan who was able to join via zoom. Padua House raised a total of \$1900.90

PADUA MERCY WORKS (Semester 2)

Australian Catholic Religious Against Trafficking in Humans (ACRATH) - ACRATH is endorsed by Catholic Religious Australia - the peak body for 155 religious orders in Australia, representing over 5,700 religious sisters, brothers and priests. ACRATH's mission is to eliminate human trafficking and they do this in collaboration with other organisations in Australia and internationally. ACRATH has been a pioneering voice in the Australian Catholic sector in the fight against human trafficking and modern slavery since 2005. Padua held a House assembly in Term 3 to launch their Mercy Work, featuring guest speaker Judith Lamo, a volunteer from ACRATH. Staff and students were also encouraged to set a 'fundraising goal' within their mentor group for the term and participated in our annual College Walkathon. By walking together, we reclaim the dignity of movement and walk in hope for a world where freedom and safety are upheld for every person. Padua House fundraising efforts \$1911.86

CLAIRVAUX MERCY WORKS (Semester 1)

Catholic Care - Geelong Settle Well is an intensive, school-based support service for Young Refugees and Asylum Seekers. It provides support to Refugee Youth to give them a stronger start in life. Clairvaux held a House assembly in Term 2 to launch their Mercy Work, featuring guest speakers Sarah Cunningham, Engagement Officer, Ar Ree Da Norwab and Nestor Estampa, Family Counsellor/Settle Well Program Coordinator at CatholicCare. Clairvaux House raised a total of \$1900.07

CLAIRVAUX MERCY WORKS (Semester 2)

We All Rotate - We All Rotate is an organisation based in Kathmandu, Nepal. Its goal is to provide financial backing, mentoring and opportunities to support the development of education, health and well-being in impoverished communities. The organisation looks to provide water security, and sanitation dignity packs to Nepalese communities, as well as child sponsorship. Students raise funds to sponsor two Nepalese girls to access education in Kathmandu. Clairvaux held a House assembly in Term 3 to launch their Mercy Work, featuring a video created by Steve Beatty, founder of We All Rotate. Staff and students were encouraged to set a 'fundraising goal' within their mentor group for the term and participated in our annual College Walkathon. Our Walkathon connects us to the journeys of those who walk for safety, education, and opportunity. Every step we take is a sign of compassion, solidarity, and hope. Clairvaux fundraising efforts \$1902.16

LOYOLA MERCY WORKS (Semester 1) -

Mercy Works: Diocesan Livelihoods Program in Kiunga in PNG

Mercy Works Diocesan Livelihoods Program - in partnership with the Diocese of Daru-Kiunga, aims to improve the living standards of people, mainly West papuan refugees, who have resettled in lowara and along the Down Fly River (Border Villages near Indonesia). People here experience food shortages, poor living standards and struggle to make ends meet. Loyola held a House assembly in Term 3 to launch their Mercy Work, featuring guest speaker Justine McMahon, Head of Programs (Mercy Works - Diocesan Livelihoods Program in Kiunga in PNG. Loyola House raised a total of \$1896.94

LOYOLA MERCY WORKS (Semester 2) -

Mercy Works: Indigenous Projects - Mercy Works Indigenous projects are spread across Australia and focus on education as a means of empowering our newest and oldest members of society. Loyola held a House assembly in Term 3 to launch their Mercy Work featuring guest speaker Justine McMahon, Mercy Works Head of Programs. Staff and students were encouraged to set a 'fundraising goal' within their mentor group for the term and participated in our annual College Walkathon. In many remote areas, walking is part of daily life—just to access services we often take for granted. Our Walkathon honours their resilience and walks with them toward justice, equality, and empowerment. Loyola fundraising efforts \$1898.14

YEAR 12 MERCY WORKS

Offspring Project – is a social enterprise that provides holistic care to young women rescued from human trafficking in Kolkata. They focus on four key areas: employment (vocational training), education, empowerment and a safe place to live (community hubs).

Year 12 students were introduced to the work of Offspring Project as part of their second Seminar Day – Mercy and Justice. Offspring Project founder and SHC alumni Kristi Davidson presented to Year 12 students during the day sharing the story of her journey toward taking social action and founding the Offspring Project. She shared insights into the positive benefits that Offspring Project has had on both individuals and local communities.

Students raised funds for their Mercy Work by contributing a gold coin donation when wearing casual clothes on their Seminar Days. The final amount raised by our Year 12 students was \$3,306.08 for the Offspring Project.

Sacred Heart Alumni Association - The Sacred Heart Alumni Association significantly boosted student fundraising efforts by contributing a \$500 donation per house. This addition to the fund substantially increased each house's total tally.

Sacred Heart Event Contributions - In addition to the Alumni contributions, the following events have also supported our Mercy Works totals:

- Foundation Day Mass Collection \$926
- Mother's Day Breakfast \$2797.07
- Father's Day Dinner \$3363.60
- Second-hand uniform sales \$3657.18

This outstanding collective effort, from the student-led initiatives to the generous Alumni support and successful major events, demonstrates the strong commitment of our community. The funds raised will directly enable our vital Mercy Works programs to thrive this year.

WHOLE SCHOOL ANNUAL CHRISTMAS APPEAL - Term 4

This initiative only runs in Term 4 and sees all Mentor Groups collecting and preparing at least 1 hamper of non-perishable food items, Christmas decorations and small gifts to be donated to Bay Leaf Community Kitchen and the St Vinnies Christmas Appeal.

Year 8 RE Catholic Care Christmas hampers - Term 4

This initiative sees all Year 8 Re classes collecting non-perishable food items to be contributed to 30 hampers for Catholic Care. The donated food is then collected and presented in decorative Christmas hampers by the Year 8 Outreach classes who also collect gifts that are donated along with the Christmas hampers.

Summary of House Mercy Works Activities and Funds Raised (2024 / 2025)

Organisation	Contributors	Funds Raised in 2024	Funds Raised in 2025 to date -
Caritas - Project Compassion	All	\$2569.77	\$2902.36

Catholic Care -Settle Well Program	Clairvaux	\$991.05	\$1900.07
We All Rotate	Clairvaux	\$892.51	\$1902.16
Bahay Tuluyan Philippines Australia	Padua	\$599.05	\$1900.90
ACRATH	Padua	\$788.10	\$1911.86
ICFP Teacher's College Bacau, Timor Leste	Siena	\$835.00	\$1902.17
McAuley Family Services for Women	Siena	\$1033.07	\$2,213.53
Mercy Works - Indigenous Projects	Loyola	\$592.00	\$1898.14
Mercy Works - Diocesan Livelihoods Program in Kiunga in PNG	Loyola	\$810.90 and an additional \$500 online donation	\$1896.94
St Vincent De Paul Christmas Appeal	Whole School	Food / Goods / Toy Donations	Food / Goods / Toy Donations
Offspring Project	Year 12	\$995.66	\$3,306.08
Opening the Doors Foundation	Social Justice	NA	\$112
Zoe Kennedy Foundation	Social Justice	\$712 Plus \$610 sold in ZKF merchandise	NA
MADJAM - Geelong Viqueque Friendship School	Social Justice	\$372.94	\$381
Mercy Empowerment Dinner	Immersion Program	\$8,998.33 (2023- Oct)	\$5980.75
College Total		\$21,300.38	\$28,207.96

PROJECT COMPASSION

Ash Wednesday marks the beginning of the Lenten Season and our Term One Mercy Works - Project Compassion. Project Compassion is Caritas Australia's annual Lenten fundraising and awareness-raising appeal. As a College we come together in solidarity with the world's poor to help end poverty, promote justice and uphold dignity. Each Mentor Group will be provided with a Project Compassion Money Box during our Ash Wednesday Liturgy.

The Mercy and Mission Leaders undertook a number of lunchtime and event-based fundraising and awareness activities. A lesson was also created for RE classes to reflect on a story of Project Compassion

and to encourage students to contribute to their Mentor Group fundraising. A total of \$2902.36 was raised for Project Compassion.

Ways to support Project Compassion during Term One:

- Contribute to Mentor Group Fundraising Goal
- Weekly bulletin posts sharing stories of Project Compassion
- Mercy and Mission Leaders led fundraising initiatives e.g., Swimming Carnival, Shrove Tuesday Pancake Stall, Athletics Carnival
- Visit Caritas Australia Website – Project Compassion for more information
- Resources provided to RE teachers to use throughout the Lenten Season

2025 MERCY EMPOWERMENT DINNER - March Forward with Mercy

Our Mercy heritage calls us to step boldly into a future that embraces our solidarity and empowers all people to reach their potential. The Mercy spirit enlivens a drive to decisively and compassionately turn commitments into action. The Mercy Empowerment Dinner is Sacred Heart's annual fundraising opportunity for our community partners affiliated with the College immersions (the Dadirri: First Nations Immersion program, Sacred Ecology Immersion program and the Timor Kolega Immersion Program). Funds raised contribute towards initiatives that address environmental protection, First Nations rights, and access to educational support for young people in Timor. This year the theme of our Mercy Empowerment dinner was 'March forward with Mercy'.

Our keynote speaker for the evening was Gemma Sisia. Gemma is the founder of St Jude's, a pioneering leader in charitable education, providing nearly 2000 Tanzanian children with free, quality education that supports the sustainable development and empowerment of young people to lead full and meaningful lives. Gemma was inspirational and motivating as she spoke of her personal journey to establish St Jude's and her continuing commitment to sustainable educational opportunities for children and young people.

We also heard from John Stanley, an alumnus of St Jude's. John spoke of his experience at St Jude's and of the pivotal impact of his education on his future trajectory. John's passion and dedication has led him onward to entrepreneurial endeavours and the establishment of his own business, as well as an ardent desire to promote the work of St Jude's in the hope of more children receiving the gift of education as he did.

The evening also included a two-course meal, student presentations, a silent auction, and a raffle. There were live musical performances and shared experiences from our 2024 student immersion programs. Calendars highlighting the immersive experience of students were also available for purchase, with all proceeds going to community partner initiatives. The 2025 Mercy Empowerment Dinner was a huge success and we look forward to 2026 with hope and joy.





AREA 5: MERCY EDUCATION FOR ALL - FINANCIAL SUPPORT

Programs supporting a Mercy Education for All:

Mercy Outreach Team

Identifying Families in need

Socio Economic Status (2025) - Financial Assistance (All Students)

Fixed, automatic discounts for Health Care Card Holders

Staff Payroll Deductions

Social Justice Funds Raised

IDEP Advocacy Initiatives

IDEP Team

RESP

EAL Curriculum Design

IDEP Initiatives

Cultural Diversity

Socio Economic Status (2025) - Financial Assistance (Diversity Students only)

Current and Projected Assistance Statistics

COMMUNITIES IN NEED

MERCY OUTREACH TEAM

In keeping with our Mercy values of compassion, hospitality, service, respect, courage and justice, Sacred Heart College established the Mercy Outreach Team to support our families in need.

The purpose of the team is to provide food and basic goods hampers, home-cooked meals and supermarket vouchers for families who:

- Experiencing long term illness
- have a terminally ill family member
- are suffering grief or loss
- are facing financial hardship due to loss of employment, restricted work hours etc.

In order to provide the resources for the hampers, financial support was sought from:

- College staff via payroll deductions, donated to the Family Fund
- College community members via donations to the Family Fund
- Local supermarkets and fresh produce suppliers

IDENTIFYING FAMILIES / COMMUNITIES IN NEED

A confidential registrar of families in need was established so they could be supported with hampers each week. Members of the College Leadership Team delivered the meals and offered tangible support to the families. This year we have delivered over 84 hampers.

Socio Economic Status (2025) - Financial Assistance (All Students)

Student Year Level	2025 Socio Economic Status - Financial Assistance (All Students)									
	Total Students per Year Level	Scholarship	Laptop Scholarship	Total S/Ship	% of student population Scholarship	Health Care Card	Concession	Uniform Assistance	Textbook Assistance	Total Assisted (incl S/ship)
7	258	5	0	5	1.9%	9	1	4	4	23
8	274	3	0	3	1.1%	11	7	0	3	24
9	222	3	0	3	1.4%	12	3	0	3	21
10	223	3	0	3	1.3%	15	6	0	4	28
11	234	8	0	8	3.4%	17	9	0	11	45
12	241	5	0	5	2.1%	17	6	0	8	36
Total	1,452	27	0	27	1.9%	81	32	4	33	177

FIXED, AUTOMATIC DISCOUNTS FOR HEALTH CARE CARD HOLDERS

All parents who have an HCC and submit a CSEF form are automatically granted a \$256 fee discount per student at SHC. This is in addition to the \$256 CSEF allowance given by the Victorian Government. The College's HCC figures for 2025 are as follows:

- number of families that declare their HCCs: 81
- number of families the College provided the automatic discount: 81
- Total value of these discounts given: \$20,736

STAFF PAYROLL DEDUCTIONS

Staff are given the opportunity to make regular payroll deductions and contribute to a range of justice related initiatives and organizations. Funds that are currently available for staff to contribute to are listed below:

- SACRED HEART COLLEGE FAMILY FUND

This fund was established in 1990 by Sr. Carmel O'Dwyer in response to a need to assist staff and families in our own community who find themselves facing hardship. Over the years this fund has enabled a flexible and valued response to families in times of financial difficulty.

- MCAULEY COMMUNITY SERVICE FOR WOMEN

McAuley Community Services for Women provides much needed services for women and their children who are escaping family violence, and for women who are homeless. Following in the footsteps of Catherine McAuley they offer welcoming crisis and longer-term accommodation, vital employment services, social and recreational support and children's services.

- **GIVE WHERE YOU LIVE**

Give where you live is a Geelong based service that aims to create long-term sustainable change for those suffering the effects of disadvantage. They work to ensure the equitable provision of education, gainful employment and provide assistance in the event of crises.

- **EAST TIMOR EDUCATION FUND**

This fund looks to support benevolent works in Timor Leste. Donations contribute to opportunities for young Timorese men and women who are hoping to become teachers. This initiative aims to engage teachers and give opportunities for Timorese communities to have greater access to education.

- **SCHOLARSHIP EQUITY FUND**

The Scholarship Equity Fund is a Sacred Heart College initiative that provides enrolment opportunities for girls and their families who are experiencing financial difficulty or would otherwise find a Mercy education unattainable in the Geelong region. This fund intends to honour the original intention of Catherine McAuley's work by ensuring equitability of educational opportunity for girls.

- **GEELONG MUMS**

This fund supports families who require nursery equipment including cots, prams, and car seats, as well as clothes and other baby essentials, and sort, quality check, and safety check them to ensure they meet current Australian Safety Standards. They help babies and children stay safe, and support families to feel valued and connected. In addition to this they assist more social workers and maternal health nurses in their work with Victoria's most vulnerable families, and prevent more quality pre-loved nursery equipment, children's clothing, books and toys from needlessly ending up in landfill.

- **LIBRARY FUND**

The fund supports the need to resource the College library and provide students with a wide range of reading material.

Social Justice Funds Raised October 2024 to October 2025

Initiative	Amount 2023	Amount 2024	Amount 2025	Activity	Comments
East Timor Education Fund	\$4,340	\$3,723	\$3,178	Payroll Deduction	Fortnightly staff donations
Give Where You Live	\$2,032	\$1,735	\$1,326	Payroll Deduction	Fortnightly staff donations
McAuley Women's Fund	\$910	\$910	\$750	Payroll Deduction	Fortnightly staff donations
SHC Family Fund	\$8,610	\$7,108	\$5980	Payroll Deduction	Fortnightly staff donations
Geelong Mums	\$130	\$80	\$0	Payroll Deduction	Fortnightly staff donations
Scholarship Fund	\$973	\$980	\$549	Payroll Deduction	Fortnightly staff donations
Library Fund	\$60	\$15	\$0	Payroll Deduction	Fortnightly staff donations
Court Precinct Capital Appeal	\$13,000	\$10,000	\$15,000	SHC Community	Donations and pledges - <i>campaign pledges</i>

Sports and Wellness Precinct Capital Appeal	NA	\$33,333	\$181,831	Major Donors & Giving Day	Donations and pledges and the SHC Giving Day
SHC Alumni	\$7,900	\$6,100	\$13,865	Alumni support of SHC scholarship program	One full scholarship supported in 2025
Scholarship Fund – General	\$31,360	\$23,050	\$20,670	SHC community donations	Donations to the equity scholarship program
Scholarship Fund – Inclusion and Diversity program	\$80,205	\$45,550	\$99,125	SHC community donations	Donations to the inclusion and diversity program
Scholarship Fund – Alumni Donations	\$500	\$3656	\$4464	Alumni Reunions Ticket Sales	Alumni Decade reunions (10-50 years)

Total for 2024/25

\$346,733.00

IDEP ADVOCACY INITIATIVES

IDEP ADVOCACY TEAM

The IDEP (Inclusion Diversity Education Program) Advocacy Group was established in 2020 in response to a need for greater inclusivity across our wider community and the identification of refugee families in particular need. The SHC Justice Commitment outlines the need to create a school community that treats all people justly, fairly and with compassion; a community that is welcoming and inclusive of every person and culture. The College is committed to the program and is proud of the opportunities it provides to those in need in our community.

This commitment upholds Catherine McAuley's vision of ensuring education was available to everyone regardless of their culture, beliefs or wealth. One way that this will be achieved is by broadening our student population to reflect the diversity of the Geelong region, giving preference to the marginalized, and continuing the work which Catherine McAuley started.

In 2025 the IDEP Advocacy Group continued to ensure the practices of enrolment, pastoral care and curriculum support an inclusive student population. The team worked towards the provision of an additional two Inclusion and Diversity Scholarships for first generation students from refugee backgrounds coming into Year 7. This opportunity was positively received by the refugee community and in 2025 the team were able to provide a total of twenty scholarships. The team is offering more scholarships in 2026 with the increase of refugees to the Geelong area. At this stage there is one more scholarship for 2026 and the team is seeking to provide more as the needs arise in the community.

The IDEP Advocacy team supports:

- [Networking and invitation](#) – building and maintaining community relations and partnerships which support applicant referrals and share current needs-based information regarding community groups

- [The College enrolment process](#) – facilitating the practical application for scholarship
- [Family engagement](#) – ensuring hospitality is sensitively shown to families and opportunities for strengthening the engagement between the College and families is provided
- [Inclusion and diversity](#) – providing appropriate support for students that enhances their learning experience and provides practical support for staff to ensure program success
- [Transition to mainstream schooling](#) – embedding practices which facilitate success and the flourishing of student potential.

[A Memorandum of Understanding \(MOU\) with Deakin University](#) continues again in 2025, funding for five scholarships in 2025 - \$45,825 for 2025 which covered 5 students fees, books and stationary (3 x year 10, 1 yr 11 and 1 yr 12)

These will continue to be rolled over until students complete their final year, and then awarded to eligible students when the Year 12 students finish.

These Indigenous, Regional and Low SES Attainment Fund (IRLSAF) Fund scholarships encompass the following:

- *Federal funding for three equity groups:*
 - *Lower SES*
 - *Indigenous*
 - *Regional/remote*
- *Funding for students already in our community, plus new students commencing each year*
- *Funding covers full fees, uniform, books, camps etc*

[Refugee Education Support Program \(RESP\)](#) - The Refugee Education Support Program (RESP) is a 2 year program aimed at assisting schools to identify and implement strategies which have a positive impact on the achievement, engagement, and wellbeing outcomes of students from refugee backgrounds and their families. The College works in partnership with Foundation House and Centre for Multicultural Youth to engage in the RESP.

RESP works with participating primary, secondary and special development schools in the government and non-government sectors in five defined geographic clusters across Victoria. The program creates a learning community across school clusters to share their practices and ideas to support each other. RESP uses a Whole School Approach to explore five areas of action: teaching and learning, families, partnerships with community agencies, transitions, and school climate (including empowering student voice). RESP Accelerate focuses on three of these areas: partnerships with families, transitions, and school climate.

During Term 4 the RESP team completed the RESP workshops on Transitions and Engaging Families. The “Enhancing Transitions” workshop, held on 6 November 2024 in Geelong and Colac, focused on supporting refugee background students and their families as they transition into new educational environments. Participants explored the complexities of educational transitions—including academic, social, and emotional changes—and how these are experienced differently by students with refugee backgrounds. The workshop aimed to build understanding of their unique strengths and needs, unpacked a framework for effective transitions, and shared practical strategies and resources. It also emphasized the importance of engaging families in the enrolment process, using interpreters effectively, and creating a welcoming school climate that fosters belonging, safety, and dignity. Staff were also informed about funding sources and support systems to aid their work.

Term 1 Workshop: The "School Climate" workshop, part of the RESP initiative in Geelong, explored how school environments shape the experiences of young people, particularly those from refugee backgrounds. The session focused on understanding the factors that influence school climate—including identity, intersectionality, and racism—and their impact on student wellbeing, belonging, and academic outcomes. Through interactive activities, case studies, and reflective tools, participants examined how policies, practices, and personal beliefs contribute to either inclusive or exclusionary school climates. Key strategies discussed included promoting anti-racism, creating

welcoming physical spaces, and developing inclusive school policies that support cultural diversity, student voice, and resilience. The workshop encouraged schools to proactively build environments where all students feel safe, valued, and empowered.

And in previous terms, the RESP team participated in two key workshops alongside other schools in the Western Cluster. These sessions focused on Refugee Experiences and Culturally Sustaining Schools, providing valuable opportunities for professional learning, completing the school audit, and engaging in collaborative networking. Following the workshops, all staff were invited to complete the RESP survey, aimed at gauging their knowledge, skills, and confidence in working with students and families from refugee backgrounds. In Term 3, the RESP team also conducted interviews with students of refugee backgrounds to ensure that future actions are grounded in student voice. Insights gathered from the audit, staff survey, and student feedback have helped shape the ongoing direction and priorities of the RESP team in supporting refugee-background students and their families.

An SHC Strategic Priority for 2025 identifies creating a 'Culture of Wellness'. This was broken down into creating an inclusive, diverse, healthy and socially-connected community which enhances and nurtures a child-safe environment. The RESP Project then developed a goal in regard to school climate which focussed on students from refugee backgrounds having an increased sense of belonging and connection (developed from audit, staff survey and student consultations undertaken at the beginning of the RESP process).

A relationship between the 100 Story Building and SHC was developed with the support of the RESP team. The mission of 100 Story Building 'is to provide opportunities for the most marginalized children and young people in our community to build the literacy skills, confidence and sense of belonging that are fundamental to future success'. 100 Story Building ran four workshops with the students. They delivered a series of creative and interactive sessions to enable students to build social connection and confidence. The students were able to represent their opinions, feelings and ideas about being a refugee background student inclusive of the topics racism and anti-racism. The sessions were led by creative artists and highly skilled personnel. The culmination of the sessions was a celebration day held early term 4.



Curriculum Design - The curriculum is constructed around the specific needs of the student group using individual learning plans to build proficiency and confidence using the English language for everyday and academic purposes; as well as to integrate study skills, cultural information, pathway transition strategies, and employment skills as much as possible.

Diagnostic assessment is used at the beginning and end of the year to inform the specific language needs of each individual and to identify where they sit on Pathway C: Late-Immersion (Years 7-10).

Targeted teaching covers the three language modes, which are the same as in the English curriculum:

Speaking and Listening,
Reading and Viewing, and
Writing.

The modes are broken down into three strands, which are: Communication, Cultural and Plurilingual Awareness, and Linguistic Structures and Features. In addition to the EAL class, students are also encouraged to attend a morning mentor group on Wednesdays to further develop their connections and support. The Inclusion and Diversity Refugee Background Specialist also meets with the students fortnightly on a Tuesday to check in on wellbeing and any emerging events that they may be wondering about, eg. subject selection discussion and important dates.

The EAL curriculum covers various aspects of language acquisition, including speaking, listening, reading and writing, as well as grammar, vocabulary and cultural understanding. The particular focus this year has been on developing students' English for academic purposes, including identifying key information in listening texts, writing for different purposes and audiences, and exploring themes of identity and belonging. Some of the activities included descriptive writing under timed conditions, biographical and autobiographical writing, and preparation of a creative speech. Our EAL students have produced some outstanding work, displaying great skill and depth of insight.

Community Involvement - The IDEP Advocacy Team representatives continue to seek volunteer work in the Geelong community to deepen the connections with refugee families, and G-RAP (Geelong Refugees Assistance Program). Culturally sensitive Inclusion and Diversity Scholarship flyers (see below) are regularly distributed to the G-RAP, to the Geelong Interfaith Community, and across schools, parishes and community groups. The team liaise with the Geelong Refugee Assistance Network on a regular basis and continues to look for opportunities.



In Every Language, Words Have Power

Language Loop - Sacred Heart is pleased to share that we have partnered with Language Loop. This service provides opportunities for interpreter supported conversations and meetings, both inbound and outward bound. The service empowers families and teachers to have shared understandings through conversation.

Language professionals connect us to one another, creating understanding, support, and inclusion for our diverse community. We are committed to fostering equitable communication that enables everyone to thrive.

Let us help you turn your words into possibilities.

[Refugee Week](#) - (15 - 21 June), is Australia's peak annual activity to promote greater awareness of refugees, the issues they face and the contributions refugees are making to the Australian community. At Sacred Heart College, it has been a time to recognise all who have journeyed to join our community, making Sacred Heart the richer for their presence.

During this time our Sacred Heart Community celebrated Refugee Week. The focus for the week was Finding Freedom; Diversity in Community. Refugee Week is a time to acknowledge the strength, cultures and contributions of people who have come to Australia seeking safety and a better future.

This year's theme reminded us that freedom for refugees isn't just about safety - it's about feeling welcome, valued, and part of a community. Many people fleeing danger leave everything behind. When they find a supportive, diverse community, they're able to rebuild their lives and thrive. That's what Refugee Week is about — celebrating the power of belonging and the strength that comes from coming together.

Community is where people find the strength to solve problems together, where voices are amplified and where our aspirations find direction and support. Community is a space where everyone can feel safe, feel valued and empowered to pursue their dreams, without fear or judgement. During the week, we celebrated that Sacred Heart is a part of inclusive communities all across Australia that open their arms to those seeking refuge, providing platforms for connection and a sense of belonging.

We began the week with a display of our countries with a flag and photo presentation in the Atrium. Our students from refugee backgrounds contributed their flag and made comment about what the theme and refugee week meant to them;

'No one chooses to be a refugee'

'We all deserve to have a home and to be safe'

'No one puts their children in a boat unless the water is safer than the land'

'Refugees are not just survivors—they are builders of new beginnings. Let's welcome them with open hearts and open minds.'

'You're a survivor, not just a refugee. You have recently exhibited extraordinary bravery and a resolute determination. Notwithstanding the challenges, you have discovered your own and your community's strength. Always keep in mind that you are not alone and that your story should be heard.'

'Refugees are not a burden, they are survivors seeking safety and hope. Let's welcome them with dignity and compassion.'

On the Thursday morning of that week, we gathered as a staff, student and parent group for an informal morning tea in the Cafe. Our students from refugee backgrounds were invited to bring a friend to celebrate the connections they have made. Feedback from the students included;

'I think the part where we were talking to each other and getting to know each other more because of the morning tea.'

'This week, the most useful and valuable aspect was the morning tea . It helped me better understand the background of other people.'

We also shared in our mentor groups, the Kpanlogo dance from Ghana in West Africa. The dance was created by young people in the 1960's after Ghana gained independence. It's a joyful and energetic dance that celebrates freedom, identity, and community.

As we learnt and performed it together, we connected to the same spirit Refugee Week honours — unity, resilience, and hope. Like the communities that welcome refugees, this dance shows how shared experiences can build belonging and strength for all. We practiced and then came together on St Stephens Green to dance Kpanlogo as a school community. As we learned and shared the dance we connected to the message — that joy, freedom, and community are for everyone.

Thank you to our Jubilee Year Ambassadors and our Mercy Mission Leaders who created this lesson after attending the Seeds of Justice Conference focusing on 'Voices of the displaced: Journeys of hope and justice'.

Also during this time, our year 7 students listened to a guest speaker from the Refugee Council of Australia. Atena, our guest speaker, shared her story as a refugee from Iran. Her story was one of great resilience and courage, she proudly shared her journey and experience as a refugee.



YOUNG INFLUENCER OF THE YEAR AWARD

Celebrates a young person who has used their platform or creative medium effectively to drive positive change and inspire others in the community.

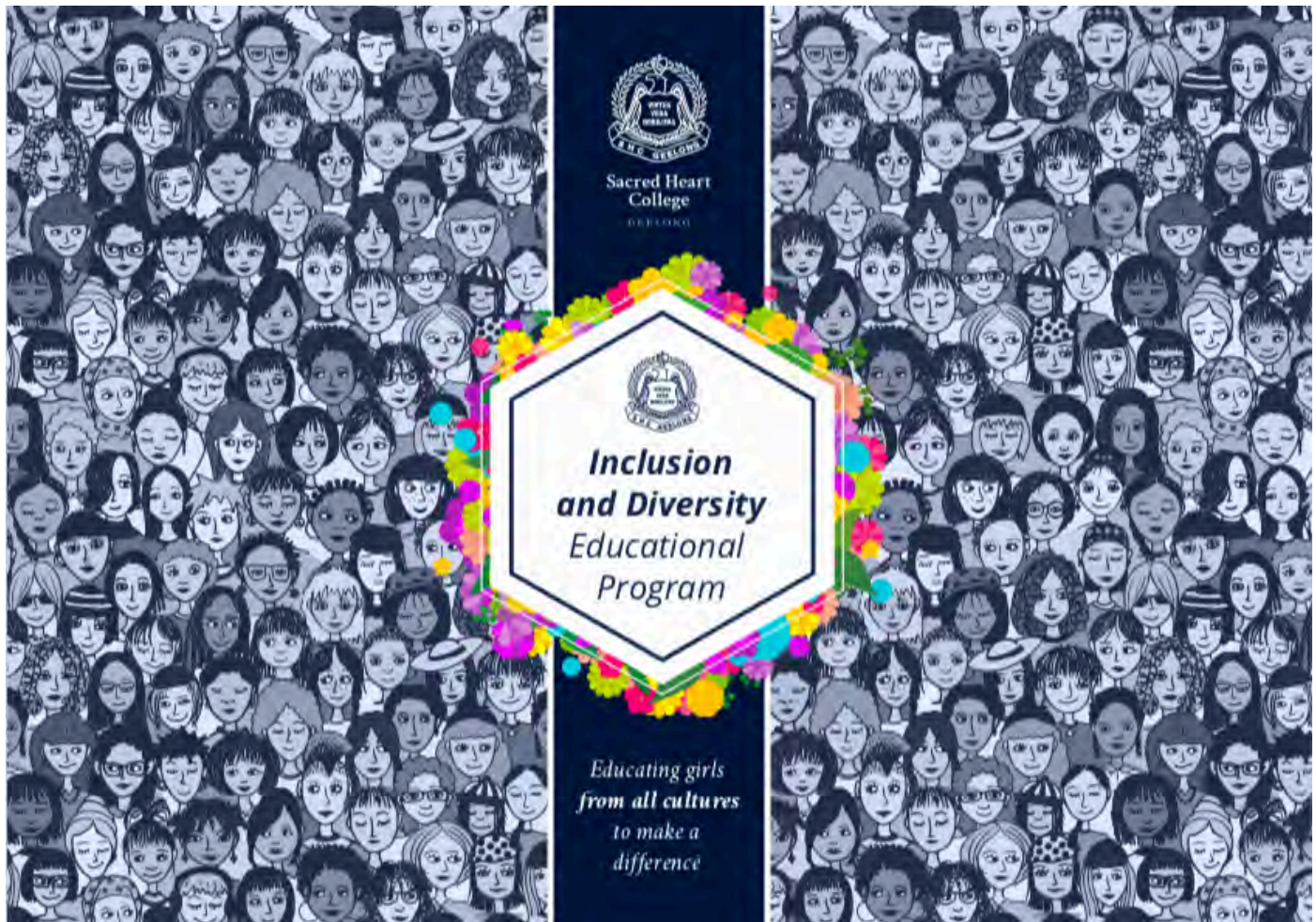
Feedback from a student of refugee background on our guest speaker - ***'the guest speaker for the year 7s was a valuable use of time and teachings, and allowing friends who weren't of refugee background to come with us to the morning tea to learn about and contribute to the week.'***

The experience of a refugee /asylum seeker connects to the term 3 English curriculum and helps give further insight to the plight of those who seek refuge.

We are grateful for the opportunities we experienced during Refugee Week as it gives all further insight into the lived experiences of others and the joy we can share when the community comes together.



'Today, as we learn and share through dance, we connect to that message — that joy, freedom, and community are for everyone.'



Inclusion and Diversity Educational Program

Financial support may be available depending on your circumstances. *Financial need will be means tested and assessed by our Finance team.*

If needed, assistance could include:

Tuition

Laptop and text books

Camps and excursions

Uniform

MYKI card

Our **Mercy Values**

Respect	Hospitality	Service
Compassion	Justice	Courage

Personalised and Inclusive Learning

Sacred Heart College has a **supported EAL pathway program** that includes:

- A supported EAL pathway program
- Language learning
- VCE - opportunity to study over a three-year period
- VCAL Program available at years 10, 11 and 12
- Ongoing pastoral support groups for students and families during their time at SHC
- An Inclusive Religious Education program where all faith traditions are embraced.

Supporting Family Engagement

We build connections with new refugee families to encourage and support participation in school activities that provide social cohesion and maintain school engagement.

On-site interpreters will be available if required to support communication with families.

Selection Criteria

- First generation refugee**
- Financial hardship**
- Varying levels of English**
- Enrolment opportunities available at each year level.**

Visit shcgeelong.catholic.edu.au

For more information please contact Ebony Courtney, College Admissions Officer on 5221 4211 or registrar@shcgeelong.catholic.edu.au

Cultural Diversity (2025)

Student. Yr Level	2025 Cultural Diversity																				Total	% of student population														
	Students per Yr Level	Afghanistan	Bangladesh	Brazil	Bulgaria	Canada	China	Congo	Colombia	Egypt	England	Hong Kong	India	Iran	Iraq	Ireland	Japan	Kuwait	Malaysia	New Zealand			Northern Ireland	Pakistan	Philippines	Scotland	South Africa	South Korea	Sri Lanka	Sudan	Sweden	Syria	Thailand	UK	United Arab Emirates	USA
7	258	-	-	-	-	-	1	-	-	-	1	1	3	-	-	-	1	-	-	1	-	2	1	-	1	-	-	-	-	-	2	2	-	-	16	6.2%
8	274	1	2	-	-	-	-	-	-	-	1	1	3	-	-	-	-	-	-	-	1	-	3	-	1	1	-	1	-	1	3	1	-	1	21	7.7%
9	222	1	-	-	-	-	-	-	1	-	2	-	2	1	1	-	-	-	-	2	-	-	2	-	1	-	1	-	-	-	-	-	2	1	18	8.1%
10	223	-	-	1	-	-	-	-	-	-	-	-	3	-	1	-	-	1	-	2	-	-	1	-	-	-	1	-	1	1	2	4	-	3	21	9.4%
11	234	2	-	-	1	-	-	-	-	-	2	-	3	-	1	-	2	-	1	3	1	1	2	1	-	-	3	-	-	-	1	-	1	25	10.7%	
12	241	-	-	-	-	1	-	1	-	1	-	-	2	-	-	1	-	1	-	1	-	-	1	-	-	-	-	-	1	1	3	-	1	15	6.2%	
Total	1,452	4	2	1	1	1	1	1	1	1	6	2	16	1	3	2	3	2	1	9	2	3	10	1	3	1	5	1	1	2	5	12	3	7	116	8.0%

Socio Economic Status (2025) - Financial Assistance (Diversity Students)

Student Year Level	2025 Socio Economic Status - Financial Assistance (Diversity Students)									Total Assisted (incl S/ship)
	Total Students per Year Level	Scholarship	Laptop Scholarship	Total S/Ship	% of student population Scholarship	Health Care Card	Concession	Uniform Assistance	Textbook Assistance	
7	258	2	0	3	0.8%	1	0	2	2	7
8	274	1	0	1	0.4%	3	3	0	2	9
9	222	3	0	3	1.4%	1	0	0	3	7
10	223	2	0	2	0.9%	3	2	0	3	10
11	234	4	0	4	1.7%	1	1	0	5	11
12	241	2	0	2	0.8%	1	1	0	3	7
Total	1,452	14	0	14	1.0%	10	7	2	18	51

CURRENT AND PROJECTED STATISTICS IN RESPECT OF NUMBERS OF REFUGEE STUDENTS / NEW ARRIVALS SUPPORTED AND VALUE OF ASSISTANCE SUPPLIED.

2025 Actual Assistance

TYPE OF SUPPORTS PROVIDED <i>(Whole Group totals should INCLUDE Target Group figures)</i>	STUDENTS ASSISTED <i>(Whole School)</i>	STUDENTS ASSISTED <i>(Target Group)</i>	Value of Support <i>(Whole School)</i>	Value of Support <i>(Target Group)</i>
Amount of fee relief provided	113	17	\$419,606.96	\$144,569.50
Additional assistance provided for books, uniform, ICT	37	18	\$26,850.00	\$18,600.00
Salary costs for targeted support services	363	17	\$4,195,756.72	\$45,333.45

2026 Projected Assistance (50% increase in Refugee Students/New Arrivals from 2025)

TYPE OF SUPPORTS PROVIDED <i>(Whole Group totals should INCLUDE Target Group figures)</i>	STUDENTS ASSISTED <i>(Whole School)</i>	STUDENTS ASSISTED <i>(Target Group)</i>	VALUE OF SUPPORT <i>(Whole School)</i>	VALUE OF SUPPORT <i>(Target Group)</i>
Amount of fee relief provided	113	26	\$367,156.09	\$189,747.47
Additional assistance provided for books, uniform, ICT	37	27	\$28,461.00	\$29,574.00
Salary costs for targeted support services	365	26	\$4,321,629.42	\$46,693.45

2027 Projected Assistance (100% increase in Refugee Students from 2025)

TYPE OF SUPPORTS PROVIDED <i>(Whole Group totals should INCLUDE Target Group figures)</i>	STUDENTS ASSISTED <i>(Whole School)</i>	STUDENTS ASSISTED <i>(Target Group)</i>	VALUE OF SUPPORT <i>(Whole School)</i>	VALUE OF SUPPORT <i>(Target Group)</i>
Amount of fee relief provided	114	34	\$385,513.89	\$265,646.46
Additional assistance provided for books, uniform, ICT	37	36	\$30,168.66	\$41,797.92
Salary costs for targeted support services	367	34	\$4,451,278.30	\$48,094.26

Assumptions

- 1/ Fees will increase by 5% in 2026 (based historical average increase) & 5% in 2027. Of total fees, a concession allowance of 5% is budgeted for
- 2/ Laptop Insurance - \$250 every 3 years
- 3/ Books - Yr 7 books in 2025 will be \$700 - assume average of \$700 per year
- 4/ Uniform Assistance - Approx \$1,200 initial plus additional 25% over balance of years - total of \$1,500
- 5/ CPI increase of 6%. Books, uniforms etc to increase by this value
- 6/ Salaries - figures include gross + super. All of the Inclusion and Diversity Teacher can be attributed to refugee students that are funded.
- 7/ Salary Costs for targeted support services (whole school) - all Learning Diversity staff support the whole school. Therefore included gross + super for whole department
- 8/ Salaries increase by 3% p.a (estimate until new agreement is reached)
- 9/ Student numbers - currently 1446. Forecasted to be 1452 in 2026, & 1460 in 2027
- 10/ Learning Diversity assists 363 students per NCCD data. Assumed that the percentage assisted will be the same, but numbers will increase based on total number of students increasing

AREA 6: PRIORITIES AND RECOMMENDATIONS FOR 2026

1. Enhancing Catholic Identity
 - Continuing to work towards Enhancing Catholic Identity
 - Strengthen our Catholic Identity and Gospel Virtues / Mercy Values to support staff in promoting and living our Catholic Identity
 - Continue to embed the Mercy Narrative and the story of Catherine McAuley into the Learning Journey, and focus on emulating her determination, courage and resilience in the face of hardship.
 - Create opportunities for the community to come together in prayer and celebration
 - Celebrate significant Liturgical events as a whole community.
2. Continued development of the RE Learning Continuum in line with MACS Religious Education Curriculum Framework. Including:
 - Continued support of staff to develop contemporarily relevant curriculum, that celebrates our mercy tradition, builds our Catholic Identity, and calls students to encounter God through deep contemplation and discernment, and live out a faith tradition
 - Integration of practical/outwardly focused components across all curriculum areas using the Mercy Justice Advocacy Approach
 - Immersion Units and experiences that are authentic and meaningful.
 - Provision of accredited PD that communicates global College concepts (e.g. curriculum) with a Catholic Identity lens that supports the Mercy Justice Advocacy Approach.
3. Further development of the Inclusion and Diversity scholarship program in support of refugee students. This should include:
 - enrolment and transition support
 - curriculum and pastoral support
 - community presences and volunteering opportunities to build stronger family connections
 - family engagement
 - Refugee Education Support Program (RESP)
4. Advance the College's Reconciliation Action Plan (RAP) and associated priorities. This includes:
 - Empowerment of Aboriginal and Torres Strait Islander students within the College
 - Raise the profile of Aboriginal and Torres Strait Islander history and culture across the College, and continue to develop staff cultural competency.
 - Celebration of a RAP deliverables and other initiatives outlined in the RAP
 - Staff embed the First Nations Narrative into areas of the curriculum supported by our Koorie Education Worker, community partners and professional learning
5. Laudato Si Action Plan
 - Network with staff, students and the community to establish actions for each of the 7 goal areas
 - Monitor and celebration of progress
 - Resource Smart School Certification - work towards completing CORE modules, and add to the modules of biodiversity, water, waste and energy.
 - Develop and embed Laudato Si into curriculum outcomes.
6. Further develop Outreach Opportunities for a deeper level of awareness, response and advocacy
 - Continue to develop and embed processes and procedures for Mercy Outreach.
 - Promotion of Mercy Outreach and values from an accessible student based digital platform
 - Broaden and evolve current opportunities to provide equity for all staff and students
 - Further implementation of Outreach as part of the school day for years 7-12

7. Continued support of the Student Leadership Team to ensure their work is reflective of our Catholic Identity and Mercy charism. This would include:
 - Alignment of Mercy and Mission Leaders with House Leaders to support the College's Mercy Works
 - Development of Mercy and Mission Leaders to empower students as agents of change
 - Mercy Justice Advocacy Approach and ISMAPNG Integral Ecology Policy
 - Participate in the Seeds of Justice programs to further develop our Mercy and Mission Leaders.

8. Continue to foster the relationship between the College Alumni Association.
 - Network and establishment of Alumni Outreach Opportunities / Advertising, promoting various programs and initiatives at the College.
 - Continue to cultivate and enhance the relationship between the College and its Alumni Association, fostering a sense of community and shared purpose.
 - Continue to strengthen connections with Alumni by creating opportunities for Alumni to be involved in College programs, faith formation and share their Mercy story with students and staff.