



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



Sacred Heart School

20 Newcastle St, NEWPORT 3015

Principal: Kaylene Carlin

Web: www.shnewport.catholic.edu.au

Registration: 77, E Number: E1010

Principal's Attestation

I, Kaylene Carlin, attest that Sacred Heart School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2026

About this report

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

Governing Authority Report

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

PURPOSE

Our Purpose is firmly anchored in our Catholic identity and the Sacred Heart of Jesus, honouring our rich history as we nurture faith, wellbeing and academic excellence for every child.

VISION

Through a commitment to continuous improvement, our Vision is to shape learners who are informed, capable and inspired to contribute with hope, courage and love. Growing as a faith community, we look to the future with optimism and purpose.

MISSION

Through evidence-based, high quality education, our Mission is to work together to nurture and guide each learner to grow with confidence and curiosity. We are committed to forming courageous learners who think critically, act justly and serve with compassion and respect.

School Overview

Sacred Heart Catholic Primary School is situated at 20 Newcastle Street, Newport in the Western Suburbs of Melbourne, eight kilometres from the CBD in the City of Hobsons Bay.

The school was opened in 1901 under the direction of the Sisters of St. Joseph, with the first Principal chosen by Mary MacKillop. The school has maintained a strong link to the Josephite Sisters and the tradition of St Mary of the Cross. Sacred Heart appointed its first lay Principal in 2001.

Architecturally, Sacred Heart has changed and evolved over time. Today it stands as an impressive three storey structure proudly serving the community of Newport and neighbouring suburbs and providing a Catholic education for children in the area.

In 2025, the school's enrolment was 295 students in fourteen class groupings, consisting of two classes at each year level. The specialist curriculum included LOTE (Italian), The Arts, Physical Education and Social Emotional Learning (SEL). Each class also spent time in the library, engaging in rich literature and having an opportunity to borrow books of interest to take home.

In 2025, we had thirty three staff members in total with twenty-seven educators. Leadership roles included Principal, Deputy Principal (Catholic Identity & Pedagogy) & Deputy Principal (People & Culture of Safety & Wellbeing), English Leader, Maths Leader, Student Engagement Leaders, Family Engagement & ICT.

A new strategic plan developed in 2025 was enacted with a highly strategic and intentional focus on improved learning outcomes for students. Educators ensured purposefully created learning environments in each classroom that were welcoming and inclusive for all students. Morning Gathering routines P-6 ensured students experienced predictability, consistency and a sense of being safe, getting ready to learn each day and achieve growth in their learning outcomes. Teaching and Learning routines that included targeted teaching, consistent pedagogy in English and Mathematics & reliable assessment data has seen improved learning outcomes and consistent growth for our students at the end of the 2025 school year, with significant improvements in our Naplan data.

In addition, Sacred Heart educators and administration staff strived to maintain ongoing connections with families, students and one another. Working together in partnership with our families is key to our Living Purpose, Vision & Mission and one that makes Sacred Heart the school it is today.

Principal's Report

I am pleased to present the 2025 Annual Report to the Sacred Heart Newport community. As we reached the end of another school year, I have taken time to reflect on the shared journey of our students, staff and families. Throughout the year, we have engaged in meaningful reflection and evaluation across many aspects of school life. This report offers an opportunity to highlight key achievements, acknowledge challenges and outline our ongoing commitment to growth and improvement. We also continued to strengthen our connection with our parish, with Fr Samuel and the Parish Pastoral Council.

Sacred Heart Primary School remains a welcoming and faith-filled environment where every child is known, valued and supported. Grounded in our Catholic identity, we are dedicated to fostering a culture of respect, compassion and inclusion. Our school continues to evolve as a vibrant learning community, drawing on contemporary research and evidence-based practices to inform teaching and learning. Through deliberate, targeted instruction and a focus on high expectations, we strive to ensure each student is given every opportunity to succeed and flourish, both academically and personally.

As we look towards the future, we do so with a strong sense of purpose and optimism. Our commitment to continuous improvement remains steadfast as we explore innovative approaches to learning and teaching, ensuring our students are well equipped to navigate an ever-changing world.

In reflecting on 2025, I am reminded of the guiding words of our Living Vision. Throughout this report, you will see many examples of how this vision is brought to life each day through the actions of our students, staff and wider community. Together, we continue to live out our values of faith, hope and love, shaping a school that remains true to its identity and mission.

I extend my sincere thanks to the members of the School Advisory Council for their dedication and generous contribution throughout the year. Your support is deeply appreciated. I also acknowledge Fr Samuel for his ongoing guidance and presence within our school community.

Yours in faith,
Kaylene Carlin

Catholic Identity and Mission

Goals & Intended Outcomes

Our strategic intent for Sacred Heart Primary School is to improve the learning outcomes for students in English and Maths

Students will contribute positively to the learning environment by demonstrating behaviours that are reflective of our Catholic identity.

Goal

Students will demonstrate respect for self and others by following the school's behaviour expectations, contributing positively to the learning environment in a manner that is reflective of our Catholic culture

Intended Outcome

For authentic relationships that reflect our Catholic faith are fostered

Key Improvement Strategies

Establish stronger family/school partnerships

Foster respectful relationships, built on our Catholic faith and traditions, with all key stakeholders

- Teachers develop systems for direct and regular communication with families.
- The school has developed systems for direct and regular communication with families, ensuring consideration of important factors (e.g. cultural backgrounds). Students are supported to communicate their learning goals with their families on a consistent basis.
- The school celebrates community engagement in the life of the school.
- Leaders form partnerships with community organisations and local businesses to support the school. School leaders are responsive when organisations contact the school.
- Staff, student and parent leaders are involved in the design and coordination of orientation initiatives for new staff, students and families. These include regular,

structured opportunities that enable new and less-connected members to be part of the community.

- Leaders engage with parents to inform them about the school and its educational approach.
- Parents are invited to contribute to the school through religious activities and events.
- Leaders and teachers share the great stories of the Catholic tradition with the community.

Achievements

Faith Life

At Sacred Heart, we are committed to our faith community, fostering an environment where we educate the whole person and encouraging everyone to reach their full potential.

Religious Education is interwoven with the Inquiry Curriculum in a Faith Life Inquiry model ensuring a child's developing faith is meaningful, purposeful and connected within a real-life context.

We strive to build on the experiences of each student, enhance their opportunity for rich dialogue with others and allow them to form their own understandings and make deep connections with their faith as they form their Catholic identity.

We regularly celebrate together at Mass and in school-based liturgies and we embrace all available opportunities to gather with our other Parish school, St Margaret Mary's Spotswood.

An essential element of education in the faith is the growth of people in the Christian community and the Sacramental life of the Church.

Achievements

This year, a key focus has been to strengthen community partnerships built on our Catholic faith and traditions through a range of initiatives and strategies that have included the following:

- Making continued connections to our "Ways of Being Together" & Living Vision, reflecting on our Catholic faith identity and how this is being enacted each day through the newsletter, staff meetings, fundraising, staff Monday Gatherings, student Morning Gatherings and school assemblies

- Relationships are formed from the beginning and are nurtured on the basis of our Catholic Identity and who we are Sacred Heart
- Regular opportunities to celebrate mass together at our St Joseph's parish church with Fr Samuel
- Parish Pastoral Council connections – Principal is an ex-officio member and has worked alongside the Parish Priest and parishioners to connect school and parish
- Parents invited to complete MACSSIS surveys to provide feedback to the school including feedback on our Catholic identity.
- Classes participate once a term at our parish Mass on Friday mornings at 9.15 am. A warm invitation to all of our families and the wider school community is always extended to attend.
- Our Year 3, 4, 5 & 6 students celebrated a sacrament in 2025
- Out Year Prep-Year 2 students participated in a faith formation evening focused on prayer
- REL who is completing their Masters in Religious Education led Sacred Heart staff in their own faith formation
- Engagement with local charities including Caritas, St Vinnies and Aboriginal Catholic Ministry through fundraising and social awareness

Value Added

Examples of Curricular & Extracurricular Events/Activities include:

- Building Catholic faith and traditions through participation in spirituality programs & significant Church celebrations eg St Joseph's Feast Day with the broader school and parish community
- Strengthening meaningful relationships to the school and local community through newsletters, social media and partnerships with an emphasis on our Catholic faith and traditions
- Class Prayer time each day, as part of our Morning Gathering routines in each class
- Class Prayer leaders in classrooms who lead prayer during their morning gathering
- Staff Mass to celebrate the beginning of the School Year at Sacred Heart Church
- Whole school Masses regularly throughout the year for special Feast Days eg St Mary MacKillop, Sacred Heart, Grandparents Day Mass etc
- School policies & procedures are explicitly linked to the Catholic tradition and mission. Policies are available to the staff and parent community via the School Website and/or upon request
- We continued with special events with parents & families including:

- Mother's Day and Father's Day events
- Faith Formation & Sacrament information evening
 - Family Christmas Carols

Learning and Teaching

Goals & Intended Outcomes

Our strategic intent for Sacred Heart Primary School is to improve the learning outcomes for students in English and Maths

Students will contribute positively to the learning environment by demonstrating behaviours that are reflective of our Catholic identity.

Goals

To build a culture of learning, innovation and improvement

To foster a community of active and animated learners who flourish

Intended Outcomes

The students have high self-efficacy.

The students are enacting their learning.

Students partake in meaningful learning experiences through an explicit teaching approach.

Students to be actively engaged in their own learning and teachers provide intentional opportunities to engage students.

MATHEMATICS GOAL

To improve student proficiency in problem solving in Mathematics in Years 3 to 6.

To improve student fluency in Maths in Year 1 & 2 with a focus on addition.

MATHEMATICS TARGET

90% of Year 3 students will achieve the 50% percentile or above on the PAT standard norms by November Term 4.

90% of Year 1 and 2 students will achieve the standard norm for addition on the Westwood One Minute Maths Test.

MATHEMATICS OUTCOMES

Teachers will explicitly teach a problem solving approach

When PAT Maths data is reviewed, we will see an improvement in the number of students being able to successfully complete questions involving problem solving

Teachers will include fluency in their daily mathematics lesson and students will increase their fluency and efficiently students recall number facts.

Key Improvement Strategies

If we use a whole school explicit instruction model to teach problem solving in Mathematics then we will see an improvement in the students' ability to apply mathematical processes to solve problems and then we will see improved learning outcomes across all areas of Mathematics.

WRITING GOALS:

- To improve students ability to retain phonics patterns, rules, morphemes knowledge and high-frequency words with Year 1 students
- Students will achieve an average of 55% in the cumulative review at the end of each term.
- If we use an explicit instruction model to teach spelling, we will see an improvement in students' ability to spell with fluency, and then we will see significant improvement in students' proficiency in Writing.
- To improve students sentence level writing skills

WRITING OUTCOMES:

- Teachers will be explicitly teaching spelling using InitialLit 1 and identifying errors for targeted intervention and independent practise
- When we review our cumulative reviews at the end of each term we will see our spelling results improve
- When our students engage in daily review of phonics patterns through reading and writing tasks, we will see greater accuracy when spelling unfamiliar words

- When our students practise their phonics patterns every day, we will see them spelling tricky words more easily
- When our students learn and use spelling rules (like adding -ed or -ing), we will see those endings in their own writing
- When our students learn about word parts like base words and endings, we will see them explaining what new words mean
- When our students are given multiple exposures to high-frequency words in varied contexts, we will see more fluent reading and fewer errors during writing
- When our students practise oral blending and segmenting alongside grapheme review, we will see stronger retention and transfer of phonics knowledge across reading and spelling tasks
- Teachers will be explicitly teaching sentence-level writing skills
- Teachers will know how to support students to improve their writing capabilities
- When we review our Naplan writing data we will see an improvement in our writing skills
- Students will identify and distinguish between complete sentences and sentence fragments in teacher-provided examples and their own writing
- Students will expand simple sentences into compound sentences using appropriate conjunctions (e.g., and, but, so, because) in structured writing activities
- Students will transform sentences by adding details, adjectives, adverbs, and prepositional phrases to create richer, more descriptive sentences in at least two independent writing pieces per term
- Students will write topic and supporting sentences for paragraphs, using appropriate sentence types to maintain coherence and relevance within paragraphs

Achievements

ENGLISH

Reading is taught through explicit instruction, targeted teaching and intervention practices. Lessons are designed to show a structured systematic model to ensure students' learning is prioritised.

Foundation and Year 2 classes implemented the IntiaLit program which is grounded in the Science of Reading that provides systematic, explicit instruction in phonics, reading, spelling, and oral language. It is designed to support all students and follows a carefully sequenced structure that ensures children develop strong foundational skills in decoding, comprehension, and writing.

Years 3 - 6 classes implemented Ochre units which are rich, curriculum-aligned English units that embed Aboriginal and Torres Strait Islander perspectives through quality literature. Designed to deepen students' understanding of culture, language, and identity, they support

inclusive, respectful learning while developing key English skills in reading, writing, and oral language in a structured and connected way.

In Years 3-6 we continued to implement a structured and systematic approach to spelling through the use of Spelling Mastery. This program supports students to develop strong spelling knowledge through explicit teaching of spelling patterns, word structure and morphology, while building accuracy, automaticity and confidence in writing.

PAT Reading Assessment 2021-2026

Our PAT Reading Progress Data from 2021-2026 includes data from Year 2 - 6 students and continues to show a trend of steady consistent improvement.

In 2025, performance in all percentiles have shown growth which demonstrates that students are being challenged and extended.

It has been pleasing to see continued improved growth in 2025. We will continue to use the PAT data explorer to analyse and monitor progress.

NAPLAN - COMPARISON OF STUDENTS ACHIEVING EXCEEDING & STRONG

Year 3

Reading - 86.3% (71.4% State, 65.7% National)

Writing - 88.4% (81.1% State, 76.3% National)

Year 5

Reading - 95.7% (77.6% State, 72.9% National)

Writing - 84.4% (72.8% State, 65% National)

Spelling - 87% (70.9% State, 68.7% National)

G&P - 91.3% (66.9% State, 63.1% National)

Relative Growth Year 3 - 5

Our results show we are achieving higher than state and national data in all subject areas.

Reading - 537 (502.7 State, 491.8 National)

Writing - 509 (494.0 State, 476.9 National)

Spelling - 506 (493.7 State, 487.4 National)

Grammar &Punctuation - 534 (507.1 State, 497.2 National)

MATHEMATICS

PAT DATA

Whole school data has shown continued growth of Sacred Heart students in Mathematics from 2024-2025, where we have seen an upward trend in all percentile ranges. This growth is supported by an explicit teaching approach where students review and consolidate their learning.

The most significant growth was in the 25th percentile range, with the scale score increasing by 11 points. While the 50th percentile range saw a growth of 6.3. The 95th percentile range maintained a high student achievement although showed the least amount of growth of 0.3.

Year 3 students showed significant growth in PAT data increasing the scale score by 17.5 at the 50th percentile. Student average scale score is higher in all percentile ranges with the exception of the 95th percentile range which has a lower scale score by 2. Year 3 teachers worked with the Mathematics Leader to group students according to needs. Ochre slides were used as a foundation to deliver the curriculum, with classroom teachers and the Mathematics Leader modifying and adjusting where necessary to support and target student learning needs in each group.

The Mathematics leaders supported all classroom teachers through PLT's to analyse where student errors occur when completing word problem in maths. A key focus to support student learning identified was the importance of connecting mathematical language and terms to a strategy or mathematical operation. Teachers then explicitly taught key terms and language and connected these to mathematical operations. This supported students with

understanding the problem and formulating a plan, which has resulted in improved outcomes when completing word problems in maths.

WESTWOOD ONE MINUTE MATHS ASSESSMENT

In year 1, 92.7% of students achieved the standard norms or above in the Westwood One Minute Maths Addition Assessment. This was an increase from 87.8% of students testing in the at standard or above range at the beginning of the year. There was also a significant improvement in the One Minute Maths Subtraction Assessment with an increase from 68.3% of students within the standard norm or above at the beginning of the year, to 87.8% by the end of the year.

Teachers included fluency practice in the daily review to support student growth in this area. Teachers also provided fluency activities as part of the year 1 weekly homework to support increased outcomes in this area.

Student Learning Outcomes

ENGLISH

Year 3

In Reading, our results in relation to the four levels of achievement were:

25.6% exceeding
60.5% strong
11.6% developing
2.3% requiring additional support

In Writing, our results in relation to the four levels of achievement were:

4.7% exceeding
83.7% strong
9.3% developing
0% requiring additional support

In Spelling, our results in relation to the four levels of achievement were:

9.2% exceeding
41.9% strong
41.9% developing
7% requiring additional support

In Grammar & Punctuation, our results in relation to the four levels of achievement were:

18.6% exceeding
39.5% strong
34.9% developing
7% requiring additional support

Year 5

In Reading, our results in relation to the four levels of achievement were:

43.4% exceeding
52.3% strong
4.3% developing
0 requiring additional support

In Writing, our results in relation to the four levels of achievement were:

8.9% exceeding
75.5% strong
15.6% developing
0% requiring additional support

In Spelling, our results in relation to the four levels of achievement were:

19.6% exceeding
67.4% strong
8.7% developing
4.3% requiring additional support

In Grammar & Punctuation, our results in relation to the four levels of achievement were:

23.9% exceeding
67.4% strong
4.3% developing
4.3% requiring additional support

MATHEMATICS

Numeracy Year 3

In Year 3, 82% of students achieved proficiency in numeracy. There are no year 3 students listed as 'requiring additional support'. Boys are performing significantly higher than girls in this cohort. The Year 3 mean scale score is above the comparative state mean and the 5th and 95th percentile ranges are also above state averages.

Numeracy Year 5

In Year 5, 95.4% of students achieved the proficient standard and no students are listed as 'requiring additional support'. The mean scale score and the percentile ranges below the mean are significantly higher than the State averages with the students in the 5% range equivalent to the States 25th percentile range. Year 5 relative growth of students in the medium range was substantially higher than that of comparative schools, indicating strong growth of students in this range. Overall 77% of students demonstrated medium to high growth.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	429	58%	441	64%
	Year 5	534	91%	529	88%
Numeracy	Year 3	429	81%	436	83%
	Year 5	521	96%	511	86%
Reading	Year 3	432	86%	449	87%
	Year 5	537	96%	532	96%
Spelling	Year 3	393	51%	404	60%
	Year 5	506	87%	496	76%
Writing	Year 3	429	88%	429	88%
	Year 5	509	84%	503	87%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Our strategic intent for Sacred Heart Primary School is to improve the learning outcomes for students in English and Maths

Students will contribute positively to the learning environment by demonstrating behaviours that are reflective of our Catholic identity.

Goals

Students will develop and demonstrate respect for themselves and others by consistently following the school's behaviour expectations as documented in the Ways of Being Together and behaviour curriculum.

Intended Outcomes

Students will understand and consistently follow the school's behaviour expectations, including rules for classroom conduct, safety, and interpersonal interactions.

Students will follow the school's behaviour expectations but will also actively contribute to the development of a learning environment that is positive, respectful, and reflective of the Catholic identity.

Key Improvement Strategies

- If we establish school-wide behavioural norms through our Ways of Being Together, Ways of Working Together and a behaviour curriculum, we will have a calm, predictable and engaging learning environment for students and then we will see improved learning outcomes for students overall.
- If we use school wide behavioural norms, then we will see a calm, predictable and engaging learning environment for students and then we will see improved learning outcomes for students overall.

Achievements

Alongside a Teaching & Learning focus, student wellbeing continues to be a high priority at Sacred Heart Primary School. Some of the initiatives undertaken in 2025 included:

- Lunchtime Clubs, providing an opportunity for students to seek an alternate, quieter space during playground time. These have been held in the school hall throughout the year and include activities such as drawing, lego, card games, board games.
- Friday Lunch Time Chess Club in the Library.
- Regular Wellbeing posts by the Student Wellbeing Leaders & Learning Diversity Leaders integrated into the fortnightly newsletter
- Professional Learning for teachers, exploring the concept of student wellbeing and engagement. Sacred Heart educators place significant emphasis on the formation of strong, trusting relationships with the children in their care, recognising the relationship between wellbeing, belonging and improved learning outcomes for students
- A wellbeing 'chill-out' room for students to utilise when they require a quiet, calm space to regulate their emotions and behaviour
- Whole school consistency of 'Morning Gathering' routines to support student engagement, build wellbeing and create positive classroom communities
- Incorporation of our Sacred Heart Living Vision in fortnightly whole school assemblies
- Whole school focus on Sacred Heart 'Behaviour Curriculum', including a weekly focus and acknowledgement presented at whole school assemblies
- Implementation of URSTRONG whole school friendship strategy

TRANSITION & ORIENTATION PROGRAMS

2026 PREPS

During 2025 we held onsite transition and orientation programs for the Prep 2026 students. We have also continued to integrate new ways that we connect with our families and students to create rich and informed experiences for parents and children.

Some of the strategies included:

- Facilitating Prep Talk and Tour sessions for Prep 2026 families with key information and tour of the school
- Prep teachers for 2026 were announced early in Term 4 to enable connections to be built between teachers, students and parents
- Prep 2026 Welcome packs were provided to students during orientation sessions, and included a Sacred Heart Teddy Bear and a custom written Starting School at Sacred Heart Book

- Year Level Family Information Sessions held early in Term 1, 2025 providing introductions of Prep teachers, curriculum information, Getting Ready for School tips etc
- Introduced a School discovery program for 4 year old community members. This was held every fortnight during Term 3 and was well attended and received by the local community.

YEAR 6 TRANSITION TO YEAR 7 2024

Our feeder secondary schools, Emmanuel College & Mount St Joseph's continued to reach out to our school community through our own newsletter. The students attended orientation days towards the end of the year to introduce them to their new school environment and assist in their transition.

MENTAL HEALTH AND WELLBEING IN PRIMARY SCHOOLS

In 2025 we had a dedicated Mental Health and Wellbeing Leader as part of the Mental Health in Primary Schools Program. The Mental Health in Primary Schools (MHiPS) initiative upskills experienced teachers to become Mental Health and Wellbeing Leaders and aims to increase the capacity of Victorian primary schools to support the mental health of their students.

Value Added

Examples of Curricular & Extracurricular Events/Activities include:

- Lunchtime Club held on some lunchtimes in the hall or library, providing an opportunity for students to seek an alternate, quieter space during playground time. Lunchtime Club has been facilitated by Sacred Heart educators
- Professional Learning for teachers, exploring the concept of student wellbeing and engagement. Sacred Heart educators place significant emphasis on the formation of strong, trusting relationships with the children in their care, recognising the relationship between well-being, belonging and improved learning outcomes for students
- Year 5 and 6 students attending local playground, Leo Hoffman Reserve
- School Disco for P-6 students
- Whole school URSTRONG launch day

Student Satisfaction

The following data is drawn from student satisfaction results from the 2025 MACSSIS surveys. The data pertains to Year 4, Year 5 and Year 6 students in 2025.

Students are reporting that:

- Their teachers hold high expectations of them as learners
- They try hard at school
- They are focussed on their activities in class
- They see themselves as good at learning
- Their teachers genuinely care about how they are feeling
- They are confident to work out how to learn things
- Adults in the school care about their future
- Teachers are respectful towards students
- There are opportunities for student leadership at our school
- They have opportunities to have an impact on their school
- They are provided with opportunities to work and be together as a faith community
- Their teachers encourage them to respect the beliefs and practices of others

Student Attendance

The school has a clear process which requires parents to notify the school of any absence via Operoo. Through this system, both the classroom teacher and office are notified of the absence. At times, parents will phone or email the school office and the absence is noted accordingly.

Unreported absences are followed up after 10:00am with parents by administration staff through an automated SMS. If the absence is an extended period then the classroom teacher and/or the Ways of Being Together Leaders will contact the parents.

In the event of unexplained absences, the Principal will contact MACS to seek advice.

Average Student Attendance Rate by Year Level	
Y01	92.4
Y02	91.31
Y03	93.8
Y04	95.02
Y05	90.8
Y06	91.78
Overall average attendance	92.52

Leadership

Goals & Intended Outcomes

Our strategic intent for Sacred Heart Primary School is to improve the learning outcomes for students in English and Maths

Students will contribute positively to the learning environment by demonstrating behaviours that are reflective of our Catholic identity.

Being a leader in a Catholic school requires a deep commitment to Catholic values, strong leadership skills, and a genuine desire to serve others. At Sacred Heart Primary School, we see ourselves as servant leaders, putting the needs of others first and empowering those around them to reach their full potential. This involves listening, empathising and being attentive to the needs of students, staff and the wider community.

As leader in a Catholic school, the leadership team strives to collaborate effectively with other members of the school community, including teachers, staff, parents and the wider community. This involves active listening, effective communication and a willingness to work together to achieve common goals.

In addition, a leader in a Catholic school must have a clear vision for the school and be able to think strategically to achieve this vision. This involves setting goals, developing plans and monitoring progress towards these goals.

Key Goals

1. Mathematics - Problem Solving

To improve student proficiency in problem solving for students in Years Prep to 6.

2. English - Spelling

To improve student achievement in spelling, specifically the ability of Year 1 students to retain phonics patterns, rules, and high-frequency words.

3. English - Writing

To improve student achievement in writing by focusing on enhancing sentence-level writing skills.

Intended Outcomes for Leaders

1. Capacity Building through PLTs

Leaders will facilitate Professional Learning Teams (PLTs) to develop teacher knowledge of

the curriculum, unpack definitions of key concepts (such as mathematical fluency), and build school-wide expertise in explicit instruction.

2. Data-Driven Instructional Improvement

Leaders will oversee the analysis of PAT and NAPLAN data to identify specific areas of student need—such as word problems or sentence structure—ensuring that teaching is precisely targeted.

3. Facilitation of Collaborative Monitoring

Leaders will promote and facilitate the practice of "Checking for Understanding" during collaborative planning sessions to support the ongoing monitoring and tracking of student growth in fluency and writing.

4. Mentoring and Coaching

The Mathematics Leader will support staff through communities of practice, providing peer-to-peer coaching, mentoring, and the use of expert practice videos to improve instructional delivery.

5. Targeted Intervention Oversight

The English Leader will be responsible for training Learning School Officers (LSOs) to provide weekly targeted interventions for students within the spelling program, ensuring support reaches those who need it most.

Achievements

LEADERSHIP TEAM & POSITIONS OF RESPONSIBILITY

Principal: Kaylene Carlin

Deputy Principal (Catholic Identity & Pedagogy): Catherine Palmer

Deputy Principal (People & Culture of Safety and Wellbeing): Erin Stone

English Leader: Sue Burke

Maths Leader: Kim Dalmau

Student Engagement Leaders: Rosy Cubero, Lisa Hibbert, Nicole Harbach

Family Engagement Leader: Caitlin McEwan & Michael Gowland

ICT Leader: Nick Rouse

Leaders at Sacred Heart Primary School have been instrumental in achieving the 2025 goals by facilitating professional development, leading data analysis and coordinating instructional consistency across the school.

Through the following:

Professional Learning and Mentoring

Curriculum leaders are responsible for building staff capacity through targeted training and collaborative structures:

- **Facilitating Professional Learning Teams (PLTs):** Leaders use PLTs to develop teacher knowledge of the curriculum, unpack definitions of key concepts like mathematical fluency, and build expertise in explicit instruction.
- **Mentoring and Coaching:** The Mathematics Leader supports teachers through communities of practice, which include peer-to-peer coaching, mentoring, and the use of expert practice videos.
- **Instructional Guidance:** Leaders provide professional learning on implementing specific frameworks, such as the Victorian Teaching and Learning Model (VFI) and the Behaviour Curriculum.

Data-Driven Leadership

Leaders ensure that teaching is targeted to student needs by overseeing the collection and analysis of performance data:

- **Analyzing Progress:** The English and Mathematics Leaders lead the analysis of PAT and NAPLAN data to identify specific areas where students require improvement, such as word problems or sentence-level writing skills.
- **Tracking and Monitoring:** Leaders facilitate the ongoing monitoring of student progress during collaborative planning sessions, promoting the practice of "Checking for Understanding" to track growth in fluency and writing.
- **Moderation:** The English Leader leads the moderation of writing samples using rubrics based on the Victorian Curriculum 2.0 to ensure objective assessment and identify "where to next" steps for students

Curriculum Coordination and Resource Development

Leaders are tasked with ensuring a consistent, school-wide approach to learning:

- **Developing Sequences of Learning:** Leaders establish clear sequences for instruction, such as using resources like The Writing Revolution for writing or identifying phonic representations for spelling.
- **Adjusting Instructional Materials:** Leaders work with teachers to modify lesson outlines and slides (e.g., Ochre or InitialLit) to better address the specific learning needs identified in their cohorts.
- **Policy and Protocol Development:** This includes mapping and implementing a school-wide homework policy that supports mathematical fluency and creating instructional videos to help parents support spelling at home.

Staff Support and Intervention

- **Training Support Staff:** The English Leader is responsible for training Learning School Officers (LSOs) to provide weekly targeted interventions for students in the spelling program.
- **Reinforcing School Culture:** The Principal and Deputy Principals lead the implementation of the "Ways of Being Together" framework and reinforce school-wide behavioural expectations during fortnightly assemblies

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

Professional Learning for Leaders

- Crucial Conversations
- Flourishing Learners Conference featuring experts like Dylan Wiliam and Tom Sherrington
- Induction for New Student Wellbeing Leader
- Principal Network Days
- Deputy Network Days
- REL Network
- Literacy Western Region Network Meeting
- Maths Western Region Network Meeting
- Learning Diversity Leaders' Network

Academic Studies

- Master of Educational Leadership (Erin Stone)
- Masters of Religious Education: (Cath Palmer)

Programs & Pilgrimage

- Footsteps of St Paul Pilgrimage (Kaylene Carlin)
- Mental Health and Wellbeing Leader Training (Erin Stone)
- MACS Walkthrus with Tom Sherrington (Kim Dalmau)
- Discover Mental Health Supports for Your School (Lisa Hibbert)
- New LDLs - MACS NCCD Moderation, Quality Assurance, and Submission (Lisa Hibbert)
- Screening and Targeted Assessment (Lisa Hibbert)
- MACS eSafety Summit (Lisa Hibbert)
- Student Engagement in Action (Lisa Hibbert)

Other Professional Learning engaged in by staff include:

- Anaphylaxis Briefing & other First Aid training
- Maths & English Triangulation of Data
- Visit to Docklands Primary School to view explicit instruction and behaviour curriculum in action
- Mental Health in Primary Schools
- UR Strong training
- Mandatory Reporting modules
- Vision for Instruction
- Vision for Engagement

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Checking for Understanding strategy (AERO) • Safety Compliance & OHS and others	
Number of teachers who participated in PL in 2025	32
Average expenditure per teacher for PL	\$500.00

Teacher Satisfaction

An essential aspect of school improvement centres around effective leadership and a school culture that is focus on improvement and collective efficacy. All Catholic schools participate in the MACSSIS survey each year. The following key points illustrate Sacred Heart School data, as completed by teachers at the school for the 2025 school year.

ASPECT	MACS AVERAGE	SACRED HEART
School Climate	75%	81%
Staff Leader Relationships	81%	96%
Instructional Leadership	59%	83%
Collaboration around an Improvement Strategy	71%	84%
Collective Efficacy	77%	92%
Perception of Professional Learning Opportunities	64%	71%
Catholic Identity	77%	93%

Teacher Qualifications	
Doctorate	0
Masters	9
Graduate	0
Graduate Certificate	1
Bachelor Degree	19
Advanced Diploma	4
No Qualifications Listed	6

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	34
Teaching Staff (FTE)	29.8
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.58
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Our strategic intent for Sacred Heart Primary School is to improve the learning outcomes for students in English and Maths

Students will contribute positively to the learning environment by demonstrating behaviours that are reflective of our Catholic identity.

Goal

To strengthen authentic community partnerships, embedded in the faith and charism of our Catholic identity.

Intended Outcome

For authentic relationships that reflect our Catholic faith are fostered

Achievements

In 2025, a key focus has been to strengthen community engagement & partnerships through a range of initiatives and strategies that have included the following:

- Transition sessions for incoming Prep students
- Playgroup sessions for incoming Prep students
- Hosting Prep Welcome function for families in Prep
- Visits to local kindergartens to raise awareness and promote Sacred Heart Primary School
- Beginning of the Year Parent/Carer information sessions for each year level
- School Advisory Council Meeting Agendas made available in the school newsletter
- Parents/Carers invited to provide feedback to the School Advisory Council
- Beginning of Year Mass for School Community
- Prep 2025 Talk & Tour events
- Seesaw to communicate regular learning updates to families
- Learning Showcases at the end of each term
- Learning Conferences the involve Parent/ Child & Teacher
- Learning Walks (Maths and English)
- Digital newsletter made available on the school website

- Teachers and leaders on the yard at the start and end of each day

SCHOOL ADVISORY COUNCIL

The SAC provides a forum for discussion and discernment, where the parent voice and perspective are available to influence the decisions made by the principal and parish priest for the good of school and parish where the wellbeing and outcomes for students is paramount.

This year, the School Advisory Council has consisted of the following members:

Principal: Kaylene Carlin

Parish Priest: Fr Samuel Kapani (Custodian of Mission)

Chair: Hamish George

Secretary: Erin Stone

Parent Representatives: Hamish George, Zoe Wen, Aaron Greaves, George Dimitrakopoulos & Camilo Pizarro.

Parishioner: Marlene Monahan (Custodian of Mission)

Staff Members: Erin Stone (Deputy Principal), Cath Palmer (Deputy Principal) Caitlin McEwan (Family Engagement Leader)

This year, the School Advisory Council have focused on the following topics & collaborated on key events including:

- Sacred Heart Feast Day celebrations
- Prep 2025 Getting to Know You function
- Family Engagement & Feedback event led by SAC at local venue
- MACSSIS surveys to families
- School Advisory Council Chair representation at Melbourne Archdiocese Dinner for SACs
- Bunnings BBQ

We also continued with special events including:

- Mother's Day Celebrations
- Father's Day Celebrations
- Prep 2026 Talk & Tours
- Footy Day

Parent Satisfaction

Parent satisfaction is an important factor in creating a positive and effective school environment. It can lead to better academic outcomes, higher retention rates, a stronger reputation, and improved communication between parents and the school.

At Sacred Heart Primary School, we believe firmly in the importance of educators and parents working together in partnership and within a relationship built on trust and faith.

With the child at the centre of all we do, open, transparent and ongoing dialogue between home and school is essential in ensuring that we continue to work together to ensure optimal learning and growth for each child.

We value and promote respectful communication and ongoing feedback to continue to strive to be a school that is safe, thriving and meeting the needs of our children and community of families.

Parent feedback is gained through a variety of sources. This may include informal conversations in the classroom, via Seesaw communications and emails between parents and teachers or the school leadership team and more formalised systems such as Parent Feedback surveys e.g. MACSSIS surveys etc.

Overall, parent satisfaction surveys measuring family engagement, school fit, school climate, student safety, communication and Catholic identity compare favourably with the average data of other Melbourne Archdiocese Catholic Schools, with data continuing in an upward trend particularly in the aspects of student safety, Catholic identity and communication.

Financial Performance

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

For more detailed information regarding our school please visit our website at www.shnewport.catholic.edu.au