



## Q & A Building Program 2024 - Upgrade

### Funding:

- School-funded: \$2.25M (capital works loan)
- State Grant Pledge: \$3M (no school repayment required)

### Tender Process:

- Requirement: Engage with a minimum of 7 building companies; proposals were submitted to MACS for comprehensive analysis.

### Project Oversight:

- Architects: Baldasso Cortese
- Project Manager: Representative from MACS Building and Infrastructure

### Project Length:

- Onsite working days: 168 (excluding weekends & RDOs).

### Anticipated Commencement Date:

- We hope to have the builders onsite between 3rd - 7th June.

### Staging:

- Two stages:

**Stage One:** Refurbishment of current Year 5 to Year 2 classrooms (in total seven rooms), including corridor, external facade and admin area. Admin area relocated for 10 weeks. Replace and repair roofing. New compliant ramp to administration entry to enable better access for prams, disability and delivery access. Timeframe: Term 2 & 3, potentially into Term 4.

**Stage Two:** Remaining three classrooms, Year 1 & Preps, old library, soon-to-be STEM room and some minor works to the Yr.6 area. Commencing in Term 4.

### **Impact to playground:**

½ the blue basketball court will be out of action for the entirety of the program, including the asphalt and flag pole area for a worksite and safe demolition zone.

### **Student Relocation:**

- **Year 5s:** They will combine and utilise the 'old' library area, which offers space equivalent to two classrooms in square meterage. Additionally, Learning Support Officers (LSOs) will be available throughout the week.
- **Year 4s:** They will work in the hall, specifically in the new temporary carpeted area at the Sandringham Rd end. The class will be positioned to face Sandringham Rd to minimise playground distractions. Blinds will be lowered throughout. Despite this, the hall will remain functional for accommodating the uniform shop, canteen, assemblies, and special events throughout the program.
- **Year 3s:** They will combine and relocate upstairs to the senior area, utilising the largest current learning space (6Ts classroom). Additionally, these two small Year 3 classes will have access to the large breakout room situated between the two classrooms upstairs. This breakout area can accommodate up to 18 students, if necessary.
- **Year 2:** They will operate out of the art room during Stage One. Mrs. Hyslop will conduct her art classes directly in the classrooms, rather than using the art room.
- **Year 6:** They will also combine and work out of Yr.6M, a shared space. These two very small classes have already been trialling and working together at times throughout the day. Additionally, Year 6 will have access to the breakout space situated between the two classrooms upstairs.

### **What have we done to support the students and staff prior to the commencement of the program?**

- **Class Combining and Expectation Reinforcement:** Staff have occasionally combined classes throughout the week. This practice helps reinforce expectations and facilitates a smoother transition into the combined class setup.
- **Team Teaching Trials:** Staff have been actively trialling team teaching practices. This initiative provides an opportunity to explore different approaches to team teaching and identify what works best for the combined classes.
- **Refinement of Teaching Approaches:** The process has allowed for the refinement of various team teaching approaches introduced by Sarah Rafferty in recent weeks. This refinement

ensures that teaching methods are effective and tailored to the needs of the combined classes.

- Establishment of Shared Expectations: Efforts have been made to establish a shared understanding of how the combined classes will operate. This includes acknowledging the dynamics of the student body and accommodating differences in teaching styles among staff members. Finding a middle ground and establishing shared expectations has been a collaborative and most affirming process.

### Implementation of Learning Program:

- Yes, we will maintain the tightly structured learning program throughout the school year, even with the combined classes. All classes will continue to deliver the daily two-hour literacy and numeracy hour as per the established program. Additionally, the timetables set in Term 1 & 2 will remain unchanged, ensuring consistency and continuity in the students' learning experience.

### Team Teaching- What is it and what does it look like?

Team teaching is also known as collaborative teaching or co-teaching and is an instructional strategy where teachers work together regularly. For administrative purposes, we will still have two separate classes per year level, however, classes will work together for the majority of the day following one of the above described models. Your current child's teacher will continue to be the direct line of communication.

There are a number of different approaches to team teaching. Some of the most common are:

The infographic is divided into two columns. The left column contains three models: 'ONE TEACH, ONE OBSERVE' (yellow background), 'ONE TEACH, ONE SUPPORT' (purple background), and 'ALTERNATIVE TEACHING' (dark purple background). The right column contains two models: 'STATION TEACHING' (teal background) and 'PARALLEL TEACHING' (orange background). Each model includes a small diagram of a classroom layout and a brief description of the approach.

Model	Description
<b>ONE TEACH, ONE OBSERVE</b>	Where one teacher leads the lesson while the other teacher observes their partner teacher and/or the students.
<b>ONE TEACH, ONE SUPPORT</b>	Places one teacher in the lead role and the other teacher acts as a support for students in the classroom. The type of support provided will depend on the lesson and students' needs.
<b>ALTERNATIVE TEACHING</b>	Provides for one teacher leading the lesson with a larger group while the other teacher engages with a smaller group, perhaps with alternate material, according to their needs.
<b>STATION TEACHING</b>	Allows teachers to facilitate project work or group processes among students working in groups. Teachers can rotate around the groups providing specific instruction while some groups work independently.
<b>PARALLEL TEACHING</b>	Provides for the splitting of the class into two, possibly evenly-sized groups, to maximise participation. Each teacher leads the instruction with one of the groups (possibly in separate spaces).
<b>TEAM TEACHING</b>	Involves two teachers sharing responsibility for the class equally. While their roles may change over the course of a lesson, both teachers are centrally involved in facilitating the learning in the lesson.

## Benefits and Challenges

Benefits For Teachers	Benefits for Learner
<p>There are a number of benefits teachers can gain from participating in team teaching arrangements. Teachers can:</p> <ul style="list-style-type: none"><li>● Improve teacher instruction as collaboration gives them more support to try new ideas and fine tune explicit teaching practices</li><li>● see innovative practices</li><li>● spread responsibility</li><li>● provide a different perspective or set of eyes on a student</li><li>● deepen professional relationships</li><li>● build the school/setting culture and community</li><li>● allow specialisation or strengths shine</li><li>● share the workload</li><li>● grow confidence in decision making</li><li>● share successes and failures and lift morale</li><li>● culturally enrich one another and learners</li><li>● step up in emergencies and can communicate with casual relief teachers effectively</li><li>● identify and set goals for professional learning needs.</li></ul>	<p>There are many benefits to learners, such as</p> <ul style="list-style-type: none"><li>● Observing teachers exhibit different perspectives</li><li>● Opportunities to work alongside a wider range of students of similar ability</li><li>● Additional opportunities for differentiation. Some learners will have opportunities for extension while some may benefit from the attention given in small group instruction.</li><li>● Comprehensive Coverage: With multiple teachers, a wider range of topics and concepts can be covered within the same timeframe. This allows for a more comprehensive exploration of the subject matter, ensuring that students gain a deeper understanding of the content.</li><li>● Lesson consistency across the level</li><li>● Increased student effort</li></ul>

While we recognise the benefits of the Team Teaching Model, we're also aware of the potential challenges it brings. To address these, we've carefully developed plans and strategies to support both our learners and teachers. We're confident that embracing this opportunity will provide the students at Sacred Heart with a quality learning environment they deserve for generations to come.

***If you have any further questions or need clarification, please do not hesitate to reach out and email our team as we prepare to embark on this exciting new chapter at Sacred Heart.***

***Warmest regards,***

***Simon Collis & The Leadership Team***