



SCHOOL ADVISORY COUNCIL

ANNUAL REPORT 2022

KAYLENE CARLIN

SACRED HEART PRIMARY SCHOOL
NEWPORT





PRINCIPAL'S REPORT

I am pleased to present the 2022 Annual Report to the Sacred Heart School Advisory Council Annual General Meeting.

In my third year of principalship at Sacred Heart Primary School, I continue to be grateful and encouraged by the strength, warmth and energy of the school community – children, parents/carers, teachers, parishioners - and all those connected with our school in some way.

As I pause to reflect on 2022, I am drawn to the words reflected in our Living Vision to the right. At the start of each week, Sacred Heart staff take it in turns to highlight through our Monday Gathering staff meeting, one or two of the words reflected in the Living Vision and how it has been evident in our school community over the past week.



Throughout this report, you will read of many but not all of the lived examples of how the Vision of Sacred Heart school is brought to life through the words and actions of children and adults, working together in faith, hope and love to ensure that we stay true to who and what we are all about.

I would like to extend my heartfelt thanks to the Sacred Heart school community for the way in which you have come together to support myself, the staff, school and one another during the year.

I would especially like to thank the outgoing members of the School Advisory Council, Prue Periera-Fantini, Nick Walker and Karen Dermody for their commitment and support over the past three years. Your work and contributions to the Council (formerly School Board) has been very much appreciated.

Wishing you all a safe and peace filled Christmas season in 2022.

Yours in faith,

Kaylene Carlin
SCHOOL PRINCIPAL



IMAGE OF THE CHILD

The image of child continues to be a core belief driving our pedagogies and relationships between educators and children at Sacred Heart Primary School.

There are hundreds of different images of the child.

Each one of you has inside yourself an image of the child that directs you as you begin to relate to a child.

It pushes you to behave in certain ways; it orients you as you talk to the child, listen to the child, observe the child.

Your image of the child is where teaching begins.

The ability to enjoy relationships and work together is very important.

Children need to enjoy being in school, they need to love their school and the interactions that take place there.

Their expectations of these interactions are critical.

Loris Malaguzzi

The following statement is a collective voice of the educators at Sacred Heart and guides our thinking and practices daily.

At Sacred Heart, we believe that the child is at the centre of all we do.

We recognise that each child is unique and thrives when provided with meaningful experiences through which to flourish.

Children are curious and active in their learning when given opportunities to ask questions, discover, investigate and reflect.

We believe in educating the whole child to become confident and creative, with a passion for lifelong learning and optimism for their future.



LEADERSHIP TEAM

Principal Kaylene Carlin

Deputy Principal/Learning Diversity Leader Erin Stone

Faith Life Inquiry/Learning & Teaching Leader Catherine Palmer

English Leader Sue Burke

Maths Leader Kim Dalmau

Student Wellbeing/Family Engagement Leader Lyndal Acreman

STAFFING

- Christy Mak, Dana Millsteed, Nadia Lindop & Anthony Granata were appointed as classroom teachers at the beginning of 2022
- Mary Doohan was appointed for the government funded Tutoring Program in a fixed term position for Term 3, 2022
- Michael Gowland was appointed in Term 3, 2022 to support the Refugee Support Strategy program and Intervention Support Program. Michael will continue at Sacred Heart in 2023
- Penny Fenech and Kellie Tapping were appointed as Learning Support Officers in the Intervention Program
- Tracey Graham & Anton Reiter were appointed as Library teachers in 2022
- Carmel Mitvalsky left Sacred Heart at the end of 2021 to begin in a new school at the start of 2022
- Kristina Montagna & Roisin Gleich remained on Maternity Leave

CLASS GROUPINGS

In 2022, the class structure has been 14 classes with 2 classes at each year level.

The current enrolment at Sacred Heart is 304 students.

Our projected enrolment for the 2023 school year is 308 – 314 students.



SACRED HEART PRIMARY SCHOOL STRATEGIC PLAN 2021 – 2024

During the 2020 school year, Sacred Heart Primary School engaged in a review process that occurs every four years in Catholic Schools. An improvement-focused culture centred on the uniqueness of each child is providing a clearly defined common purpose. Staff are embracing the targeted approaches to building pedagogical content knowledge and developing a relationship-driven learning environment with the child at the centre.

The distinctive Catholic identity of the school is proclaimed in the role prayer, celebration, Sacramental journeys, and outreach play in linking faith, life and culture. The creation of safe, positive and enabling environments is prioritised to support students as learners, within a culture of high expectations. Parents welcome the improvements in communication, the opportunities for their voices to be heard and the support for families as partners in learning.

Our Strategic Directions for 2022 are detailed in the table below:

STRATEGIC LONG TERM GOALS 2020-2024	MILESTONES For 2022	ACTIONS For 2022
Core Drivers Community, consistency, collaboration, communication, relationships, improvement, accountability, high expectations, reflective, explicitness		
To build a culture of learning, innovation and improvement	Embed a Sacred Heart approach to Inquiry Learning, incorporating P-2 Discovery. The students recognise themselves as active learners. The students are provided with an opportunity to explore an area of interest. Educators are giving, receiving and acting on feedback.	PD staff with Inquiry process Kath Murdoch Identify & practice Learning Dispositions & students articulate these PLT restructuring to support individual needs Annual Review Meetings drawing on school strategic goals Incorporating Passion Projects into Inquiry



<p>To foster a community of active and animated learners who flourish</p>	<p>Develop a Mathematics Annual Action Plan.</p> <p>Develop an English Annual Action Plan.</p> <p>Educators have an understanding of Learning Progressions.</p> <p>Educators are using Learning Progressions when engaging in feedback with students.</p> <p>The educator/student feedback cycle is embedded.</p>	<p>Build leader and teacher capacity in Mathematics through professional learning</p> <p>Leaders in classrooms modelling and mentoring</p> <p>Looking at data sets consistently</p> <p>Provide professional learning for staff in learning progressions in Maths and Reading</p> <p>Establish clear expectations & protocols on the use of learning progressions in the classroom</p>
<p>To strengthen authentic community partnerships</p>	<p>Students, educators and families can articulate how we work together to create a school that looks and feels safe and nurturing.</p> <p>Students and educators are empowered to create a safe school in the image and likeness of Jesus.</p>	<p>Design and display visuals around the school of our Ways of Being Together</p> <p>Building relationships and revisiting our Ways of Being Together, as a school community</p> <p>Morning Gathering routines are revisited and embedded</p> <p>Restructure School assemblies to be student led and more engaging.</p> <p>Use Living Vision & Ways of Being Together in School assembly and Acknowledgements</p> <p>Integration of Faith Life Inquiry model and framework in planning & teaching and learning</p>



What does this look like?

To build a culture of learning, innovation and improvement

In order to establish a culture of learning, innovation and improvement, Sacred Heart staff are provided with many opportunities to build their professional knowledge, capacity as teachers and understand how we continue to grow and improve. Engagement in study and learning as an adult is valued and celebrated.

Examples of professional learning undertaken in 2022 include:

- Inquiry Learning with Kath Murdoch
- Understanding the Intervention Framework - supporting students with additional learning needs, differentiation strategies, Disability Standards
- Lockdown Drill & Emergency Management Planning
- Excursion Policy, Protocols & Risk Assessments
- Warden Training
- Child Safety - Mandatory Reporting, Medical Management Planning & Policy, Cybersafety
- Year Prep Discovery - Reggio Influences & Documenting student learning -Tasmania Conference

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 table illustrates Sacred Heart School data, as completed by teachers at the school.

Aspect	MACS schools average 2022	Sacred Heart School 2022
School Climate – social & learning	74%	89%
Staff Leader Relationships	78%	89%
Feedback – amount & quality	38%	63%
School Leadership Effectiveness	53%	71%
Collaboration around an improvement strategy	65%	83%
Collective Efficacy	76%	89%
Quality of professional learning opportunities	62%	71%



To foster a community of active and animated learners who flourish

Sacred Heart is an inclusive Catholic education community where all members are respected, cared for and have a strong sense of belonging. We believe that we are all unique in our ability to learn and we can all experience success. We believe that the best education we can give our children is one where the school and family work together in partnership.

Learning and Teaching begins with the needs of the individual child and works towards developing their potential as lifelong learners and responsible citizens. The prescribed curriculum is used to frame learning that is responsive to the children's needs, to the context of our school and to the wider community.

At Sacred Heart Primary School, students engage in the following learning areas:

- Faith Life Inquiry
- English
- Mathematics
- Humanities (History, Geography, Economics), Science & Technology
- Physical Education & Health
- The Arts
- LOTE – Italian
- Social & Emotional Learning

In 2022 we have undertaken the following:

- A whole school focus on **Mathematics**, including improving student learning outcomes and teacher pedagogy. We were successful in the procuring a grant as part of the Western Region Get in 2 Maths Strategy project, which supports the capacity to have a Mathematics Leader (Kim Dalmau) working with teachers in planning & supporting students in the classroom
- A whole school focus on **Spelling & Writing**, including improving student learning outcomes and teacher pedagogy. Sue Burke has been working closely with teachers, particularly in facilitated planning and through professional learning meetings to develop their knowledge and understanding of how children learn to spell & how to teach it.
- A whole school exploration of the through lines of **Community, Transformation, Environment and Expression** over the four school terms
- A whole school focus on the **Learning Dispositions** of Empathy, Resilience, Courage and being Reflective over the four school terms



Learning & Teaching – Academic Growth & Achievements

Abstract Reasoning Project with Australian Catholic University & MACS

In November this year, some of the Year 5 & 6 students and teachers attended Australian Catholic University as part of our focus on Abstract Reasoning.

Sacred Heart has been working in partnership with Professor John Munro, Melbourne Archdiocese Western Region and two other schools in Melbourne's West. The project has measured how abstract reasoning supports student growth and learning.



The Australian Catholic University media release stated, 'Students' literacy, numeracy, metacognitive, collaborative, and fluid reasoning skills, as well as their growth mindsets, also showed signs of improvement during the innovative two-year project'.

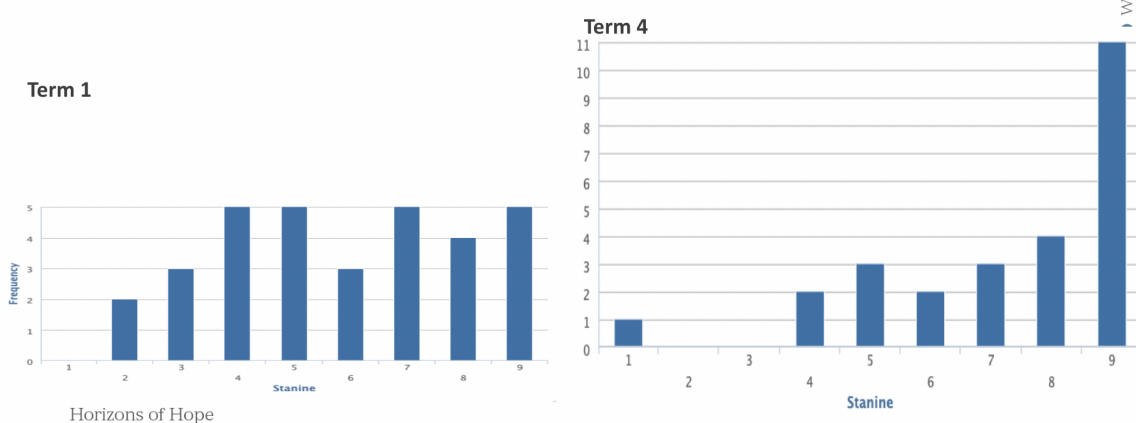
Sacred Heart Newport:

PAT Abstract Reasoning data

Stanine growth from Term 1 to Term 4, Year 6 students 2022



WESTERN REGION



Professor Munro believes “This work is at the forefront of education. Abstract reasoning is an essential future thinking skill. One new information technology topic schools have begun to teach over the past decade is coding. Abstract reasoning underpins coding. This project is helping students step into the future.”



Sacred Heart Newport:

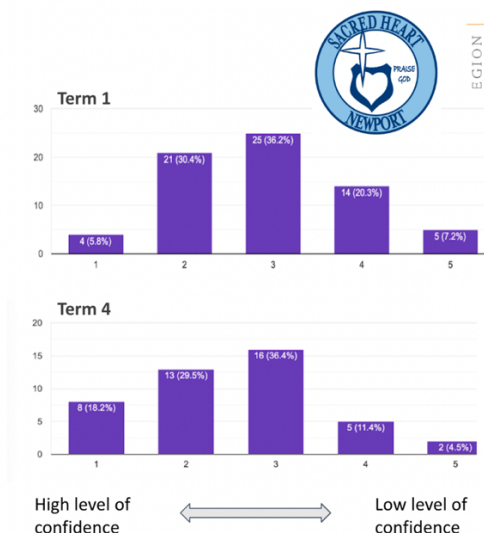
Growth Mindset Survey 2022

Question:

I am good at explaining my thinking when I solve a problem.

- Students more confident with explaining their thinking
- Students provided with the support to develop the vocabulary through explicit teaching
- Students used the appropriate vocabulary through a collaborative learning approach which reinforced their learning

Horizons of Hope



It was a valuable experience to work alongside Professor Munro and the feedback from Sacred Heart students is that they have enjoyed the challenge and it has their understanding of about how they think and learn. The project has seen students translate their learnings into other areas of the curriculum. We look forward to continuing our work in this area and extending the learning across other year levels.

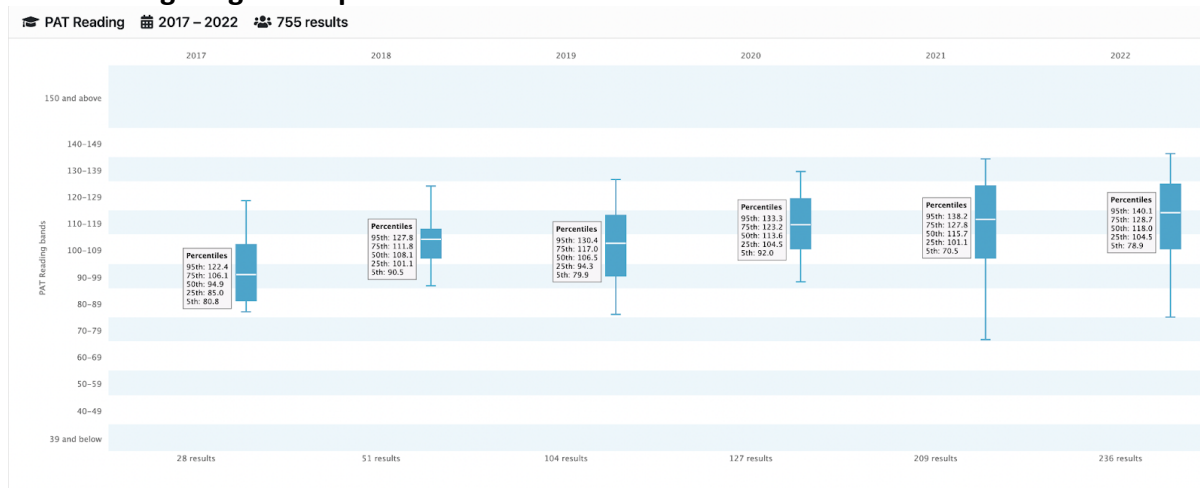
Student Growth & Achievement in English

Students have been completing PAT Reading assessments since 2017 and this data has been used to provide formative and summative information about students reading and comprehension capabilities. As a norm referenced assessment, it allows for judgments to be made to understand how students' scores compare to other students in Australia.

This year we have moved from the model of teachers selecting tests for students based on their capabilities, to an adaptive testing format. The adaptive format is designed to support a more equitable testing experience, offering students individualised pathways and educators a more precise picture of student achievement.



PAT Reading Progress Report 2017-2022



Our PAT Reading Progress Data from 2017-2022 includes data from Year 1 - 6 students and shows a trend of steady consistent improvement.

Each year students performing in the 95th and 75th percentile have increased scale scores which demonstrates that our higher performing students are being challenged and extended.

The 50th percentile (mean) group follows this trend also, although there was a slight decrease from the 2018- 2019.

The 25th and 5th percentile groups results do show patterns of growth, however from 2018-2019 and 2020-2021 there was a drop in scale score growth and the graph suggests a wider spread of scale score. Some possible reasons for this could be due to the impact of remote learning during the two years of the pandemic did have an impact on outcomes, in particular with students who require additional support to develop skills.

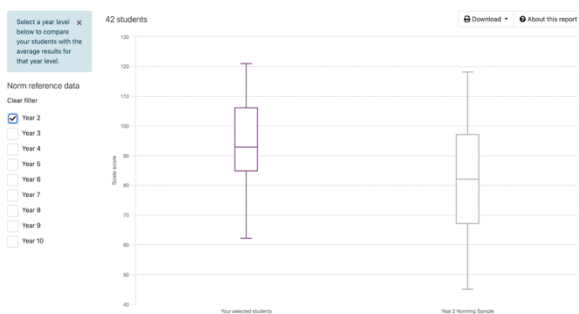
In response to this in 2022, we continued to ensure students' needs were priority and through explicit instruction, targeted teaching and intervention practices, it has been pleasing to see improved growth in 2022. We will continue to use the PAT data explorer to analyse and monitor progress.



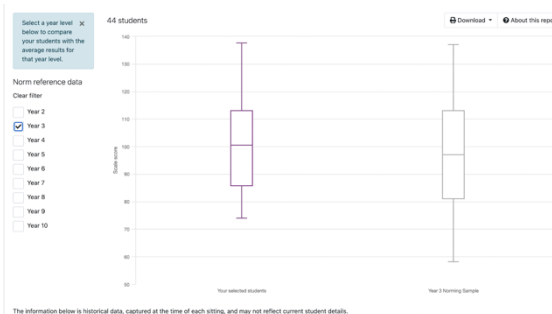
PAT Spelling Norm Referenced Report 2022

This year we have included the PAT Spelling assessment in order to gain insight into the performance of our Year 2-6 students. The results show that most levels are performing above all percentile rankings which is a wonderful achievement. While there is a spread of student capabilities, continued focus on supporting development at needs base will continue as best practice.

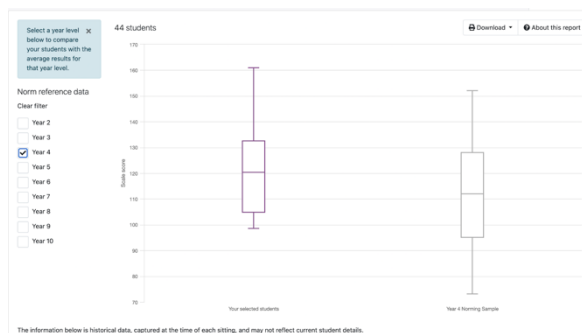
Year 2



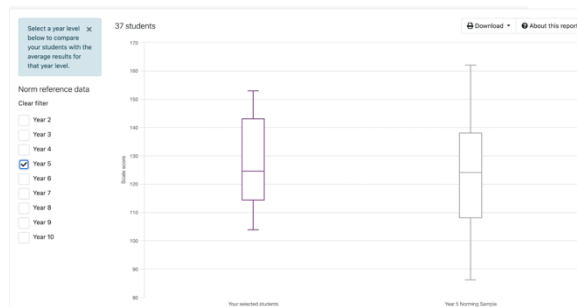
Year 3



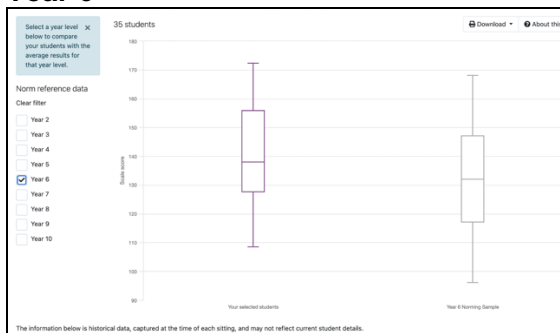
Year 4



Year 5



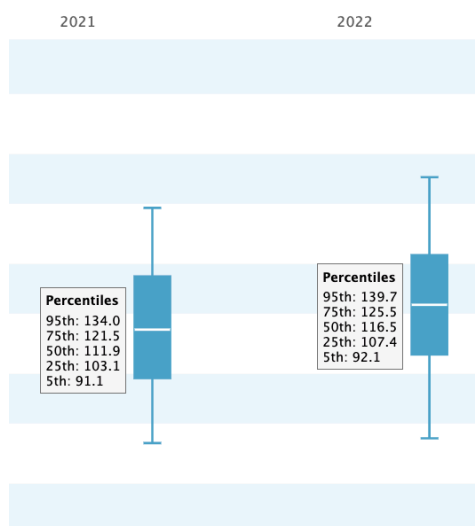
Year 6



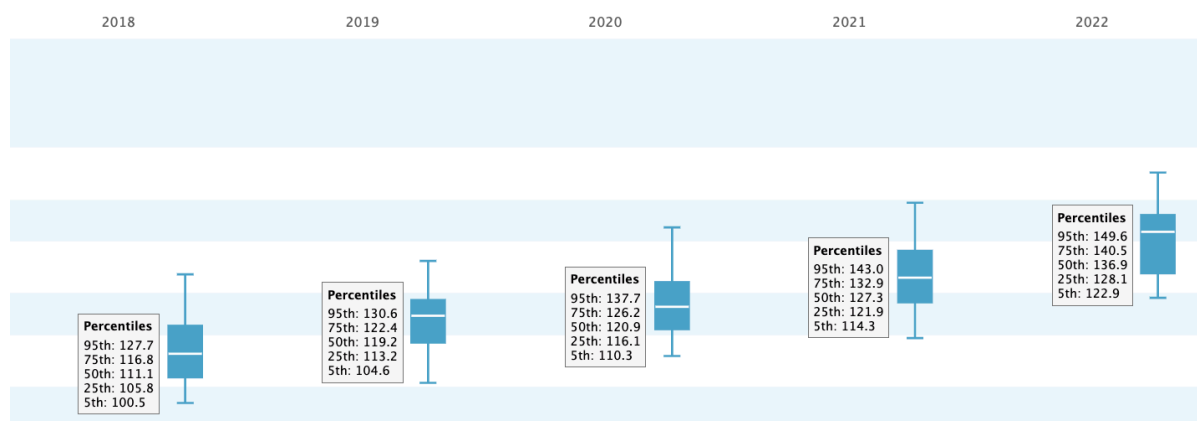


Student Growth & Achievement in Mathematics

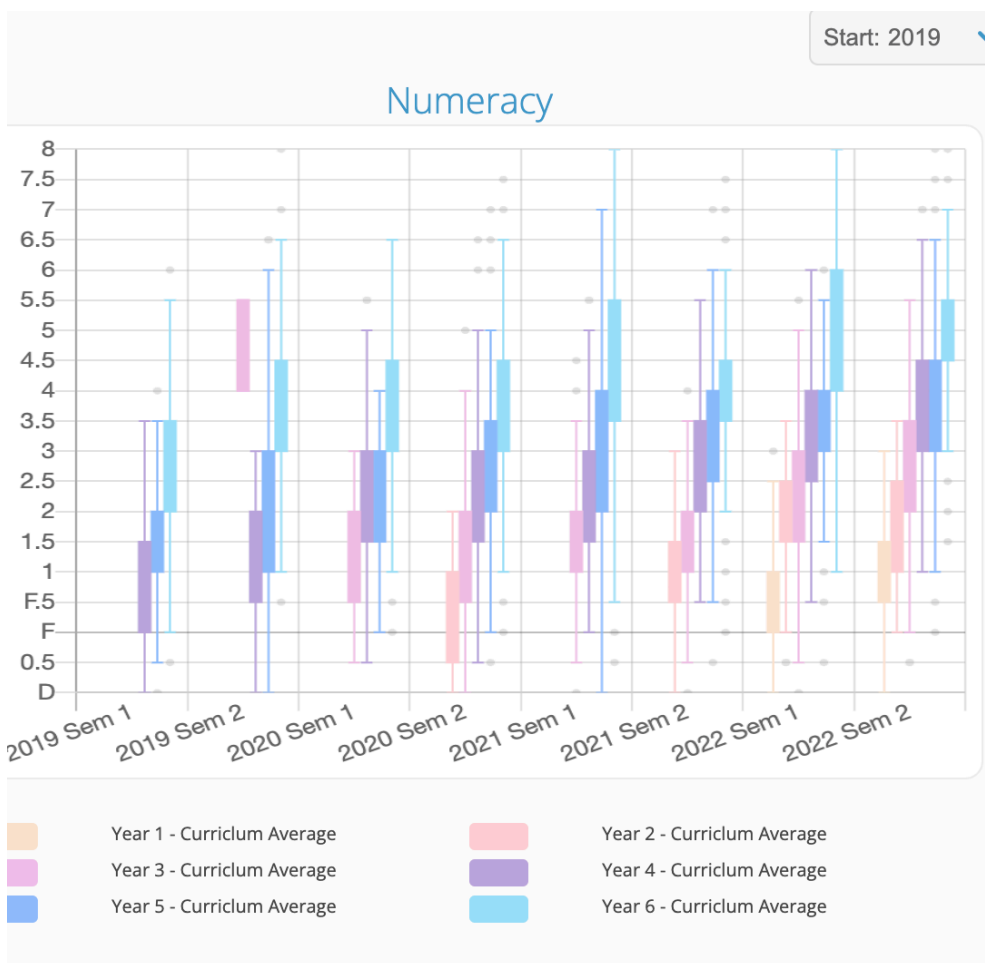
PAT Mathematics is used annually in November to assess student growth. The diagram below indicates the growth of all Sacred Heart students in Mathematics from 2021-2022 where we have seen an increase in all percentile areas, in particular in student growth above 50th percentile which has been a focus.



PAT Mathematics progress of the current year 6 cohort has shown strong growth in 2021 & 2022 with an upward trend in 2020.



Essential Assessment is used continuously throughout the year to pre-test students' prior knowledge and inform teaching. It is also used to post-test students and demonstrate growth. The below indicates student growth across Sacred Heart since 2019. Student cohorts have continued to show growth from year to year. Notably year levels are also showing increased performance each year which is a positive sign for teaching and learning in Mathematics across the school. Number growth in Semester 2 in year 6 is impacted by student knowledge in fraction and decimals.



Faith Life

Classes participate once a term at our parish Mass on Friday mornings at 9.15 am. Due to interschool sports, Year 5 and 6 class attend our parish Mass on Wednesdays at 9:15. 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 all celebrated a sacrament in 2022.



Camp & Outdoor Education Program

The Sacred Heart camp program is structured around the ideal of independence, with students developing skills and building connections with each other and the environment over time. Our camps are a means of using different resources to enhance and enrich student learning. In 2022, students participated in the following Camp Program experiences, each designed to be developmentally appropriate for the year level and age of the child, progressively building on levels of independence and autonomy.

Year Prep	Breakfast at School
Year One	Afternoon & Dinner at School
Year Two	Afternoon & Dinner at School
Year Three	Don Bosco – 1 night
Year Four	Don Bosco – 2 nights
Year 5	Phillip Island – 2 nights
Year 6	Canberra – 4 nights



Sports and Swimming Program

Sacred Heart School is actively involved in many aspects of sport, both internally and in the local community, particularly other schools in the area through the Summer and Winter programs.

Year 5 & 6 students engage in a range of sports including football, basketball, tennis and hockey.

Year Prep to Year 3 students participate in an intensive swimming program at Bayfit Leisure Centre and the Year 4 - 6 students participate in a surf life-saving program at the local Williamstown beach.

Student Wellbeing

Alongside a Teaching & Learning focus, student wellbeing continues to be a high priority at Sacred Heart Primary School. Some of the initiatives undertaken in 2022 have included:

- Lunchtime Clubs held each lunchtime, providing an opportunity for students to seek an alternate, quieter space during playground time. These have been held in the Library or in school hall throughout the year.
- Regular Wellbeing posts by the Student Wellbeing & Family Engagement Leader 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.

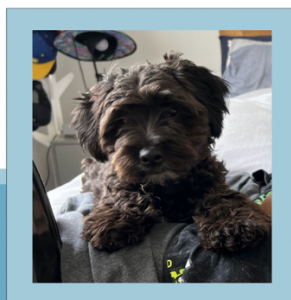
KITCHEN GARDEN PROGRAM

The focus of the Kitchen Garden Program is on providing students with an opportunity to build connections with one another outside of a typical classroom. Students are selected to participate in the program based on the potential benefits afforded the student and the positive impact on their learning and wellbeing. Lyndal (Student Wellbeing Leader) and Carmen (Learning Support staff) meets with the children each week on a Thursday. They get into our garden, pick fresh produce and cook it up! Kitchen and social skills are taught and practised within the lessons.



TEX – OUR WELLBEING DOG

This year, Sacred Heart Primary School partnered with Dogs Connect to introduced a wellbeing dog into the school. This is an **evidence-based program** that is underpinned by best practice. A core training team was established amongst the staff, who took responsibility for ensuring all aspects of compliance were met and the selected dog met the needs of the school children and was a ‘good fit’ for our school.



Hi! My name is
Tex!

I am an 8 month old Jackapoo and currently weigh around 6 kg.

I have settled in very easily to my new home. I am a very friendly puppy, I'm very relaxed in general but really enjoy being cheeky. I love chewing on toys and playing fetch. I also really enjoy going out for a walk and meeting other dogs.

I live with Lyndal and her family, and am pretty spoiled by them! I know how to sit, stay and follow a couple of other commands. I especially love getting treats when I do the right thing!

I am looking forward to starting work at the Sacred Heart and learning the things I need to enable me to become a wellbeing dog.

I can't wait to meet everyone!

Happily, we were able to introduce Tex to the children in early August of this year and he has become a much-loved member of our school community. In this unique approach the focus is on broad scale connectedness and wellbeing across the entire school community.

Student Voice & Agency

The terms Student Voice and Agency are all encompassing. They describe the importance of empowering children and young people in their learning where teachers work alongside students and explore, negotiate and co-construct their educational experiences.

Student Voice is about adults engaging positively with students and working together in a partnership where their opinions are valued and help inform classroom practice and contribute authentically to school improvement.



At Sacred Heart Primary School, students are given opportunities for voice and agency through the MacKillop School Leaders initiative and Student Portfolio groups.

In 2022, under the direction of the Leadership Team, the MacKillop School Leaders and Year 6 Student Portfolio groups focused on a range of topics including Social Justice, Sustainability, Student Wellbeing and Indigenous Perspectives.

Each term, one of the portfolio groups had a key focus on their area of interest and passion. Examples of initiatives undertaken this year include:

- Indigenous Perspectives: “Indigenous Literacy Foundation Great Book Swap”
- Student Wellbeing: “Socktober”
- Social Justice: Welcome West Wagon – Warm Clothes and Blankets Drive
- Sustainability Projects: Vegetable Garden, maintaining the Sustainability Garden, recycling projects, use of natural materials for teaching and learning, Inquiry etc

To strengthen authentic community partnerships - Students and educators are empowered to create a safe school in the image and likeness of Jesus.

Monday Morning Gathering Routines



Establishment, shared and consistent language of our Ways of Being Together

"Ways of Being Together"

- We are safe.
- We respect ourselves and others.
- We are active learners.
- We act with kindness.



Special events with parents & families including:

- Prep Welcome Drinks & Nibbles
- Mother's Day Breakfast & Stall
- Father's Day Breakfast and Stall
- International Women's Day - guest speakers to Year 6 students from the parent community
- Prep 2023 Talk and Tours
- Sacred Heart Trivia Night
- Whole School Picnic at the start of the year
- Family Christmas Carols
- Class masses

Parent Engagement & Involvement

- Parent support through attendance on school camps & excursions
- Parents helpers in the classroom
- School Advisory Council
- Learning Walks in Spelling & Mathematics, Faith Life Inquiry
- Getting to Know You Chats

School Advisory Council

The notion of a Catholic school community includes learners, their families, their teachers and other staff in the school; young people and adults in the parish; and others in the local, wider and global communities - all of whom come together to form a connected and organic learning environment for the benefit of students. This sense of connectedness and belonging provides the foundation for the full flourishing of each student. (Horizons of Hope)

School Advisory Councils (SAC) are advisory bodies which form an important expression of the educational partnership that exists between parents, schools, parishes and the wider community to support all students. This is reflected in the ex officio membership of both the principal and the parish priest on the Council. What they do is governed by the Terms of Reference.

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.



The role of the School Advisory Council is to:

- ensure that, at the local level, Catholic schools will remain 'actively embedded in the life of the faith communities of the local Church, which in turn is tangibly manifest in the life of each school'
- encourage the partnership and participation of school, parish and the wider community in the life of the school and parish
- allow school principals, parish priests and parents to work closely in the common mission they share.
- provide a forum for discussion and discernment, where the parent voice and perspective are available to inform and support 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
- contribute to the selection process for the school principal via membership of the selection panel as per MACS and CECV policy and guidelines
- endorse particular documents (WTIM): Master Plans, Annual Budgets, Annual Reports, Strategic Plans

At the request of Melbourne Archdiocese Catholic Schools Ltd (MACS) board, our governing body, Sacred Heart School Board transitioned to the Sacred Heart School Advisory Council in 2022 and has continued to play an important role in the life and partnership of the Sacred Heart Primary School community.

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

Principal: Kaylene Carlin

Parish Priest: Fr Binh Le (Custodian of Mission)

Chair: Karen Dermody (Parent)

Secretary: Kathy Mechenbier (Parent)

Parent Representatives: Prue Periera-Fantini, Nicholas Walker, Mia Casement

Parishioner: Marlene Monahan (Custodian of Mission)

Staff Members: Erin Stone (Deputy Principal), Lyndal Acreman (Family Engagement & Student Wellbeing Leader)

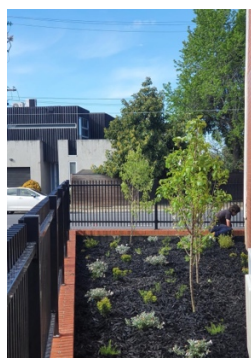


GROUNDS & FACILITIES

Throughout 2022, we continued to invest in projects and maintenance to ensure the learning environment of the children is one they can be proud of, enjoy and contribute to caring for.

Projects have included:

- Painting the entrance hallway to the school & the two Year 3 classrooms
- Prep classroom the room painted, floorboards polished and new furniture purchased for both Prep classrooms.
- Installation of CCTV to ensure the school grounds and facilities are secure at times when the school is closed, acting as a deterrent, control unauthorised access and overall improved safety for all
- Installation of shade sail over the Mary MacKillop Garden
- New cupboards installed in the hallway for much needed storage and bench tops installed in the reinstated Art Room
- Family Meeting room completed
- Landscaping at the front and eastern side of the school



CONCLUSION

My sincere thanks to the members of Sacred Heart School community for assisting in making 2022 such a significant year.

A special thanks also to Fr Binh for his support and assistance in all aspects of the school and to all members of Sacred Heart staff.

I look forward to the continued development of Sacred Heart School and full flourishing of all aspects of our school and community, especially the children.

Kaylene Carlin

SCHOOL PRINCIPAL