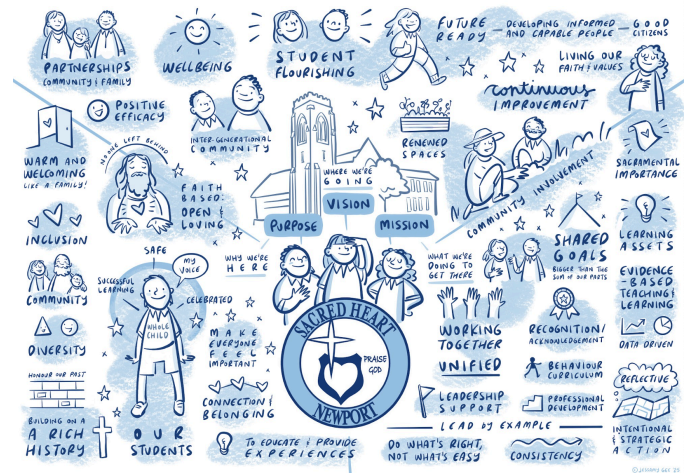


SCHOOL ADVISORY COUNCIL

AGM PRINCIPAL'S REPORT 2025

SACRED HEART PRIMARY SCHOOL NEWPORT

I am pleased to present the 2025 Annual Report to the Sacred Heart School Advisory Council Annual General Meeting.



1.0 Introduction and Overview

This document serves as the official 2025 Annual Report for the School Advisory Council of Sacred Heart Primary School. It synthesises the comprehensive updates provided by the School Principal, Kaylene Carlin, throughout the year, offering a consolidated account of our school's progress, challenges and achievements.

The purpose of this report is to provide a data-informed and reflective summary of the school's performance, key accomplishments and strategic direction across core operational areas, including culture, curriculum, enrollment, staffing and infrastructure. It is intended to foster accountability and provide the Council with a clear, holistic view of the 2025 academic year.

In presenting this information, we aim to maintain a professional and transparent account of our stewardship. The successes detailed herein are a direct result of the collective dedication of our staff, the engagement of our families and the enthusiasm of our students. This report reflects a school community thriving as it puts its core vision into practice.

2.0 Enacting Our Living Vision: Culture and Values in Practice

The strategic importance of our 'Living Vision' cannot be overstated; it is the cultural and ethical foundation upon which all our educational and community-building efforts are based. This section moves beyond abstract statements to demonstrate how the school's values were translated into tangible actions and attitudes throughout 2025. By synthesizing testimonials and examples shared by our educators, we can see a clear and consistent narrative of a vision truly lived.

Building Relationships and Partnership

A core theme emerging from collective Principal Reports in 2025 was the intentional cultivation of strong, supportive relationships. This was evident in major events and daily interactions alike. The Year 4 camp was highlighted as a powerful experience for strengthening bonds between staff and students, while the "Getting to Know You Chats" and the Beginning of the School Year Mass established a foundation of trust with families from the outset.

This spirit of community was powerfully demonstrated when staff and peers rallied to support Allura in Year 5, showcasing a deep-seated culture of compassion. As noted by educator Kate Williams, community events like Father's Day and Book Week are "more than just items on a calendar. They reflect the deep and genuine connections we've built... These moments show how much care, time, and love go into making Sacred Heart such a warm and welcoming place for all."

Fostering Animated Learners

Sacred Heart Primary School continues to demonstrate a consistent commitment to developing active, engaged and curious students through hands-on, inquiry-based learning. The explicit teaching of the scientific inquiry process encouraged students to become investigators who question and explore, rather than passive recipients of information. This approach came to life in the Year 3 egg drop challenge, where students collaborated creatively to solve a practical problem. In the senior school, the Year 5/6 inquiry units into Australian government and chemical and physical sciences saw students deeply engaged, asking thoughtful questions, collaborating on experiments and respectfully challenging one another's ideas.

Cultivating a Sense of Belonging and History

A strong sense of community is built through shared experiences and a connection to a common heritage. Events like the staff trivia afternoon fostered an inclusive and collegial atmosphere, reinforcing the positive working environment at the school. This sense of belonging was enriched by a focus on our history and values. Staff learning sessions on the life of Mary MacKillop, alongside a special assembly commemorating ANZAC Day, provided meaningful opportunities to connect with the traditions that shape our identity, with an emphasis on our Catholic traditions. The Council particularly notes the impactful contribution of Sr Lorraine, whose sessions were described as a blessing due to her "extensive knowledge, genuine warmth, passion, and dedication."

This strong, vision-led culture provides the essential support structure for the success of our targeted academic and wellbeing programs.

3.0 Academic and Curriculum Development

This section details the key curriculum and pedagogical initiatives undertaken in 2025. These initiatives represent a direct response to the school's strategic goals for academic rigor and teacher capacity building, reflecting a focus on implementing evidence-based instructional practices, embedding a systematic approach to student wellbeing and reducing cognitive load to create a more effective learning environment.

Core Instructional Programs

- **InitialLit Program (P-2):** The successful implementation of the InitialLit program across Prep to Year 2 has been a significant achievement. Staff have reported a marked increase in their confidence and a deepening of their pedagogical knowledge. Most importantly, this has translated into improved student growth, with teachers noting a faster acquisition of

foundational literacy skills. The positive downstream impact is already being observed by Year 3 educators, who report noticeable improvements in student writing.

- **OCHRE Units (Middle/Senior School):** To streamline curriculum delivery and enhance student comprehension, OCHRE units were implemented in the middle and senior school. Feedback from educators has been highly positive, with reports that these integrated units have successfully reduced the cognitive load for both students and teachers.
- **Oral Reading Fluency:** Professional learning focused on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments has equipped staff with greater insight into evaluating and supporting oral reading fluency. This focus ensures we can better support student progress from fluency to deeper comprehension.

Student Wellbeing and Behaviour Curriculum

A systematic and proactive approach to student conduct was a key goal for 2025. During Pupil Free Days in March and April, staff collaborated to develop and refine the "**Sacred Heart Behaviour Curriculum**" and an accompanying "**Ways of Being Together**" flowchart. This framework clarifies expectations and establishes consistent responses to student behaviour.

To reinforce this curriculum, two new assessment sections were introduced on student reports:

1. Ways of Being Together at Sacred Heart Primary School
2. Commitment to Learning

Furthermore, the school invested in the **UR STRONG** program, providing training for all staff. This initiative is designed to proactively empower students with practical, skills-based language and strategies for building and maintaining healthy friendships.

Student Assessment and Support

The administration of **NAPLAN** for students in Years 3 and 5 was completed successfully, with a high level of commitment demonstrated by both teachers and students in their preparation and engagement.

Our multi-tiered system of support continues to prove effective. Staff feedback confirms that the **Tier 2 and Tier 3 intervention structures**, which provide targeted one-on-one or small-group support, are highly effective in meeting the needs of individual students and supporting classroom teachers.

The quality of our academic and wellbeing programs is a significant factor in our school's appeal to prospective families, contributing directly to our strong enrolment position.



4.0 Enrolment and Community Engagement

This section provides a data-driven overview of the successful 2025 enrolment campaign for the Prep 2026 intake. The figures demonstrate strong and growing community interest in Sacred Heart, validating our outreach efforts and the quality of the educational experience we offer.

Prep 2026 Enrolment

The school set a target of 50 Prep students for the 2026 cohort. This was positioned against 41 outgoing Year 6 students, indicating a clear opportunity for growth from our current total enrolment of 296 students.

Our marketing and outreach campaign, which utilized Facebook, Instagram, local community boards and kindergarten flyer drops, yielded outstanding results. Early indicators of this success were evident by April, with 58 new families booking tours and 108 information packs requested. The progression of applications throughout the year was as follows:

- **March:** 14 applications received.
- **April:** Applications grew to 57.
- **June:** 68 applications had been received, from which 52 places were offered and accepted.
- **August:** The cohort was confirmed at **52 accepted students**, with a healthy waitlist of 8 families.

The composition of the accepted 2026 Prep cohort is a testament to both new interest and existing family satisfaction, comprising **22 siblings** and **30 new families**. The composition of this cohort, with 30 new families joining the school, is a powerful external validation of our educational program and community reputation.

Fostering Community Connection

Building and maintaining strong relationships with our families is paramount. Events such as the **Prep 2025 Welcome Drinks** at the beginning of the year provided an informal and positive setting to welcome our newest families into the community. The "**Getting to Know You Chats**" were again highlighted by staff as an invaluable opportunity to build a respectful partnership with parents from the outset.

A new initiative this year, "**Discovery Time**" for Prep students, was introduced and has been very well received, further enhancing the early years' experience at our school.

A growing and engaged school community is sustained by the professionalism and dedication of the staff who serve it.

5.0 Staffing and Professional Growth

This section details significant personnel updates from 2025 and outlines the school's deep investment in professional development, mentorship and staff wellbeing. The stability and expertise of our staff remain one of our greatest assets.

Staff Movements and Updates

The school navigated several staffing changes with professionalism and care. The year began with the unexpected resignation of Year 5 teacher Dawn Rathborne due to visa challenges. The leadership team successfully managed this transition, appointing Elly Goding and Brett Henderson to the role.

We also announced the retirement of Mrs. Rita McEwen, who will conclude her tenure at the end of the year after 27 years of dedicated service to Catholic education. On behalf of the School Advisory Council, we extend our deepest gratitude to Rita for her nearly three decades of dedicated service and profound impact on the Sacred Heart community.

The strength of the school's leadership was evident during Principal Kaylene Carlin's Long Service Leave, with her expressed confidence in the capabilities of Cath Palmer (Acting Principal) and Erin Stone (Deputy Principal) ensuring seamless continuity of operations.

Commitment to Professional Growth

A strategic and cohesive professional development program was delivered via our Pupil Free Days, with key themes including:

- **Faith Formation:** Sessions on "Understanding Lent" and "Women of Faith."
- **Student Wellbeing:** Collaborative development of the school's Behaviour Curriculum and training in the UR STRONG program.
- **Strategic Direction:** A dedicated day for clarifying the school's Purpose, Vision and Mission.

At the end-of-term Annual Review Meetings (ARMs), feedback from staff was overwhelmingly positive. The Principal Reports from Kaylene highlighted key themes from these confidential discussions:

- Strong appreciation for the robust support, coaching and mentoring provided to new and graduate staff.
- Reports of highly positive and collaborative relationships among teaching teams and with the leadership team.
- Affirmation of the effectiveness of the school's curriculum frameworks (InitialLit, OCHRE) and intervention structures.

6.0 Infrastructure and Facilities Enhancement

In 2025, the school undertook a significant program of capital works and maintenance projects. These investments were strategically allocated to enhance modern pedagogical practices, foster community engagement and ensure regulatory compliance and student safety, thereby maintaining a high-quality learning environment for all.

Upgrading Learning Environments

- Installation of two new BenQ interactive screens for Year 1 classrooms.
- Installation of four new 65-inch TV screens for Year 4 & 5 classrooms.
- Installation of new cabinetry in two Year 1 classrooms.
- Replacement of carpet in the Art room.

Improving Communal Spaces

- Painting of the ground floor lower corridor and staff toilets.
- Laying of new carpet in the school hall.
- Purchase of new chairs for the hall.

Enhancing Safety and Amenities

- Installation of new blinds on the first floor.
- Replenishment of the sandpit.
- Installation of additional security cameras to cover external and internal blind spots.
- Replacement of drinking taps.

Major Maintenance and Capital Expenditures

In addition to general upgrades, two significant maintenance projects were completed:

- Replacement of parts of the Air Conditioning System: **\$30,000**
- Installation of a sewer line inspection point: **\$15,000**

Furthermore, planning is now underway for a future kitchen replacement in the school hall.

These completed works provide a solid foundation upon which we can continue to build and pursue our future strategic objectives.

7.0 Strategic Outlook and Forward Planning

The achievements of 2025, as detailed in this report, place Sacred Heart Primary School in an exceptionally strong position. We have a vibrant, vision-led culture, proven academic and wellbeing programs, a cohesive and dedicated staff and a deeply engaged school community, evidenced by our outstanding enrolment figures.

The strategic planning work undertaken during the August Pupil Free Day was instrumental in refining our focus for the years ahead. This session clarified our collective understanding of the school's Purpose, Vision, and Mission, and underscored the importance of our "Strategic Enablers"—such as Responsible Stewardship and Creating a Culture of Wellbeing—in achieving our goals.

In 2026, Sacred Heart will continue to deepen student growth in Mathematics and English by building essential knowledge, teacher capacity and ensuring consistent, high-quality practice across all year levels. With an ongoing commitment to student engagement, we will continue to foster a school environment reflective of safety, belonging and connectedness, through highly structured and strategic tiered intervention programs and whole-school wellbeing practices, build staff capacity for proactive response and embed these approaches across all learning environments.

8.0 In Summary

In summary, we move forward with confidence, guided by a clear strategic vision and supported by a community whose commitment and contributions made 2025 an exemplary year for Sacred Heart.

I would especially like to thank the members of the School Advisory Council for their commitment and contributions over the course of the year. Your work and contributions to the Council has been very much appreciated. I would especially like to acknowledge the outgoing members of the School Advisory Council, Hamish George, Zoe Wen and Aaron Greaves. Your dedication to ensuring the partnership between families, school and parish has continued to build on the very sound foundations by those who have gone before.

I would also like to thank Fr Samuel for his unwavering support and Marlene Monahan who continues to be instrumental in ensuring the links between school and parish continue to flourish through engagement with both the Parish Pastoral Council and School Advisory Council.

Wishing you and your families a safe, peace filled and blessed Christmas season this year.

Yours in faith,
Kaylene Carlin

SCHOOL PRINCIPAL

END OF REPORT

