

ANNUAL REPORT TO THE SCHOOL COMMUNITY



Holy Rosary School KENSINGTON

2018

REGISTERED SCHOOL NUMBER: 1033



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Minimum Standards Attestation

I, Christine Shaw attest that Holy Rosary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

13 May 2019

Our School Vision

At Holy Rosary School we are inspired by the life and teachings of Jesus Christ. We nurture a sense of truth, tolerance and justice as we embrace the diversity of our community.

Our safe and supportive environment enables students to be successful, confident and resilient, willing to accept challenges and to take risks in their learning. With a commitment to citizenship, our school contributes actively to our wider community.

As a learning community we offer a challenging, purposeful and enjoyable curriculum that meets the needs and experiences of all our students while preparing them for a changing world.

True to our Catholic, cultural and Mercy traditions we are welcoming and inclusive of all. We believe that partnership with our families, parish and local community are essential to our identity.

Through our classroom and off-site learning experiences we aim to develop in our students inquiring minds, a commitment to responsibility for learning and development, connection to peers and locality, and a growing sense of citizenship. We want to look with mercy on all God has made.



School Overview

Holy Rosary School is an inner city parish primary school in Kensington, just 4kms from Melbourne's CBD. It is one of two Catholic primary schools in the partnered parishes of Kensington and Flemington. The beautiful Holy Rosary Church, a local historical landmark, is located across the road from the school and there is a strong connection between school and parish. Holy Rosary School opened in 1915 and remained under the direction of the Mercy Sisters until 2012.

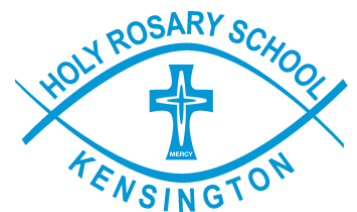
Holy Rosary is focused on building an environment that reflects our Mercy heritage. The Mercy qualities of welcome, hospitality, inclusivity and service, especially to those in need, are the hallmarks of our community. The school has a rich tradition of supporting families and creating a strong community and family atmosphere. The words of our school song suggest our mission, "We believe in strength, love and kindness. We will be light to those around us."

We are a proud and passionate Catholic school that strives to teach our students about Catholicism and how the Gospel message of Jesus leads us to be people of faith, hope and justice. We encourage our students to be active citizens in our world, recognising that in using their gifts and talents they become Christ's hands and heart among those they meet. We come together each Monday as a community to pray at the commencement of assembly, and enjoy regular Masses and liturgies. Our Parish Priest, Father Hien Vu, is a strong pastoral leader whose care and compassion is greatly appreciated by the Kensington community.

We are keenly committed to student wellbeing. We work hard to model and promote quality relationships in our community through inclusive practices that celebrate our diversity. Social emotional development is a critical aspect of student learning and to this end we focus on fostering confidence, resilience and a sense of safety. Our school chaplain plays a significant role in ensuring a smooth transition for new families in the Holy Rosary community and supporting those who face challenging times. Our Peaceful Kids program supports students in developing life long skills that engender peace, calm and resilience, and our close links with external referral agencies provide further support.

As an outward facing school, we are fortunate to have strong family engagement and recognise the gifts families share with our community. We recognise parents as a child's primary educator and value the role they play as co-educators. Our weekly newsletter, Facebook updates, website and 'Skoolbag' alerts provide regular communication with parents and keep them updated on our activities.

We maintain ongoing links with many local organisations, in particular Melbourne City Council and local community groups including Holy Rosary Parish, The Venny, Gregory Lodge, Kensington Community Children's Centre and Lynch's Bridge Retirement Home.



Student numbers have decreased over the past year. Reflecting the financial diversity of our community, some families, affected by the rising cost of housing have moved to outer Melbourne areas while other families have succumbed to the pressure of independent schools and moved their children to secure places for secondary education. Students are grouped into fourteen classes as follows: 2x Prep; 2x Year 1, 2x Year 2, 4x Year 3/4, 2x Year 5, 2x Year 6.

Our school buildings and grounds are developed to maximise space for educational, and active or passive recreational needs and we have flexible learning spaces. We have thirteen classrooms, a library, music room, hall, performing arts area, uniform shop and a multipurpose space with kitchen. Outside, students enjoy playing in a variety of spaces; adventure playground, sandpit, basketball and downball courts, and an undercover area, equipped with mats for gymnastics. Our library provides an alternate space for reading and quiet games during breaks.

Teaching staff is well qualified and committed to providing optimal learning and pastoral support for students in their care. They are provided with the opportunity to further their ongoing professional development through Catholic Education Melbourne, external providers, and school-based programs.

We believe that powerful learning is purposeful and engaging. It seeks to challenge, encourages reflection, and focuses on student passions, interests and needs. We strive to be inclusive and place emphasis on celebrating our individual strengths, and providing a differentiated curriculum that meets the educational needs of all. Students have the opportunity to participate in a range of activities that support learning.

We provide specialist classes in Music, Japanese, Physical Education, Science and Visual Art. Students have access to private music tuition and Spanish, and enjoy cooking, gardening, sewing, technology and woodwork as part of a Genius Time program. They participate bi-annually in a whole school musical production, and an art show. They have the opportunity to participate in a water awareness program, Interschool Sport, Tournament of Minds and the Science Victoria Talent Search. Our city edge location allows students to participate in a wide range of excursions, providing rich learning for all. They also enjoy a camp program beginning at Prep with breakfast at school, and culminating in Year 6 with a three-day camp at Phillip Island.



Principal's Report

We have much to celebrate about the 2018 school year. Highlights are many. We started our year introducing our theme, "We are light to those around us," recognising Holy Rosary as a faith community that joyfully shares gifts and talents, and warmly welcomes and reaches out in service to those who may be tired and weary, sick or lonely. We are developing a culture that celebrates liturgically and spiritually, establishing regular prayer practices and recognising the benefits found in prayer to aid healing, to promote reflection and to celebrate wonder and awe. We introduced the Acknowledgement of Country at assembly, celebrated NAIDOC Week, Down Syndrome Day and International Week of Peace.

Students continue to enjoy the learning opportunities offered and demonstrate a widening range of interests and passions. The every day learning at Holy Rosary is heartening to observe; rich, collaborative, child-centred activities that focus on student passions, interests and needs. The balance between explicit teaching and student led inquiry has resulted in a significant growth in NAPLAN results. While this is not a focused goal, we celebrate our growth in literacy and numeracy. Students continue to benefit from a range of exciting excursions, incursions and camps.

Celebrations that bring members of our community together are a highlight. Ruth initiated and organised our inaugural Women's Health Forum. It was a wonderful opportunity for the women in our community to learn from one another. We offered a new pre-prep program that began with a range of 'drop in' activities that children could share with families over a number of months. This had multiple benefits for parents, students and staff and is something that we enjoyed and valued.



We enhanced our celebrations of Holy Rosary Day; bringing the community together to celebrate another year of education in our school and parish through liturgy and joyful student activity. For the first time, we presented our Mercy Award recipients, at our Parish Mass.

Our fundraising events too, celebrated the rich collaboration and camaraderie of the community. It was my first experience of our amazing Mother's Day Cake stall; a celebration, not only of talented bakers in the community but the collaborative spirit of our Fundraising Team who baked, priced, sold, purchased and celebrated together. And then there was Family Fun Day! Our Fundraising Team went into overdrive producing documents, decorations and all the details needed for an AMAZING day of celebration. Classrooms and playgrounds became home to a fantastic carnival event for Kensington. The weather was not favourable, but the community spirit prevailed, and the outcome was an extraordinary event talked about for weeks afterwards and a handsome profit as well. These funds provided a much needed refurbishment of our hall, a collection of beautiful new home readers and an overhaul of infrastructure required to improve our wifi.



The blessing of school leadership is in the people we work with every day, and Holy Rosary School provides the opportunity to work with staff, students, parish and parents who are part of a dedicated, friendly, and hospitable community. Our Parish Priest, Father Hien Vu is a wonderful pastoral leader, appreciated for his warm pastoral approach, thoughtfulness, wisdom, sense of justice, spiritual and pastoral care, and direction. Families are keen to support their children's learning, appreciate the rich diversity the Holy Rosary curriculum offers, and are generous in sharing their gifts, talents and resources.

I am grateful for the opportunity to lead the Holy Rosary School community and I thank and appreciate the wonderful students, staff, families and parish for their support. I am humbled by the opportunity to walk together with you in providing a safe, secure, happy and productive learning environment for all at Holy Rosary School.

School Education Board Report

Holy Rosary had an active School Board until December 2016. When an interim Leadership Team was implemented at the conclusion of the 2016 school year the members of the current Board chose to step down from their positions for a variety of personal reasons. This left us without a Board.

Throughout 2018, a number of steps were taken to assist the implementation of a new Parish Education Board. Discussions with Fr Hien Vu, Parish Priest, saw us initiate contact with Catholic Education Melbourne (CEM) to seek advice on the best path for us to take in reintroducing a school board. Their advice was to re-establish the School Board from inception.

Sandra Ritchie, CEM consultant was instrumental in the re-introduction of the Parish Education Board. She provided guidance, direction and education about the purpose of a school board, and how to lead the community through the nomination process. By the end of the school year, our community had nominated and elected the following members for our newly formed Parish Education Board.

- Damian Murray
- Amanda Muscat
- Russell Jenkins
- Laura Carra
- Angela McMahon (Parish Priest's Nominee)
- Fiona Ehmer (Principal's Nominee)
- Christine Shaw (Principal)
- Fr Hien Vu (Parish Priest)

In 2019, our focus will be in implementing our constitution and handbook before moving on to specific agenda items including Outside School Hours Care, School uniform and Holy Rosary's Master Plan.



Education in Faith

Goals & Intended Outcomes

To further develop our Catholic identity by celebrating our faith and our Mercy charism

To implement a school based sacramental program

Achievements

Holy Rosary continues to nurture its Catholic identity within a diverse, multi-cultural and multi-faith community. Using the words of our school song for inspiration, we initiated our first school theme, “We will be light for those around us.” Our focus, introduced in our opening Mass, was that we each have a responsibility to be the light; loving, inspiring, giving, helpful and trustworthy. Our theme provided focus throughout the year.

Michaela Mackie, Acting Religious Education Leader, worked to ensure continuity of programs, and was instrumental in assisting the school’s transition to teaching the Sacramental Program. Parish based over many years, we reintroduced Reconciliation in Year 3, Eucharist in Year 4 and Confirmation in Year 6.



The professional learning of staff in Religious Education, and specifically knowledge and understanding of a school based sacramental program, was critical to its successful implementation. For this purpose, we engaged Father Elio Capra, a Salesian priest who lectures in liturgy and sacramental theology at Melbourne’s Catholic Theological College. Bishop Mark Edwards addressed staff of the schools in our partnered parishes; Holy Rosary School, and St Brendan’s School. We also invited Pauline Cicutto, Religious Education Consultant, CEM, to lead staff on a spirituality day with a focus on sacramentality.

Staff members have also continued to develop their understanding of the integration of Religious Education with inquiry through some facilitated planning and the creation of ‘I can’ statements for assessment purposes.

Family understanding of sacramentality was part of our focus. To this end, with St Brendan's Parish, we offered parents multiple opportunities to learn about the sacraments through evening sessions provided by Father Elio Capra. Bishop Mark Edwards also spoke with parents at St Brendan's in a combined learning opportunity for parents of both schools. Michaela provided evening sessions for parents. To further assist dissemination of religious knowledge and information we implemented a section in our weekly newsletter devoted to RE and continued to add RE updates on social media, where appropriate.

We continued to focus on the expectation of reverence and respect in prayer and liturgy, and also worked to make these celebrations more meaningful and engaging. This has involved introducing new ways of celebrating events such as Holy Week and Easter. Classes are now rostered to attend Parish masses to grow in understanding of church expectations and community celebration. On many occasions, we also invited members of Holy Rosary Parish to join our liturgical celebrations and this has been a very positive experience for all. A group of student leaders attended Mass and the celebrations of Catholic Education Week in the Treasury Gardens.

We continue to share our history, and the Mercy story with our community. This year we initiated a more engaging and memorable celebration of Holy Rosary Day. We invited parents to join with us in a liturgy to celebrate our Holy Rosary story, where we also announced our Mercy Spirit recipients, participated in physical activities with Kaboom at JHolland Park and craft back at school.

To increase the significance of the Mercy Spirit award this year we selected two students who embodied the Mercy values in their relationships with others. Teachers discussed these qualities and encouraged student voting. This ensured a deeper reflection on what it means to 'live Mercy.' We invited Alex Oswald,

who initiated the Mercy Spirit award, in honour of the work of the Mercy Sisters and specifically Sister Kerry, to present the award. Another new initiative was to re-present our Mercy Spirit recipients at the Parish celebration of Holy Rosary Day so that we could recognise our students in as part of the parish community.



During Lent, our focus was on Judas' betrayal of Jesus for some silver coins. We worked as a school to turn this story from betrayal to one of hope by bringing silver coins to support Project Compassion and help those impacted by poverty. These profiles were shared in our weekly newsletter.

Our ongoing emphasis in Religious Education is beginning to have some impact on our community. We are establishing more family engagement, greater creativity in 'breaking open the word' in liturgy and prayer, emphasis on Holy Rosary and St Brendan's as parishes in partnership, and recognition that we are a Catholic School that lives Mercy through welcome, hospitality, inclusivity, and service.

Learning & Teaching

Goals & Intended Outcomes

To enhance literacy outcomes through facilitated planning sessions and explicit teaching of reading and writing.

To enhance student learning outcomes through focus on respect for self and others in learning

Achievements

Holy Rosary staff work as a professional learning community providing significant opportunities for collaborative practice through facilitated team planning sessions and Professional Learning Teams. This approach aims to provide staff with deep curriculum knowledge as well as opportunities to share expertise and innovative teaching practices. Discipline leaders (Literacy P-2, Literacy 3-6, Mathematics and Religious Education) attend team planning sessions to monitor student progress and to identify key learning areas and foci. Through facilitated planning and working closely with teachers, our leaders aim to enliven our essence statement:

We believe powerful learning is purposeful and engaging; it seeks to challenge, encourages reflection and caters for student interests, passions and needs.



In valuing this philosophy our focus is to concentrate on the Inquiry area of our curriculum. Our overarching goal is to develop an authentic learning community that focuses on building engaged, inquiring and reflective learners. Through several PLT meetings and planning sessions, a whole school approach was constructed. This approach encapsulated the following areas: Nutshell statements – describing a shared understanding of the subject, curriculum areas, key concepts, rich questions, inquiry processes and skills, a faith focus and finally, a broad description of the year level units constructed. Using this model, students explore the areas of *History and Traditions, Science and Discovery, Earth and Environment and Our Futures*.

Learning and Teaching at Holy Rosary focuses on differentiation and personalised learning paths. Strong collaboration and increased teacher capacity enables our staff to identify and cater for the different learning styles and needs of individual students. This year we have introduced the online assessment package – Essential Assessment. Through whole staff professional development teachers developed the ability to implement and interpret the data for each student, identifying needs and designing learning pathways. Programs such as Genius Time and Discovery Play also contribute to the individualised philosophy.

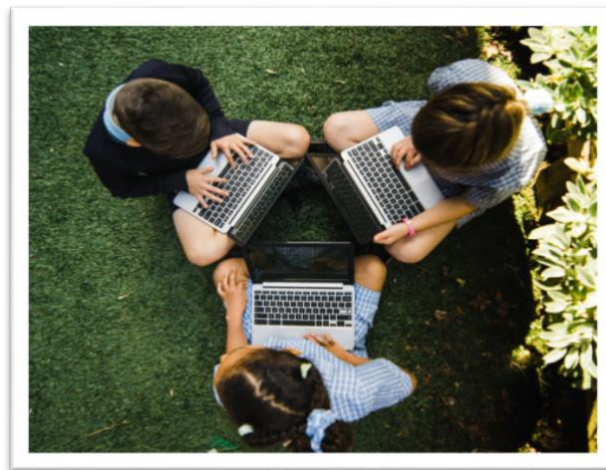
Holy Rosary continues to provide a wide variety of curriculum subjects including the specialist areas of Music, Visual Art, Japanese, Science and Physical Education. We recognise the many benefits art provides for children and this year we provided additional funds to ensure a greater range of art experiences was available to students, including drawing, collage, paint, textiles, construction and modelling. The finished products were displayed at our bi-annual art show and students delighted in showcasing their work to the school community.

In Physical Education our Year 5 and 6 students participated in interschool sport finishing first in Hot Shots Tennis and football. Our students 10 years+ had the opportunity to participate in District Swimming, Cross Country, Basketball and Athletics with some students moving to Division level and one student reaching Regional in Athletics. Our Year 3/4 students attended the Cricket Gala Day, run by Cricket Victoria and our Year 6 students participated in the North Cup, run by the North Melbourne Football Club. Through funding from Sporting Schools, students have had access to accredited coaches from Athletics Australia, Tennis Australia and Cricket Victoria. They were coached by representatives of the Essendon Hockey Club, and the North Melbourne Football Club, including Emma Kearney, the inaugural captain of the North Melbourne Women's Football team.

We entered four teams in Tournament of the Minds in these categories - Language Literature, Science Technology Engineering Mathematics, The Arts and Social Sciences. Our STEM team reached the State Finals, the top eight teams in the state. Students also had the opportunity to participate in Maths Olympiad.

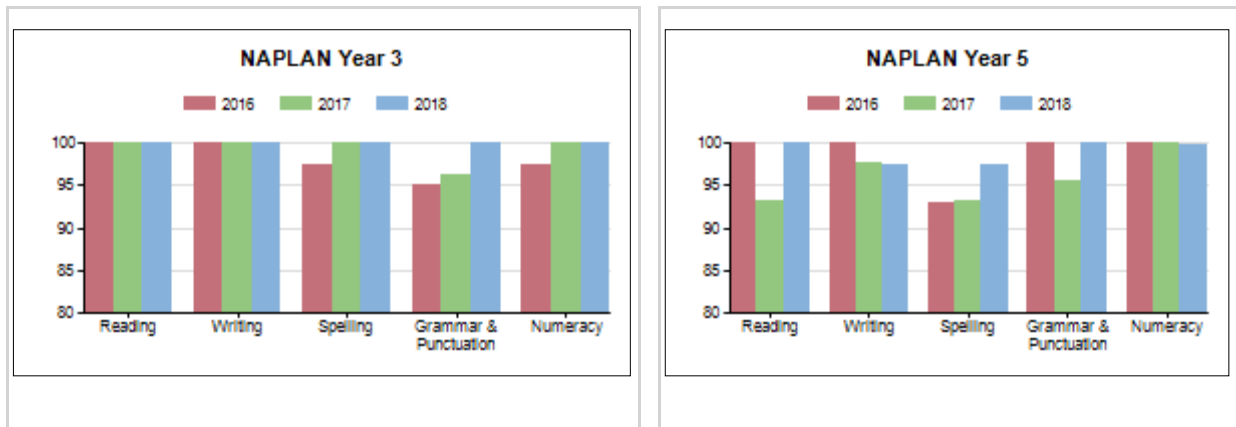
Eighteen students had their work published in the Shared Stories Anthology, a collection of stories and Art work from 26 Catholic primary and secondary schools. A copy of this anthology is kept both in the National Library in Canberra and the State Library in Victoria.

We offer Science as a specialist program, ensuring that a quality program is offered to all students. Enthusiasm for this subject is evidenced by the quantity and quality of Science projects showcased in our annual Science Fair. From our Fair, student projects are selected to represent Holy Rosary at the Victorian Science Talent Search. Several students received bursaries from this competition and we are immensely proud of our students' efforts in this field.



Student Learning Outcomes-NAPLAN

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	95.0	96.2	1.2	100.0	3.8
YR 03 Numeracy	97.5	100.0	2.5	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	97.5	100.0	2.5	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	95.6	-4.4	100.0	4.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	93.3	-6.7	100.0	6.7
YR 05 Spelling	93.1	93.3	0.2	97.5	4.2
YR 05 Writing	100.0	97.8	-2.2	97.5	-0.3



NAPLAN data over the past three years indicates significant improvement. In 2016, Year 3 students performed below all Australian students in Grammar and close to their results in Reading, Spelling and Numeracy. The only area that they scored above Australian students was in Writing. In 2018, our results show significant growth, indicating that our students are now close to all Australian students in Reading but above in Spelling, and Grammar and Punctuation, and substantially above in Writing and Numeracy.

Year 5 results have also shown improvement. In 2017 we were below all Australian students in Spelling, and Punctuation and Grammar, and close to all Australian students in Writing, Reading and Numeracy. In 2018 Year 5 remained below in Spelling, close in Grammar and Punctuation and above in Writing, Reading and Numeracy. This again, shows a marked improvement.

The growth of students from Year 3, 2016 can be compared to results in 2018 (for 88% of 2016 students) to ascertain their growth over the two-year period. Encouragingly, our results indicate that our growth exceeded that of similar schools and all Australian students in Reading, Writing and Numeracy. We were recipients of a letter from ACARA that highlighted the significance of this growth;

" ACARA has identified your school as having demonstrated substantially above average gain in reading and/or numeracy achievement, as measured by NAPLAN..."

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging."

Our improvement can be attributed to thorough review of student data, the more explicit teaching of concepts and the heightened expectation of improved student behaviour for learning. This includes the expectation of respect for those who are learning by quiet corridor behaviour.

Holy Rosary recognises the research of Professor John Hattie and chooses not to engage in a sustained NAPLAN test preparation regime. We recognise that comparative data from one cohort to another via one test, is not the most effective way to measure progress. Instead we triangulate school-based data including NAPLAN results to check the progress of each student. This allows us to focus on individual student growth and to plan for personalised learning that is differentiated to cater for the needs of each student.

The ongoing challenge for us at Holy Rosary is to ensure we are providing a balance between explicit teacher directed learning and student-led learning.

Value Added

- Tournament of Minds
- Science Talent Search
- Art Show
- Lunch Time Library sessions
- Bi-annual musical production
- Maths Olympiad
- Shared Stories Anthology
- Japanese
- Physical Education
- Specialist Science Program
- Whole School Buddies Program
- Genius Time
- Whole School celebrations; Holy Rosary Day, Book Week
- Sacramental program
- Swimming Program
- Interschool Sports
- District Sports
- Visual Arts
- Liturgies and Masses
- School Assemblies
- Year 6 Graduation
- Pre-Prep induction
- Technology
- Coding
- Respectful Relationships
- Peaceful Kids
- Camps
- Community Volunteering



Student Wellbeing

Goals & Intended Outcomes

To establish new processes for the induction of Prep students and their families to the Holy Rosary community

To improve our processes for the Nationally Consistent Collection of Data

Achievements

At Holy Rosary we understand that learners are diverse and have different academic, social/emotional, cultural and physical attributes. We aim to meet the needs of all learners, so that every student achieves success and is able to flourish. Our goal is to intervene as early as possible to meet the individual needs and abilities of each student. We continue to offer the services of a school chaplain and several staff members are trained as 'Peaceful Kids' facilitators, allowing us to offer ongoing support for students with identified needs.

We continue to access a variety of services offered by Catholic Education Melbourne for our students including speech pathology, specialised learning consultants, and psychologists. We liaise with private practitioners on the request of families. Together with families we meet as Program Support Groups to create Individualised Learning Plans and goals for students who require additional assistance to access the curriculum and learning environment.

This year at Holy Rosary, literacy intervention continues in the Early Years, with emphasis on those who are yet to achieve benchmark levels. We continue to extend our learners by exposure to programs including Maths Olympiad, a Maths extension program, the Science Talent Search Victoria and the Tournament of Minds competition. Our buddy system provides the social and emotional support needed for some of our students in their first years at primary school.



This year we introduced a new Prep Induction Program. This allowed pre-Prep students to visit our school for short periods of time over several months with a family member. They were gently introduced to their classroom and the greater learning environment, and provided with opportunities to socialise with their peers. This program provided a 'safe' introduction to our school and classroom routines and an experience of prayer, circle time, indoor and outdoor play, craft, visiting the toilets, the adventure playground

and the library. This gradual process ensured a calm introduction to school life for students and their families, and the opportunity for families to be inducted into 'The Holy Rosary Way'.

At Holy Rosary, we celebrate the diversity of our students in our daily interactions. We foster an inclusive pedagogy and a commitment to uphold the rights of all to be welcomed, valued, acknowledged and actively engaged in education and in our community. This year we also wanted to build awareness of those with additional needs. We initiated a formal celebration of World Down Syndrome Day through

prayer and school activities, and provided staff with insight by inviting a parent of a student with Down Syndrome to address a staff meeting. This meeting was a highlight for staff.

We aimed to improve our processes and record keeping for NCCD (National Consistent Collection of Data) on students with cognitive, social/emotional, sensory or physical disability. This is something that will again require our ongoing attention in 2019.

We also recognised the need to address some student behaviours to ensure a greater focus on learning and as an acknowledgement that as citizens this is respectful behaviour. This has included listening when others are speaking; 'keep left, keep quiet' when on the stairs and in corridors, assembling in a quiet and respectful manner. With assistance from the Positive Behaviour for Learning Team from CEM we introduced three key expectations; 'Safety is our Right, Resilience is our Spirit, Respect is our Way.' These expectations have been explained at assemblies, via the newsletter and in classrooms. We have made application to undertake more formal Professional Learning in PBL in 2019.

Value Added

- Peaceful Kids program for small groups of students, accessed on a needs basis
- School Chaplain with excellent long term knowledge of Holy Rosary families
- Respectful Relationships Implementation Team
- Lunch time Library Club to encourage socialisation
- Mercy Giving Fund to support families in need
- Student Representative Council Social Justice Team
- School-Wide Buddy Program
- A range of extra curricular activities for students eg: instrumental music, musical production, Science Talent Search, Family Disco, Family carols, art show, Tournament of Minds



STUDENT ATTENDANCE

At Holy Rosary, families value education and recognise the importance of regular attendance. Our attendance percentage sits at 94.1%. Most absence can be attributed to illness or family vacation. This year we have worked at promoting punctuality, in line with the legislation that requires schools to contact parents on the same day of absence, as early as possible. We installed VPASS to monitor attendance and punctuality. Our policy now requires families to advise the school of student absence via email or phone prior to the commencement of school. To assist the punctual marking of class rolls, doors are locked by 9:00am and students require a late pass through the office. Punctuality has improved significantly.

Teachers have responsibility for marking attendance morning and afternoon, and absences are noted. We remind parents of the importance of regular attendance through class/school meetings and via the newsletter. Irregular attendance is managed through communication with families with reference to the 'Every Day Counts' process outlined via Catholic Education Melbourne. We implement systems for family support where required, to increase attendance.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	95.3
Y02	94.3
Y03	94.0
Y04	94.3
Y05	92.7
Y06	94.1
Overall average attendance	94.1

Student Satisfaction

Students appreciate the compassion of staff and their passion in providing stimulating learning opportunities. They recognise that they are highly motivated to learn and have confidence in their ability. They acknowledge that teaching at Holy Rosary is effective.

Child Safe Standards

Goals and Intended Outcomes

To ensure staff and parents are aware and follow child safe protocols

To revise staff responsibilities and procedures related to Child Safe standards

To ensure staff are familiar with the reportable conduct guidelines

To implement Care Monkey to further enhance our proactive stance to risk prevention and response while on excursions and camps

Achievements

In 2018 Holy Rosary continued to implement practices to ensure a safe and secure environment for students and to ensure that disclosures are dealt with in an appropriate and timely manner.

Each morning our doors are locked externally by 9am to ensure student and staff safety from outsiders. We implemented electronic school visitor management software to ensure improved processes and Working with Children checks for visitors including contractors, volunteers, parents, relief staff and pre-service teachers. This system also allows us to track and monitor late arrivals and early departures, requiring the adult signing the student out to be photographed. The system provides more accurate reporting in the case of an emergency.

Inservice has been conducted to ensure staff members are familiar with, and able to follow processes in relation to Code of Conduct, Reportable Conduct Guidelines and Protect processes. Child Safe training is embedded in our induction processes and renewed at the beginning of each school year. The Principal and Learning Diversity Leader attended the Protect training at CEM on identifying and responding to abuse. Child Safe issues are tabled at staff meetings. At these times, we provide confidential briefing for staff on any issues related to child safety and discuss ways to improve processes related to student safety.

Staff members are aware of their reporting responsibilities.



We have continued to undertake written risk assessments of excursions and camps, and to inform parents in writing of all excursions offsite. This year we also implemented 'Care Monkey.' This online platform is designed to share excursion details, to collect parental consent and to hold student medical information. We have been pleased with this system and satisfied with the improved confidentiality it offers.

There have been ongoing conversations with staff regarding the need for consistency of practice in ensuring students follow directions promptly. We implemented staff wearing pink vests while on duty to ensure ease of visibility, thus making reporting easier for

students and as a measure to reduce bullying. Students who engage in intentional physical behaviour are immediately removed from the playground and parents are called.

Respectful Relationships is a Victorian Government program that promotes and models respect, positive attitudes and behaviours. It teaches students how to build healthy relationships, resilience and confidence, and has a focus on family violence and gender equity. We have continued to implement this program, sending staff and student groups to 'Partner School' events.

Holy Rosary has alcohol-free events whenever children are present. This is now recognised and respected as policy at Holy Rosary.

Students are reminded that nothing is too big to share with someone else. They are taught to identify five trusted adults (two-three from home and two-three from school) with whom they could confide, if they have a problem.

They have been introduced to the 3 steps assertive process in the playground. 1. *Name, stop action.* (Use assertive body language) 2. Repeat step 1 and add *If you don't stop, I will tell a teacher* 3. Report to the teacher

They are aware of the concept of the 'positive bystander' who can use words to stop an undesired behaviour or report undesired behaviours. This is reinforced through Respectful Relationships and in Social Emotional Learning sessions.

These strategies have also been introduced to parents via the newsletter. Our child safe policies have been added to our school website.



Leadership & Management

Goals & Intended Outcomes

To implement more effective leadership strategies and structures

To practise prudent fiscal management to cater to the educational needs of the community

To continue to develop policies and procedures

Achievements

One of Holy Rosary School's key challenges has been to establish and maintain a contemporary learning environment in the face of financial constraints. Historically Kensington has been characterised as a low-income community and the school has provided significant support for many families. In recent times, with the rising prices of inner city properties, Kensington has been reclassified as a more affluent suburb and government funding has been reduced considerably.

(<https://www.youtube.com/watch?v=NYoWY2wrwvs>)

Therefore, one significant goal has been to work towards achieving a more favourable bank balance as well as providing for the needs of the school community. Through fiscally wise decisions, the hardworking and innovative parent fundraising team, and supportive parent and staff bodies, we have been able to implement a number of improvements while still increasing our bank balance.

- Refurbishment of our school hall- reinforcement of walls, acoustic pin boards, painting
- Extensive re-cabling and improvement of infrastructure to allow for uninterrupted wifi access
- Employing an outside company to implement activities for all students for Holy Rosary Day
- A range of home and school readers in the Early Years
- Funding an extensive range of art materials, showcased at our Art Show, 2018
- Introduction of the Care Monkey platform for excursions and incursions
- Introduction of VPass for improved school security
- Implementation of a new website
- A range of formal photographs for school promotion

We have also worked to develop and revise a range of policies and to ensure parents have access to these via the school [website](#). This will continue to be an area of focus in 2019.

To assist the development of more consistent teacher practices, through the school's Consultative Committee, we revised our School Leadership Team structure and in 2019 we will introduce the following roles: Deputy Principal/Religious Education/Wellbeing, Learning and Teaching Leader/Learning Diversity and three 'Team Leader' roles to be assigned to classroom teachers. These positions will reflect our focus in 2019 to increase the experience of Religious Education, Positive Behaviour for Learning and Evidence Based Learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

- A day of RE spirituality- all staff
- Certificate II First Aid- all staff
- Protect Inservice
- Principal Induction program
- Principal Collective
- Principal, Deputy Principal, PE Teachers, Learning and Teaching, Religious Education, Learning Diversity, NCCD Networks
- Nationally Consistent Collection of Data
- Respectful Relationships
- Visual Art
- Marketing that works
- Northern Region Learning and Teaching Seminar
- Deputy Principal Conference
- Colourful Semantics
- Introduction to Evidence Based Learning

-Introduction to Positive Behaviour for Learning

-Essential Assessment

-Graduate Teacher

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

24.7

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$500.89

Teacher Satisfaction

Staff at Holy Rosary recognise the positive energy within the school and value the collaborative ways in which they work, providing feedback and support to one another. They see that they work in ways that respect student morale, motivation and connectedness. Providing stimulating learning is a strength, as is the compassionate way in which they approach their students.

Parent Satisfaction

Holy Rosary seeks to engage with parents and the community, deeply respecting the impact parental engagement has on student learning and wellbeing outcomes. Parents have consistently acknowledged the work of school leadership, staff and parents in working together to develop an atmosphere of respectful relations. Parents recognise that staff are approachable and passionate, that extra-curricular activities and learning at Holy Rosary is engaging and that their children look forward to school. They would like an ongoing focus on the rigour of the curriculum.



School Community

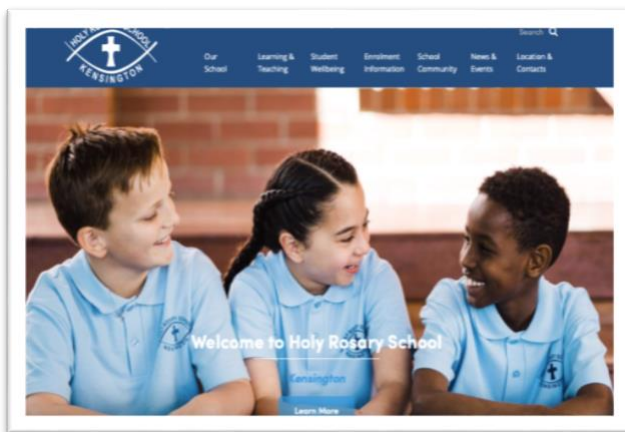
Goals & Intended Outcomes

To continue to improve communication with parents

To implement a Parish Education Board

Achievements

Throughout 2018 we initiated several steps to improve communication with parents and families. Parent feedback indicated that we were inconsistent in our communication of school events and that there was insufficient lead-time for many school events.



Given our close proximity to the city and to public transport, Holy Rosary students attend many excursions and incursions. This allows students to engage in a variety of learning opportunities, particularly in ‘real life’ settings. Parents indicated that they appreciated the rich opportunities provided, but the lead-time for these events could be improved. Additionally, the requirement to complete permission forms for excursions was tedious. In response, we implemented ‘Care Monkey,’ a secure online platform that stores student information and

allows permission to be granted or declined via a click on a device. We set a blanket rule that excursion permissions should allow a two-week notice period.

We implemented a new website through Fraynetwork. This website carries significantly more information than the previous website, including a list of school and community events for the school year. Our intention behind this was two fold; to provide current families with access to the events that they may be involved with and to provide prospective families with initial information to encourage a school tour.

We continued with our Fundraising Team. Each fundraising event has a sub committee of parents to ensure a spread of volunteers and to allow succession planning.

As part of our revised Prep Orientation program we welcomed our Pre-Prep students and their parents to visit on a minimum of six occasions. This provided multiple opportunities for children and parents to learn more about Holy Rosary School, our community and our policies and processes.

In recognition of the need for greater parent voice we implemented steps to set up a Parish Education Board. These steps are outlined on page 8 and as this is written, the Board has already met and are now ready to establish their committee.

Future Directions

Holy Rosary School has continued to grow and develop through a period of transition. Undertaking change is challenging, and opens the community to new vulnerabilities. However, it also leads the entire school community to reflect on its strengths, to re-assess and to establish the way forward.

For 2019 we look to build on the strengths of the community by formally establishing shared vision and mission statements, and rebranding through a school motto. This new year will be instrumental in establishing new policy and practices in learning and teaching, through professional learning for staff in the areas of Evidence Based Learning, and Positive Behaviour for Learning. We will look to deepening further opportunities for spiritual growth, and our understanding of Catholic faith practices.

We have overwhelmingly reaffirmed the sense of community and camaraderie, clearly evident to those who walk through the front gate, as the unifying strength; the cornerstone of Holy Rosary School. This affirmation provides a strong platform for further relational growth and community building suggesting that students, staff and parents should look to the future with great optimism. This shared understanding of a cohesive and vibrant community within a culture of rich history and tradition, and strong community links augurs well for the future, ensuring ongoing growth and development for all at Holy Rosary School.



School Performance Data Summary

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.6%

STAFF RETENTION RATE	
Staff Retention Rate	87.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.8%
Graduate	15.8%
Graduate Certificate	5.3%
Bachelor Degree	73.7%
Advanced Diploma	15.8%
No Qualifications Listed	5.3%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	24.7

Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	17.8
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has 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