



# Holy Rosary School Kensington

2020

Annual Report to the School Community



Registered School Number: 1033

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## Contact Details

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

10/06/2021

**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](http://www.acnc.gov.au)

## Our School Vision

We are a dynamic and inclusive Catholic learning community called to service through our Mercy tradition. We nurture students to be engaged, passionate and successful learners who grow and feel connected in a contemporary world.

## 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 and our school motto 'Shining with Mercy Spirit' is testament to this.

We are a proud and passionate Catholic school that strives to teach our students about Catholicism, and the Gospel message of Jesus. 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. 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. Our focus on Positive Behaviours for Learning and our expectations; 'Safety is our Right, Learning is our Responsibility and Respect is our Way,' together with our values (kindness, respect, resilience, integrity and relationships), inspire the Holy Rosary Way.

As an outward facing school, we are fortunate to have strong family engagement and recognise the gifts families share with our community. Regular communication ensures families are updated on our activities. We maintain ongoing links with many local organisations and community groups.

Student numbers have decreased slightly 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 twelve classes as follows: 2x Prep; 4x Year 1/2, 3x Year 3/4, 3x Year 5/6.

Our school buildings and grounds are developed to maximise space for educational, active and passive recreational needs with flexible learning spaces. This year we engaged architects to develop a building masterplan to help cater for the anticipated growth of the Kensington community.

Our staff is well qualified and committed to provide optimal learning and pastoral support for our students. They have the opportunity to further their ongoing professional development through Catholic Education Melbourne, external providers, and school-based professional learning. 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 individual strengths, and providing a differentiated curriculum that meets the educational needs of all.

We continue to provide students with rich opportunities to participate in a range of learning activities. This includes specialist classes in Music, Japanese, Physical Education, Science and Visual Art. Students have access to private music tuition and Speech and Drama. 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 an outdoor education program

beginning at Prep with breakfast at school, and culminating in Year 6 with a three-day camp at Phillip Island.

## Principal's Report

Our opening year Mass celebrated our school values; collectively and affectionately known as, 'The Holy Rosary Way.' We celebrated that Jesus, our light and our inspiration, inspires our integrity, the relationships we cultivate, the kindness we extend through our words and actions, the resilience we show in times of adversity, and the respect we offer to ourselves, others and our environment. At that time, we had little idea how pertinent these values would be in the turbulent times of 2020.

Although it was a year marked by uncertainty, tension and fear due to the COVID 19 pandemic and the extended lockdown, our school community continued to thrive and grow. Staff stepped up to provide quality learning via the previously unfamiliar Google platform. They facilitated the borrowing of over 100 devices, dongles, and home learning packages for all. Teachers and Learning Support Officers learned the benefits and pitfalls of online learning, some doing this while they juggled their own family commitments. They worked hard to ensure students were distanced, but not disconnected. At school, small groups of students were supervised in learning and play, by a skeleton staff. Families juggled work commitments, their children's learning and play time, all from the kitchen table. And our students, the real heroes, continued to thrive in adversity showing resilience throughout, to learn and play in new ways; no classrooms, no friends to learn and play with, and no playgrounds to visit. It would be fair to say we were all challenged and stretched. However, we continued to thrive, and highlights were many, even if the true joy of these was only recognised retrospectively.

Staff, students and families contributed in a variety of ways to break the monotony of the long days of online learning; a disco beamed into homes, the HR You've Got Talent Show, a family Science quiz, photo competitions, Footy Frenzy Day, the yarn bomb on the front gate, staff welcome videos and messages, and entries into Tournament of Minds and Science Talent Search Victoria via online platforms. It was an honour to be awarded the Peter Craig Award for the second consecutive year and a significant sign of respect for our environment when these same students initiated a Sustainability Action Group. And, we just loved the squeals of delight from students soaked with colour on the playground at our 'Just for Fun Day'.

We celebrated when our 2022 Preps received their welcome packs, when they met us online and when they finally arrived onsite for a visit. We were delighted to allow our Year 6's to finish their final days of primary school with their celebration of Confirmation, a 'Big Day In' and their Graduation liturgy.

And kindness prevailed in the meals made for unwell student and staff families, in the cards for parishioners and neighbours, the letters written to the nursing home residents, the support of the families in the locked down Flemington and North Melbourne towers, and the food parcels for Vinnies at Christmas.

This will be a year to be remembered for a long time to come.

## School Education Board Report

The Parish Education Board (PEB) provides advice to the Principal, Christine Shaw, and the Parish Priest, Father Hien Vu, regarding various aspects of school life and the school community. We meet approximately eight times per year. The PEB consists of the Principal, a Principal's representative (Maria Sedunary), the Parish Priest, a Parish Priest's representative (Shane Healey) and four parent representatives (Laura Carra, Amanda Muscat, Russell Jenkins and Damien Murray).

While it was difficult for the PEB to play an active role during 2020 due to Covid, we did meet online regularly and were able to provide feedback regarding remote learning. We also endeavoured to support the community by composing a compendium of school family businesses and local businesses who have previously supported Holy Rosary. It was hoped that this enabled our community to support each other during this challenging time. Other key achievements in 2020 were the transition to Team Kids for out of school hours care and PEB members working closely with Christine to engage architects who specialise in schools, to formulate a Building Master Plan.

In 2021, our priorities are to consider how school communications can be streamlined and to directly engage with parents through community conversations regarding specific topics such as the camp program, a class parent representative role and the school Information Technology program.

Damien Murray  
PEB Chairperson



## Education in Faith

### Goals & Intended Outcomes

Broad Goal:

To further strengthen Holy Rosary as a prayerful, active and authentic community.

Intended Improvement Outcomes:

That students are more engaged in purposeful, rigorous and meaningful Religious Education curriculum pedagogy.

That students will make strong connections between faith and their lives.

### Achievements

We continued to make progress towards our goals in Religious Education even through the challenges of COVID. In February, we gathered as a community at Mass to celebrate the new school year. Our theme of the 'Holy Rosary Way' highlighted our school values, and how we live these values in rich and meaningful ways, both at school and in the wider Kensington and global community. Classes regularly joined parishioners and participated in weekly parish masses to ensure their knowledge of the traditions and rituals of the mass, and to enhance a sense of belonging to the Church and local parish.

Our RE Leader worked hard to vary messages and displays as part of our office sacred space and to ensure relevant and timely messages related to liturgical seasons and church celebrations were posted to social media and our newsletter.

rior to Easter, each class designed an artscape to highlight an event of Holy Week and displayed these in the Church. The intention was to open the church to families and parish but unfortunately, Melbourne went in to lockdown before this could happen.

Facilitated curriculum planning days involved a new approach that aligned the Religious Education Framework with Inquiry-based learning, documented in Faith/Life unit planners. The facilitated planning days took place both onsite and online during Flexible and Remote Learning.

Holy Rosary staff and families worked collaboratively to prepare candidates for the Sacrament of Confirmation, which was celebrated by Fr Hien Vu. Candidates enjoyed sharing this faith milestone with school representatives, families and friends.

Our Graduation Liturgy celebrated the end of seven wonderful years of primary education for our Year Six students. They participated in rituals and traditions that highlighted their achievements of a remarkable year, as well as cherished memories and contributions made. In line with COVIDSafe regulations, parents participated by writing a personal letter for their child to read during the liturgy, describing their proudest moments, hopes and dreams for their child. Parents and family viewed the liturgy live via a YouTube link.

In the final week of school, we celebrated the End of Year Liturgy. This was an opportunity to celebrate our students following Remote Learning and to acknowledge the achievements, strengths and resilience demonstrated by them throughout the year.

#### VALUE ADDED

Despite learning and teaching within extended lockdown circumstances, we still achieved the following:

- Journey to Jerusalem: Classes designed artscapes to display in the Church depicting Holy Week.
- Holy Rosary Day: a day of celebration for the community with prayer, activities and treats
- Lentastic Squad: a student led Social Justice Group who raised over \$1000 for Caritas Australia.
- Mother's Day Liturgy: posted on FlemKen youtube...at home channel to maintain parish school connections
- Prayers and reflections posted by staff and students to youtube
- PIPS: Partnership between parish priest, Holy Rosary and St Brendan's principals and RE Leaders. Regular meetings attended
- Parish Pastoral Council: Principal represented the school at meetings
- Christmas Giving Tree: Students brought non-perishable items to make hampers in support of St Vincent de Paul
- Support of North Melbourne and Flemington towers during lockdown

## Learning & Teaching

### Goals & Intended Outcomes

#### Broad

#### Goals:

To develop a learning environment that focuses on a shared pedagogy based on evidence, growth and success for all learners.

#### Intended

#### Outcomes:

That a shared pedagogical approach is developed and aligned with the school vision and curriculum frameworks.

That staff is proficient in the use of data, focused on student growth.

### Achievements

Holy Rosary staff work as a professional learning community to provide authentic opportunities for collaborative practice through facilitated team planning sessions and Professional Learning Teams. This approach aims to provide staff with deep curriculum knowledge and a platform to share expertise and innovative teaching practice. This initiative began with a significant momentum as new teams discussed common beliefs and understandings:

- All students can achieve high standards given the right time and the right support.
- All teachers can teach to high standard given time and the right assistance.
- High expectations and early intervention and ongoing intervention are essential.
- All leaders, teachers and students can articulate what they do and why they lead, teach and learn the way they do. (Adapted from Hill & Crevola, 1999)

2020 presented schools with challenges that were foreign territory and the Holy Rosary staff were not spared. They showed resilience and continued professional discussions online through Google Meets, continually discussing ways to *raise the bar* in the programs they developed and in the concepts they explored with each other and their students.

Opportunities were provided for teachers to learn from one another both onsite and online. We had three provisionally registered teachers on staff who undertook and succeeded in receiving their full registration. Mentoring and coaching from our experienced teachers allowed for modelling best practice and ensured consistency in planning and tracking student achievement.

A Mathematics Scope and Sequence was established meaning that all areas of Maths curriculum is taught simultaneously. This enables teachers to share resources and knowledge, again attending to our shared beliefs and understanding of 'All teachers can teach to high standard given time and the right assistance'.

Teachers navigated through technology platforms to teach. They no longer had the luxury of gathering their students instantaneously for extra support or the physical connection that allows students to feel safe. All of a sudden they were performing in families' living rooms. They conducted lessons using platforms such as JamBoard, Google Meet and Slides. Whilst these resources were beneficial, teachers and students noted that they preferred face-to-face teaching and learning.

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 importance of these subjects and continued to offer online classes in the form of live teaching sessions and prerecorded videos that students could watch at a time suitable to their families and personal timetables. In terms one and four, our Year 5 and 6 students participated in interschool sport, run by the school district. Students competed against neighbouring Government and Catholic Schools to compete in such sports as swimming, cricket, Australian Rules Football and Soccer. We entered teams in Tournament of the Minds in the categories of Language Literature, and Science Technology Engineering Mathematics, Students also had the opportunity to participate in Maths Olympiad. Both these competitions were presented online and our students participated enthusiastically. They diligently met online with teachers to prepare for tests and worked hard to make it to the challenge days.

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. We are immensely proud of our students' efforts. Students presented their projects online. Certificates were presented in a virtual ceremony, breaking new ground as we navigated the *Zoom* platform to invite parents to participate as well as students at school. We were commended by Science Talent Search for having the most students participate and the highest award achievements in the State. For the second consecutive year we were awarded the Peter Craig Award for the best performing independent school. Our Science teacher compered a Science Trivia Night online with a record number of attendees. Families competed for prizes in this highly energised and fun evening.

During Lockdowns 1.0 and 2.0, we developed a website, *The Learning Space*. Students were invited to join this closed platform where they could participate in virtual learning experiences from all areas of the curriculum and across year levels. Students could flip through pages that took them to museums and galleries around the world, attend to their fitness and wellbeing, participate in Esafety activities and watch 'How to' videos on different subject areas such as handwriting.

When it was safe to do so, students were given the opportunity to attend excursions such as the Year 6 Big Day Out and participate in incursions such as Supreme Incursions focussing on working together to make Billycarts.

It is common practice to provide full day facilitated planning led by the Learning and Teaching and RE leaders. These days provide teachers with knowledge and skills needed to develop units of work to be taught in the following term. Professional discussions about the concepts to be taught encourage teachers to build capacity in their teaching and enable them to explore new ways of teaching, therefore, enabling students to reach high standards.

## STUDENT LEARNING OUTCOMES

In this most challenging year, and in the absence of NAPLAN, we developed an Assessment Schedule for Prep-6 in Maths and English. We designed a portal to centrally store teacher collected data taken from PROBE, Level of Text, SA Spelling, Essential Assessment and Marie Clay's Observation Survey.

Students who presented as 'at risk' also completed SPAT and YARK to ascertain their levels of achievement. This information provided data to enable teachers to tailor learning experiences to the child's learning needs and to provide evidence for further tutoring programs.

Kindergarten children were given the opportunity to meet online. They were sent a series of packs that gave them art and craft experiences, writing, reading and maths tasks as well as a picture book to enjoy. These children participated on an onsite session where they met their teachers and classmates.

A Prep Interview led by our Principal and Learning Diversity Leader, together with parents and Kindergartners provided an opportunity to meet and greet as well as conduct a Prep readiness test. This preliminary data provided the relevant information to build the classes for 2021 Prep classes.

Pre and post testing are commonplace. We use the results as formative assessment to plan 'just-in-time' teaching for our students.

The lockdowns presented challenges for some students and Holy Rosary addressed these by:

- Administering reading tests to ascertain reading levels. Intervention staff supported the students who didn't reach benchmarks in the form of one-to-one and small group support.
- Employing an additional Learning Support Officer to support in the Prep level as we realised some children were disadvantaged by learning at home.
- Ensuring LSO's in the Years 3-6 classroom offered support for the students who didn't reach benchmarks in reading.
- Reorganising Intervention teachers to lead Tier 3 interventions for those students who were severely affected in their learning due to not being onsite.

Reporting to parents looked different in 2020. Progression Points were not assigned to students. We found it valuable to supply parents with a descriptive report citing what their children achieved, rather than through scores. Our Parent Teacher conversations were conducted online through the Whereby app. Both teachers and parents found this forum to be most effective.

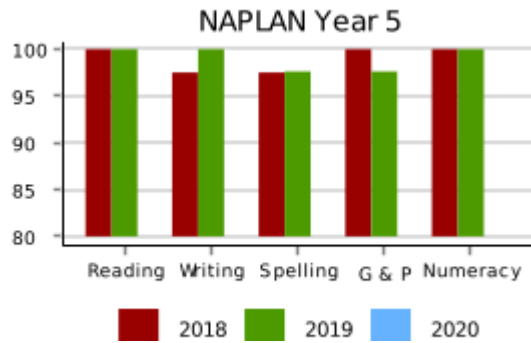
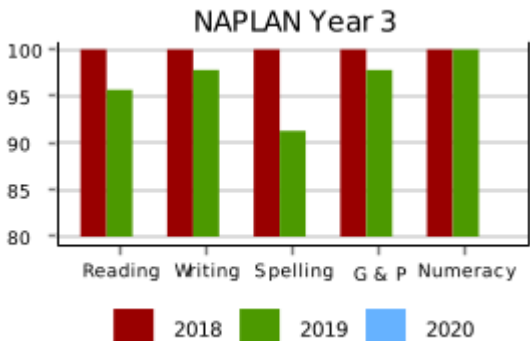
School shutdowns and the insecurity of COVID-19 presented many challenges, however, they also highlighted what can be achieved in times of adversity. Overall the students and teachers at Holy Rosary coped well with the turbulence. Their resilience and ability to bounce back was commendable. Together we achieved great things.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes %	%	Changes %
				*	*
YR 03 Grammar & Punctuation	100.0	97.8	-2.2		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	95.7	-4.3		
YR 03 Spelling	100.0	91.3	-8.7		
YR 03 Writing	100.0	97.8	-2.2		
YR 05 Grammar & Punctuation	100.0	97.6	-2.4		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	97.5	97.6	0.1		
YR 05 Writing	97.5	100.0	2.5		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

Broad Goal:

To improve learning outcomes through maximising students' sense of wellbeing, safety and resilience.

Intended Outcomes:

That students' self-regulation and ownership of their behaviour will lead to improved learning outcomes.

### Achievements

Our goal to work on students' self regulation and ownership of their behaviour was our priority for the 2020 school year, however, faced with the COVID lockdown for the majority of the year, this goal had minimal time to be realised. However, as a school, a new wellbeing goal emerged, moving our focus to student wellbeing, safety and resilience.

We continued to meet as a Positive Behaviour for Learning (PBL) team to consider the immediate needs of students and to explore strategies in readiness for the return to onsite learning.

While students and staff worked remotely, we ensured that social and emotional connection became a priority. Teachers, specialists and leadership team members kept in contact with families, especially those who indicated that they required support. The other priority for regular contact was with families who had children with specific needs. We also offered regular GoogleMeets and Program Support Group meetings for these families.

With the experts and media emphasis on student wellbeing, Holy Rosary staff worked to maximise wellbeing. Prior to the return to school, staff met to consider the ways we could make the transition for students as positive and calm, as possible. Anxious students were invited to spend time with their teacher in the immediate days before our return to re familiarise themselves with their classroom environment.

It was during the lockdown with minimal students onsite that we realised that the music to transition students to school was quite unsettling and therefore, we eliminated this. Using the staggered drop offs as a starting point, we initiated a quiet and calm transition into school with mindful activities to assist this more peaceful transition. We also transitioned classes in a deliberate manner, starting with Year 6's and Preps.

We explored the implementation of outdoor education and brain breaks, taking the learning outside the classroom as much as possible.

We adhered to consistency of practice with *Zones of Regulation*, teaching students to recognise when they move into different zones and the tools available to help them remain in the 'Green Zone', promoting and encouraging a happy and calm demeanour.

## VALUE ADDED

We implemented a broad range of activities to promote wellbeing for students while offsite:

- An online disco, dress up and theme days (Footy Frenzy, Pyjama day, Crazy Socks), an online gratitude gallery, a yarn bomb activity on our front fence, photos of our students at home shared on social media.
- Each 2021 Prep child received special deliveries of books, craft materials and learning activities to foster connection and readiness for school
- We hosted a family Science quiz night
- New Acceptable Use policies were devised to enhance student wellbeing in relation to online behaviours and parents were invited to an online session 'Inform and Empower- Cyberbullying.'
- a Prep parent information night and 1-1 GoogleMeets with our 2021 Prep students and families.
- With the prospect of returning to onsite learning, the staff compiled a '*welcome back*' dance video for our students and decorated our school gates with balloons and banners. A team of staff waited at both gates to welcome students as they arrived.

Back onsite we continued to promote wellbeing and a sense of fun via:

- Holy Rosary Day, Book Week Parade, Just for Fun Day when dress ups, casual clothes, treat foods, a colour run, craft and physical games were featured.

## STUDENT SATISFACTION

After our first lock down/remote learning experience, as a staff, we surveyed our school community to gain insight on how to improve our delivery of remote learning. As a result of this survey and the responses and data collected from our school community, we made positive and effective changes to our delivery of remote learning during the 2.0 lock down. Overwhelmingly, students reported the joy in returning to onsite learning to be with their teachers and friends.



**STUDENT ATTENDANCE**

At Holy Rosary, families value education and recognise the importance of regular attendance. Most absence can be attributed to illness or family vacation. We have maintained a focus on punctuality with the requirement to be onsite at 8:45am. VPASS is used to monitor late arrivals and early departures. Our policy requires families to advise the school of student absence via Skoolbag 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. Teachers have responsibility for marking attendance morning and afternoon, and absences are noted. We remind parents of the importance of regular attendance and punctuality 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.

During COVID teachers were required to mark student attendance each day. We asked parents to advise teachers via email if their child was unwell and unable to attend to learning on that day. Teachers advised leadership team members if students failed to attend GoogleMeets or submit work, and there needed to be further follow up with families. At limited times, families opted for some time away from devices and home learning for mental health purposes.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	97.0%
Y02	95.4%
Y03	96.1%
Y04	95.8%
Y05	95.8%
Y06	95.8%
Overall average attendance	96.0%

## Child Safe Standards

### Goals & Intended Outcomes

#### 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

### Achievements

#### Achievements

Holy Rosary School continues 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. From the initial COVID lockdown we have also kept the front gate locked as an additional safety measure. Students report that this makes them feel safer.

We maintain electronic school visitor management software to ensure improved processes and Working with Children checks for visitors including contractors, volunteers, parents, relief staff and preservice 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 onsite.

Inservice has been conducted to ensure all staff members are familiar with, and able to follow processes in relation to Code of Conduct, Reportable Conduct Guidelines and Protect processes. Code of Conduct and Social media policies are renewed for staff each year. Child Safe training is embedded in our induction processes and renewed at the beginning of each school year as well as other times as reminders to staff.

Child Safe issues are tabled at leadership and 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 undertake written risk assessments of incursions, excursions and camps, and inform parents in writing of these activities via Operoo, an online platform designed to share excursion details, to collect parental consent and to hold student medical information.

Staff wear pink vests while on duty to ensure ease of visibility, thus making reporting easier for students who may be injured, and as a measure to ensure psychological safety.

A whole school approach to Positive Behaviours for Learning promotes child safety and works to ensure a calmer learning environment.

Students are regularly 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. This was regularly reinforced during lockdown as the media had reported that many children may have increased vulnerability during this time.

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

Our child safe declaration is on our newsletter, website, advertisements for staff, and all outgoing emails. Job applicants are asked screening questions as part of the interview process and two referees are checked per applicant with emphasis on previous working with children history.

Parents and staff were invited to participate in a webinar offered by Inform and Empower on cyberbullying at the commencement of the lockdown period.

Learning Support Officers participate in fortnightly staff meetings to ensure they have a strong knowledge of child safety and inclusion policies and practices.

All volunteers, including parents, must provide a current Working with Children Check before assisting with excursions, class or school activities.

## Leadership & Management

### Goals & Intended Outcomes

Broad Goals:

To build a professional learning culture

#### Intended Outcomes:

That a collaborative, accountable and supportive leadership culture is developed.

That a vibrant and professional learning culture is established.

### Achievements

We welcomed a new Leadership Team in 2020. Maria Sedunary was appointed Deputy Principal/Learning and Teaching Leader. Sonya Brennan accepted the role of Religious Education Leader and Antoinette Giuffrida became our new Learning Diversity Leader. Our initial goal was to establish ourselves as a cohesive and collaborative team, working together to support staff, students and families.

Our beginning of school year Professional Learning Day was co-presented and highlighted a team approach, and an intention to work collaboratively, although each leadership team member was responsible for their own focus area; Religious Education, Learning and Teaching, and Diversity. On this day also clearly defined our collective vision and focus and outlined staff expectations.

The Leadership Team began the year with an overhaul of the teacher planning room. We established a space that was more comfortable and conducive to team planning and created an expectation that these sessions would be further enhanced to ensure they were not only planning sessions but also an opportunity for timely professional learning and access to quality resources. It was important that we purchased more resources to enhance learning for staff and students.

Although our work establishing a vibrant learning culture was significantly hindered by COVID we still managed to maintain a supportive leadership culture. The Leadership Team worked hard to reduce the impact on staff during COVID, taking on the vast majority of supervision duties and being available to support when they encountered challenges with the learning platform or with student learning and wellbeing issues. Back at school we also worked to provide a more streamlined and consistent approach via regular meetings and the establishment of a more comprehensive portal weekly staff message.

Staff were offered multiple opportunities to participate in meaningful professional learning via a variety of sources, particularly Catholic Education Melbourne. Many webinars and online learning opportunities were taken up by staff. A list of professional learning is provided in this report.

When school resumed we reinvigorated our whole school focus on positive Behaviour for Learning with an emphasis on quiet transitions to learning at the beginning of each school day. An elaboration of the achievements in learning and teaching are also provided in that section.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

All staff were involved in Professional Learning activities in 2020. Some professional learning was completed Face to Face while other sessions were conducted online or via webinars.

- Welcome to the 2020 school year, 'Clarity.'
- Child Safe Standards
- Positive Behaviour for Schools
- Inquiry Planning
- Warden Training
- Principal Network
- Deputy Principal Network
- Learning and Teaching Network
- Learning Diversity Leaders' Network
- Reading
- Misty Ardanou- Spelling (5 sessions)
- Readers Workshop P-2
- Principal Enhancement Collective
- Religious Education Leaders' Network
- Identifying and Supporting Gifted Children
- Peaceful Kids
- NAPLAN refresher training
- Twelve Days of Positive Schools
- Advent-an Awaiting People
- ICON implementation training
- Governance implementation
- Governors and Principals
- Evidence Based Learning
- NCCD for staff
- New Learning Diversity Leaders
- Inform and Empower-Cyberbullying

- Angst- a webinar and film on anxiety for parents and educators
- Nutrition and exercise for health
- CPR Training
- CEM Teacher's leadership development Program
- Protect- child safe practices
- Strengthening Student and Staff success during Remote Learning- Dan Petro
- Learning Diversity -NCCD, Rosae and intervention sessions
- Gifted and talented Twilights John Munroe
- First Aid Training
- Inform and Empower Cyber Safety

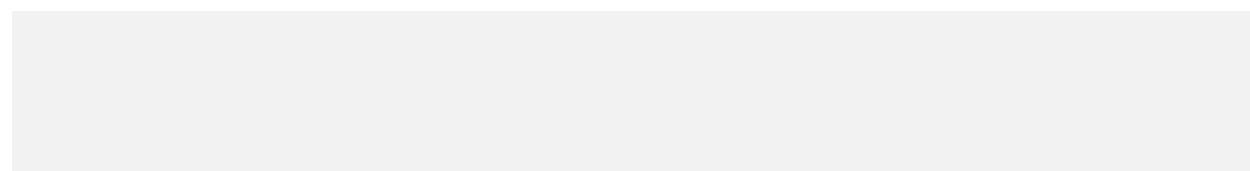
Number of teachers who participated in PL in 2020	36
Average expenditure per teacher for PL	\$363

**TEACHER SATISFACTION**

This was a most challenging year for staff in all schools. Holy Rosary staff worked incredibly hard to ensure the safety and wellbeing of our students. Although they found the challenges overwhelming at times, they continued to work collaboratively to provide for students. It was a turbulent year but the staff celebration at the end of the school year highlighted a strong sense of satisfaction and achievement, and a bond that comes from adversity and challenge. Together, our staff had overcome the turbulence and there was a definite sense of celebration.

Staff reported enjoyment, satisfaction and gratitude for:

- Online staff trivia night
- World Teachers' Day: staff dressed in uniforms and enjoyed a take home celebration after school
- Staff wellbeing Team and the events they organised
- Nutrition and Exercise Sessions provided for wellbeing of staff
- The offer of EAP sessions
- Prayers and support during illness and bereavement
- Provision of meals during illness
- End of Year staff celebration
- Provision of Professional Learning



<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	89.5%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	72.2%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	9.1%
Graduate	13.6%
Graduate Certificate	4.5%
Bachelor Degree	68.2%
Advanced Diploma	13.6%
No Qualifications Listed	13.6%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	23.7
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	17.2
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Broad Goals:

To strengthen inclusivity, communication and engagement within the school community.

Intended Outcomes:

That there is a collaborative partnership between school, family and parish.

### Achievements

COVID and the lockdown significantly impacted our progress on the achievement of our goal to further establish a collaborative partnership between school, family and parish. The intention was to work with our Parish Education Board to establish ways that we might enhance our communication and the engagement of families in the school community. Being unable to have visitors onsite for much of the year derailed our plans although the Parish Education Board continued to meet via GoogleMeet according to our schedule. PEB members were able to provide feedback on their experiences of learning from home and general feelings of family wellbeing.

These are the activities we participated in that contributed to the enhancement of collaborative relationships between school, parish and family:

- PEB member, Russell Jenkins, contributed to the development of our school Masterplan, via GoogleMeet with our architects Baldasso Cortese. Also on this team was our Parish Priest, Deputy Principal and a teacher representative. Input from PEB on the development of plans.
- Phone calls and online meetings, including PSGs, with individual families
- Principal attended and participated in the activities of the Parish Pastoral Council which met fortnightly to ensure the care of the community.
- Recording of regular prayers and reflections shared via Youtube during the lockdown.
- Initiated the school/parish team for support of community members in the Flemington and North Melbourne towers during the lockdown of their buildings.
- Meeting with Year 6 families and Parish Priest to discern the best ways to celebrate Confirmation in a COVID safe manner. Celebration of two Confirmation ceremonies
- Ongoing meetings with Parishes in Partnership-Schools Team with focus on wellbeing and celebrations of the sacraments
- Inform and Empower Cyberbullying session for Families
- Science Quiz night for families
- Outreach to the local community via penpal letters to nursing home, Christmas cards to parishioners and neighbours



## PARENT SATISFACTION

The survey Holy Rosary School sent to parents in the initial phase of the lockdown indicated the very real challenges families had with the learning program we offered. Parents identified inconsistencies from one year level to the next in both the online component and the feedback offered to students. Parent feedback gave staff direction for the next lockdown phase. In the assigned school closure days staff analysed the data and make changes to the program we offered. Our goal was to make the number of online sessions more consistent across the school while still catering for the variation in needs of the year levels. Teachers would also offer more consistent feedback.

A more consistent approach and the inclusion of a range of wellbeing activities was appreciated by families. However, it should be noted that there was a huge variation in the feedback. Some families were very challenged by learning from home while others found it an enjoyable process.

Factors such as parents' work demands, the number and ages of children, the independence of the children and the general wellbeing of the family influenced people's perceptions of learning from home.

## Future Directions

In 2021 our key priority is to focus on the learning and wellbeing of our school community; students, staff, families and parish. We will also give consideration to the following areas:

- planning with the Parish Education Board for increased devices across the school P-6
- continued faith life inquiry planning with an emphasis on the creation of meaningful opportunities for prayer (eg; Inviting the school community to view and participate in our Journey to Jerusalem)
- enhance parent and community communication and engagement
- devise a literacy improvement plan with emphasis on data collection and writing
- create a PBL action plan that maximises learning as a priority, and establishes routines that enhance wellbeing, safety and learning
- transition to Melbourne Archdiocese Catholic Schools (MACS)
- prepare appropriately for school review; revising policies and procedures, OHS protocols
- apply for State and Commonwealth Government grants to fund proposed buildings
- completion of a new sandpit
- fortnightly meetings and professional learning for Learning Support Officers