

# ANNUAL REPORT TO THE SCHOOL COMMUNITY



**HOLY ROSARY SCHOOL  
KENSINGTON**

2017

REGISTERED SCHOOL NUMBER: 1033



## Contents

Contact Details.....	2
Minimum Standards Attestation.....	2
Our School Vision.....	3
School Overview.....	4
Principal’s Report.....	6
Education in Faith.....	7
Learning & Teaching.....	9
Student Wellbeing.....	13
Child Safe Standards.....	15
Leadership & Management.....	17
School Community.....	19
Future Directions.....	21
VRQA Compliance Data.....	22

## Contact Details

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<b>FEDERAL DET NUMBER</b>	812

## 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

16 May 2018

## 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 located 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 the first lay principal, Amanda Smith, was appointed in 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 amongst 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 the development of quality relationships within 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 learning dispositions and character strengths as ways to foster confidence, resilience and a sense of safety. Our school chaplain plays a significant role in ensuring a smooth transition for new families into 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 in this area.

As an outward facing school, we are fortunate to have strong family engagement and recognise the gifts families share with all in 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 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, Kensington Community Kindergarten and Lynch's Bridge Retirement Home.



Student numbers have increased rapidly over the past years, and with a current population of 308, we are approaching capacity. Students are grouped into thirteen classes as follows: 2x Prep; 2x Year 1, 2x Year 2, 2x Year 3, 2x Year 4 3x Year 5/6.

Our school buildings and grounds are well 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 aesthetically pleasing grounds that offer a variety of playspaces; playground equipment, 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.

In 2017 Holy Rosary had 36 staff including principal, classroom and specialist teachers, educational support officers and administrative staff. 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 great 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

I was appointed principal at Holy Rosary School in July 2017. Initial impressions that this school is a highly relational community were quickly confirmed. I was introduced, not only to Parish, staff, parents and students but also to members of the wider Kensington community, many who recounted strong associations with the school over many years. My impression of Holy Rosary was that it is a reflection of Kensington; a village community based on relational trust and camaraderie, just a stone's throw from all that our city offers. The blessing of school leadership is in the people we work with every day, and Holy Rosary School provides me with the opportunity to work with staff, students, parish and parents who are part of a dedicated, friendly, and hospitable community.

Holy Rosary students are warm and friendly, open and trusting of staff. They show enjoyment of the learning opportunities offered to them and demonstrate a wide range of interests and passions. It is evident that students are familiar with the language and style of a restorative approach to resolving issues, are able to problem solve, and to use problems as catalysts for reflection and the initiation of change. They are growing in self-management. Student wellbeing is of central importance and the staff is nurturing, kind, warm and supportive of those in their care. Student voice is apparent.

Holy Rosary is an inclusive community. Students are celebrated for the gifts that they bring, and their strengths are applauded. Staff members are driven in their efforts to provide rich learning in a multitude of ways, and to differentiate the curriculum; ensuring quality education for all. Our Parish Priest, Father Hien Vu is a wonderful pastoral leader, appreciated for his warmth and caring, 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. They too, enjoy the benefit of a strong camaraderie, and their support for the school, and for each other, contributes to the positive reputation that Holy Rosary has in the Kensington community.

I am grateful for the opportunity to lead the Holy Rosary School community and I thank and appreciate the students, staff, families and parish for their warm welcome and their generous assistance and patience as I have settled into my new role. 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.



## Education in Faith

### Goals & Intended Outcomes

To develop our Catholic identity by enhancing a culture of prayer and liturgy

To deepen staff professional knowledge in Religious Education

### Achievements

Holy Rosary continues to nurture its Catholic identity within a diverse, multi-cultural and multi-faith community. We appointed Michaela as Acting Religious Education Leader in Term 3, replacing Edel who has taken parenting leave. Michaela has worked hard to ensure continuity of programs. Additionally, we have worked to ensure a growing understanding for staff that Religious Education is an integral aspect of the Catholic educator's role. With this in mind, we initiated a monthly invitation to staff to attend a Parish Mass at Holy Rosary.

Increased attention has been given to responding to social justice issues as a means of realising our vision of being a community of service to others. Students have continued to grow in their capacity to recognise their role in responding to those in need. Their work in the social justice team among senior students has continued to lead school action.

There has been a growing emphasis on providing opportunities for faith reflection, communal prayer and the celebration of liturgies and sacraments. Prayer is a part of classroom, assembly and school life and the community has an opportunity to be involved in Christian meditation. Prayer spaces can be observed in all classrooms and a small sacred space, reflecting the current Church season, has been established in the office. The establishment of more regular and meaningful communal prayer was initiated, beginning with prayer at Monday morning assemblies. These prayers are based on the church calendar or on local and global events. Explicit expectations related to protocols for prayer and liturgy has seen increased reverence and respect from students.

We are most conscious of the need to share our history, and the Holy Rosary story with our community. We used prayer and liturgy to relay these messages in a contemporary manner. A growing awareness of the 'Catholic story' was realised through a shared vision and rituals related to the rich history of the Kensington Catholic community whilst revitalising our knowledge of the origins and spirituality of the Mercy tradition. This more creative approach to 'breaking open the word' in liturgy, coupled with the expectation for reverence and respect has resulted in more active student involvement and engagement. We began to purchase appropriate resources to support this new emphasis.

All staff participated in an introduction to the new Catholic Education Melbourne Religious Education curriculum framework. We engaged the services of Bernadette Venables, RE consultant to assist us in setting our goals over a four-year timeline.



### Value Added

- Continuation of the Mercy Spirit award given to a child who embodies the Mercy values and qualities in their relationships with others. This is a student nominated award, allowing students the opportunity for discussion and reflection of what it means to live Mercy.
- Two staff are studying Religious Education/Theology at Australian Catholic University



## Learning & Teaching

### Goals & Intended Outcomes

- To provide a contemporary learning environment that engages all students and caters for individual needs

Holy Rosary strives to build a culture characterised by personalised and differentiated learning so that students become confident and self-directed learners and leaders, capable of meeting the challenges of an ever-changing world. Holy Rosary staff has been working since 2014 to better support the needs of all students. This year there has been a specific focus on Mathematics learning with consultant, Rob Vingerhoets.

Over the past four years students have engaged in Genius Time and we are working on this area to ensure there is a very specific and agreed format for sessions with consistent practices for planning, implementation, assessment and evaluation. Genius Time is an engaging and enjoyable activity for students that promotes community through the involvement of students into vertical groupings and parents in teaching of areas of interest and passion. Our goal in the next year is to ensure that our participation in Genius Time is providing rich learning that aligns with the curriculum.

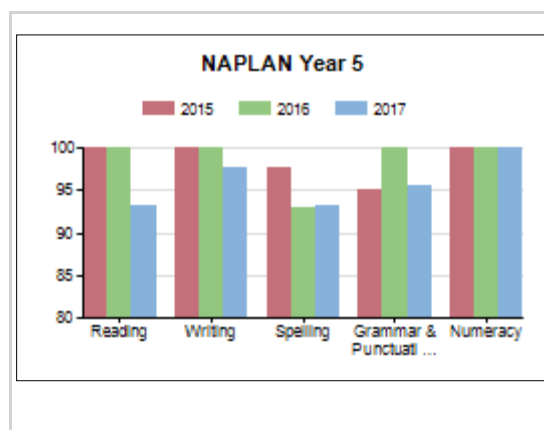
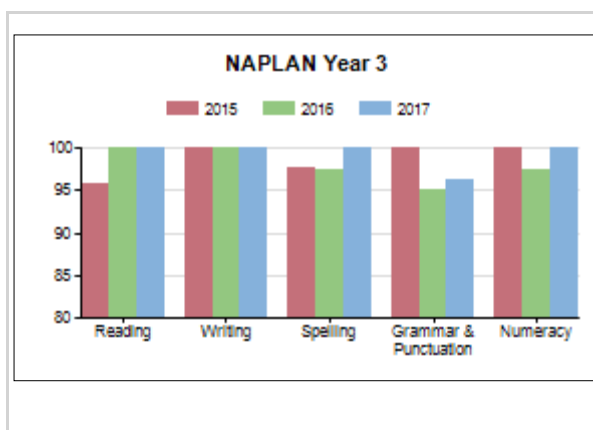
At Holy Rosary, we work to provide students with an extensive range of learning activities drawn from a variety of sources. These have included a musical production, 'Porridge,' held at Clocktower, Moonee Ponds, involving all students in a variety of capacities as actors, musicians, lighting and sound. This was a joyful experience for students, but also for staff, parents and community members.

Given our close proximity to the city and surrounding suburbs, our students have access to a wide range of excursion opportunities at minimal cost to enhance learning. These include visits to local markets, museums, zoos, exhibitions and historical landmarks. Such opportunities provide students with rich learning to supplement the work undertaken in the classroom.

We are always keen to find opportunities to extend our students' learning in a variety of ways. This includes caring for our chooks, and collecting their eggs, gardening and building scarecrows, participating in a range of sports, engaging in technology, raising funds for charities, attending Masses in the cathedral, participating in the Victorian Science Talent Search, Tournament of Minds, school choir and band.

## Achievements

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2015</b>	<b>2016</b>	<b>2015 - 2016</b>	<b>2017</b>	<b>2016 - 2017</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
			<b>%</b>		<b>%</b>
YR 03 Grammar & Punctuation	100.0	95.0	-5.0	96.2	1.2
YR 03 Numeracy	100.0	97.5	-2.5	100.0	2.5
YR 03 Reading	95.7	100.0	4.3	100.0	0.0
YR 03 Spelling	97.8	97.5	-0.3	100.0	2.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.2	100.0	4.8	95.6	-4.4
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	93.3	-6.7
YR 05 Spelling	97.6	93.1	-4.5	93.3	0.2
YR 05 Writing	100.0	100.0	0.0	97.8	-2.2



### Student Learning Outcomes - NAPLAN

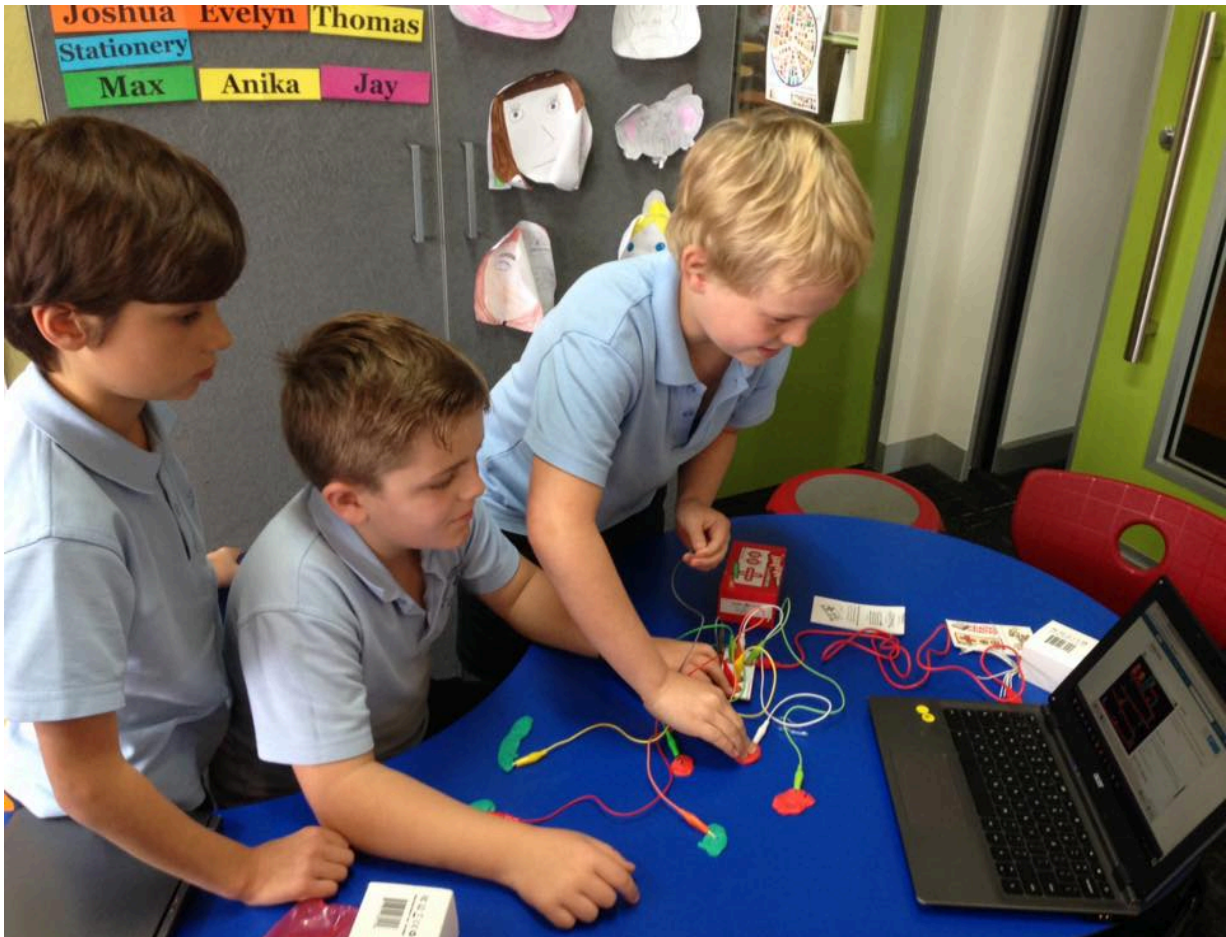
NAPLAN data over the past three years indicates that the performance of Year 3 students at Holy Rosary has typically been better than Victorian state level performance in Writing and Reading. Results in 2017 indicate that Grammar and Punctuation has also improved slightly and is now above state level performance. Although it was pleasing to note some improvement in Numeracy, Spelling, and Grammar and Punctuation in 2017, results indicate they are not yet above state level performance. All areas have shown improvement in 2017, except Writing, which had a very minor decrease in score.

Year 5 NAPLAN results have improved in Reading, Writing, Grammar and Punctuation. Although there has been improvement in these areas, our Year 5 results are yet to reach state level.

We were audited in 2017 and found to be following the correct protocols for the administration of NAPLAN tests.

Holy Rosary recognises the research of Professor John Hattie and chooses not engage in a sustained NAPLAN test preparation regime. We recognise that comparative data from one cohort to another 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 challenge for us at Holy Rosary is to ensure we are providing consistent practices that include a common shared language, and a balance between explicit teaching and student-centred learning.



## Student Wellbeing

### Goals & Intended Outcomes

- To establish a team to attend Professional Learning for the Respectful Relationships program and begin planning for implementation

### Achievements

Respectful Relationships is a Victorian Government initiative that supports schools in the implementation of a P-12 program that promotes and models respect, positive attitudes and behaviours. It teaches students how to build healthy relationships, resilience and confidence.

Holy Rosary formed an implementation team in July and this team attended Professional Learning in a number of areas over several days throughout the semester. Using a 'train the trainer model' the implementation team returned to inservice staff and to prepare for implementation in 2018. The team also worked with lead schools to assist our planning. Staff members have worked to prepare for the implementation of the program and expect this to commence in Term 1, 2018.

### 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
- Camp Fundraising 'Market Day' Initiative to provide funds for camp
- Student Representative Council Social Justice Team
- School-Wide Buddy Program
- A range of extra curricular activities for students eg: karate, instrumental music, musical production, Science Talent Search, Family Disco, Family carols



## Managing Student Attendance

Families value education and recognise the importance of regular attendance. Teachers have responsibility for marking attendance morning and afternoon, and absences are noted. Most absence can be attributed to illness or family vacation. We remind parents of the importance of regular attendance through class/school meetings and via the newsletter. Parents advise absence via phone or email. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	95.15
Y2	94.73
Y3	93.87
Y4	94.19
Y5	96.07
Y6	95.33
Overall average attendance	94.89

## Student Satisfaction

In our 2017 Review it was acknowledged that Holy Rosary builds effective relationships with its students and ensures that they have the skills and dispositions to develop effective relationships with their peers. Holy Rosary was noted as a caring school and community. Students and their families are known and all appreciate that the student is the centre-piece of the school.

## Child Safe Standards

### Goals and Intended Outcomes

To ensure our community is well informed about Child Safe standards

To train staff in their responsibilities and procedures related to Child Safe standards

To ensure all staff are familiar with the reportable conduct guidelines

To ensure staff follow the expected protocols for excursions, incursions and camp

### Achievements

During 2017 there was heightened awareness around Child Safe practices. Holy Rosary has implemented and revised practices to ensure our school provides a safe and secure environment for all our students and that student disclosures are dealt with in an appropriate and timely manner.

Inservice has been conducted to ensure staff is familiar with, and able to follow processes in relation to Code of Conduct, Reportable Conduct Guidelines and the Protect Documents. Child Safe training is embedded in our induction processes for all staff and renewed at the beginning of each school year. All visitors to the school are required to check into the office and produce their Working with Children Check.

In the interest of student safety, a new process was implemented for school excursions, incursions and camps. This involves staff conducting a documented risk assessment before planning an excursion and providing parents with sufficient information about the excursion, that they can make an informed decision for consent. We investigated 'Care Monkey' and will implement this process in 2018.

It was recognised that the practice of students gathering in the office during play times may leave them in a position of being privy to adult conversation that may lead to a breach in privacy. Similarly, in the interests of student privacy, the administration of First Aid has been moved to the designated First Aid room.

There have been ongoing conversations with staff regarding restorative practices, and the need for consistency of practice in ensuring students follow directions promptly.

Holy Rosary formed a Respectful Relationships Team in July. 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. This year the focus has been on upskilling staff in the program and in managing disclosures and the reporting process. It is expected that we will implement the program next year.



In the interests of Child Safety and ensuring we provide optimal family events Holy Rosary has now implemented alcohol-free events whenever children are present.

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 had 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.

These strategies have also been introduced to parents via the newsletter.



## Leadership & Management

### Goals & Intended Outcomes

To undertake a successful School Review and begin implementing recommendations

To participate as the face of the CEM campaign for funding equity

### Achievements

Holy Rosary has experienced a variety of significant changes over the past year, particularly with the resignation of the principal, a semester with an acting principal and an acting deputy principal and then the induction of a new principal. There was a perception among staff that they were in a 'holding pattern.' Successful participation in the Review process, part of a four year cycle, has provided a clearer direction and a greater clarity for staff and students. This Review affirmed many of Holy Rosary's current practices, particularly the strong community and the staff knowledge and commitment to students and their wellbeing. A more consistent process was implemented for the recruitment, selection and induction of new staff. Greater attention has also been given to providing clearer directions and expectations for students in self-management, specifically in listening at whole school assemblies and liturgies, and in transitioning from one learning environment to another. There has also been some progress in developing new policies and processes including excursion and incursion documentation.

Whole school professional learning has been regularly provided to staff in specific areas including First Aid Training; a two day conference focussing on the outcomes of the Review, and setting future goals, and Mathematics learning. The recommendations of the Review and triangulated data, provides a clear direction for future directions in Professional Learning.

Holy Rosary School was also the face of the Catholic Education Melbourne campaign for funding equity. In this campaign the inequalities of the proposed funding system were highlighted through comparison of Holy Rosary School and Geelong Grammar. This became a strong focus at Holy Rosary over an extended period involving the media, as the conversation grew in relation to projected fees based on a school's SES (Socio-economic Status Scores). It is clear that this system of funding is unjust and that schools like Holy Rosary will be significantly disadvantaged.

[Fairer Funding Campaign Holy Rosary School](#)

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2017**

- First Aid-Certificate II (all staff)
- Principal Induction Program
- Report of the Annual Review and Goal setting
- Berry Street Intervention Model
- Networks and clusters in RE, Inquiry, Mathematics, Literacy, Learning and Teaching, Deputy, Principal
- New school year induction
- Professional Learning in relation to health and social emotional needs of students
- Autism PL by Susan Ongarato CEM
- Maths is Fun- Rob Vingerhoets (all staff)
- ERIK, YARC training
- Planning with Deb Vietri (all staff)
- Respectful Relationships
- Visual Art

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

**27**

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$1043.83**

**Teacher Satisfaction**

Holy Rosary staff believe that their school has a strong school improvement focus with staff trying to improve the way they do their job and seeking to achieve high standards. Due to the high level of collegiality and collaboration at the school, staff enjoy their work environment and therefore, continue to work towards achieving school goals. The school wide emphasis on positive relationship building reflects Holy Rosary’s work in knowing each student well and personalising learning pathways for each student.

## School Community

### Goals & Intended Outcomes

To improve communication with parents

### Achievements

Holy Rosary is an outward facing and inclusive school in partnership with families, parish and the wider community in order to foster learning and relationships. We work to achieve student connection with the parish, local and global communities. We are fortunate to have many families who contribute positively to all aspects of our community. All teachers go out onto the yard each afternoon and are readily available to meet parents, thus promoting approachability and successful parent/staff relationships.

We work hard to ensure our school transition programs are well suited to our students as they come into prep and then on to secondary school. We have strong communication with our feeder schools and local kindergartens, and liaise with them to ensure appropriate inductions occur for each student. This year, while incoming Prep students enjoyed their transition sessions, parents were invited to attend an information session outlining tips and strategies to assist their children in transitioning to Holy Rosary. Parents, both those new to Holy Rosary and existing parents, found this session to be helpful in knowing what they could expect on starting school and how they could best assist their children.

Parental involvement occurs through student learning such as Genius Time and literacy activities, and in organising the Year 6 graduation dinner. Parents are also the initiators of our school fundraising activities, including regular hotdog and icypole days, a Trivia Night for parents and highly successful cake stall held in Kensington. Funds raised this year have provided a wide selection of class and home reading materials, sporting equipment, improved technology infrastructure and hardware.

Parents are also invited to participate in a number of school events including an annual carol evening, Masses and liturgies, a volunteers thank you event, mother's and father's day breakfasts. Two parents represented the school and parish in the principal selection process this year.

Multi modal communication has been implemented to assist in keeping parents fully informed of school events. There is a weekly newsletter, regular Facebook updates and alerts via the Skoolbag app. Teachers regularly email parents to keep them informed of class events and a class learning overview is provided each term.

## 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.



## Future Directions

Holy Rosary School has been in a period of transition throughout 2017. For the first semester the school was led by an acting principal while the principal appointment process was initiated. It was also a time when the school was under external review, placing all programs and initiatives under the microscope. In the second semester the focus was in the induction of the new principal and the establishment of fresh relationships within the community. Undertaking such 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.

We have now 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 Data

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.62%

STAFF RETENTION RATE	
Staff Retention Rate	86.96%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	10.00%
Graduate	15.00%
Certificate Graduate	5.00%
Degree Bachelor	70.00%
Diploma Advanced	15.00%
No Qualifications Listed	10.00%

STAFF COMPOSITION	
Principal Class	4
Teaching Staff (Head Count)	27
FTE Teaching Staff	21.037
Non-Teaching Staff (Head Count)	14
FTE Non-Teaching Staff	15.068
Indigenous Teaching Staff	1

**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)