



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Holy Rosary School

37 Gower Street, KENSINGTON 3031

Principal: Christine Shaw

Web: www.hrkensington.catholic.edu.au

Registration: 1033, E Number: E1088

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 27 Mar 2024

About this report

Holy Rosary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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, 4kms from Melbourne's CBD. The Mercy Sisters opened the school in 1915, one of two Catholic primary schools in the now partnered parishes of Kensington and Flemington. The beautiful Holy Rosary Church, a local historical landmark, is across the road from the school, and a strong connection exists between school and parish, supported by our parish priest, Father Thang Vu.

Holy Rosary is focused on building a community 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, inclusive and welcoming of all. We strive to teach our students the traditions and rituals of our faith, and the Gospel message, encouraging them to use their gifts and talents to be Jesus in our world.

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.

We are fortunate to have strong family engagement and recognise the gifts families share with our community. We have an active School Advisory Council, and Social and Fundraising Team. We also maintain links with many local organisations and community groups.

Reflecting the financial diversity of our community, some families, affected by the challenges of finding affordable housing have moved to outer suburbs while others have secured places in independent secondary schools. This has seen a slight reduction in school population.

We have 253 students in twelve classes: 2x Prep; 3xYear 1/2, 4x Year 3/4, and 3xYear 5/6. Our school buildings and grounds maximise space for educational, active and passive recreational needs with flexible learning spaces. There are 35 staff members who are committed to providing optimal learning and pastoral support for our students. They further their professional learning through Melbourne Archdiocese Catholic Schools (MACS), external providers, and school-based activities.

Our students learn and grow in a warm, nurturing and caring environment that promotes their strengths and talents. We believe that powerful learning is purposeful and engaging, and is evidence based. It seeks to challenge, encourages reflection, and focuses on student passions, interests and needs. Students enjoy five specialist subjects; Science, Japanese, Physical Education, Art and Music. They participate in an annual science fair which progresses to the Science Talent Search Victoria competition, a bi-annual art show and musical production. We also offer choir, instrumental band, rock band, athletics carnival, Maths Olympiad, and interschool sport, and a range of excursions, incursions and camps made possible due to our proximity to Kensington Station and the CBD.

Students have access to instrumental music (violin, guitar, piano, drums, singing), speech and drama lessons, and chess. An excellent Outside School Hours Care Program is provided before and after school, and during holidays.

Parents are employed predominantly in professional and managerial positions; medical and health, law, education and technology. Twenty three percent of our students has a language background other than English and 1% are indigenous students.

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Principal's Report

Reflection of the 2023 school year highlights many school, student and community achievements. Our vision statement provides a clear mandate for us all; "We nurture students to be engaged, passionate and successful learners who grow and feel connected in a contemporary world." We have continued to work steadily in 2023 to nurture, educate and celebrate our students and their academic growth. This has been assisted through Holy Rosary's engagement in the Melbourne Archdiocese Catholic Schools (MACS) Intensive Partnership in English and Mathematics.

Targeted professional learning has continued to strengthen staff understanding of the reciprocity of reading, writing, speaking and listening. Likewise, in Mathematics we have continued to build and refine staff capacity to deliver the 'Launch, Explore, Summarise' instructional model, a problem centred, hands on approach to Mathematics.

Our Learning Support Officers have engaged in year long, professional learning provided by an external agency, enabling them to achieve a Certificate IV in School Based Education Support. This learning has further developed and enhanced their confidence and skills in conducting individual and small group interventions, ensuring more targeted support for students.

Religious Education is a priority, and this has been marked by professional learning and working with teachers to enhance their skills in preparing prayer services and Masses. This year our celebrations of Reconciliation, First Eucharist and Confirmation provided our students an opportunity to affirm their faith with the support of their families and our community in ways that allowed pride and deep nurturing of their spiritual growth. Our ongoing focus positions staff and students in the Mercy story and inspires us to 'shine with Mercy Spirit.'

Great joy was also found in the opportunities for children to celebrate learning beyond the classroom. These activities fostered creativity, teamwork, sporting skills, self-confidence and camaraderie. Sport gala days, Book Week celebrations, school musical production and Family Fun Day were all back on the calendar after an unavoidable hiatus. These celebrations were what we yearned for, and they were joyful experiences for the entire community.

This year we also enhanced student voice through the establishment of a Student Representative Council (SRC) and the refinement of our Year 6 leadership program, guided by school expectations and values. Formal leadership positions, including School Captains, House Leaders, and Special Events Leaders were introduced and voted by Year 4-6 students and staff. SRC members, voted by their peers, worked collaboratively to share and implement the ideas of their class mates.

We introduced an enhanced Prep induction program, including an introductory 'Meet and Greet' with the principal and learning diversity leader and an introductory session for parents facilitated by our Learning and Teaching Leader to explain school programs and to enhance home learning of our Prep children.

As we celebrate the achievements of this year, we recognise most importantly the people who enabled these milestones and achievements, and applaud their work; our dedicated staff, families; and in particular our School Advisory Council and Social and Fundraising Teams, our Parish Priest Fr Thang Vu, and most importantly our students; the centre of all that we do at Holy Rosary School.

Catholic Identity and Mission

Goals & Intended Outcomes

Broad goals:

To strengthen the Catholic Identity of Holy Rosary school community by negotiating the interconnections between faith, culture and life.

Intended improvement outcomes:

That the capacity of staff to design and implement authentic and rigorous RE Curriculum will be strengthened.

That all members of the community take active responsibility for the prayer and liturgical life of the school.

That all members of the community embrace the Mercy charism to enrich the Catholic identity and faith of the school.

That the links between faith, life and wellbeing are strengthened.

That staff gain and maintain accreditation to teach in a Catholic school.

Achievements

We made progress towards our goals in Religious Education this year, despite being unable to secure a Religious Education Leader for the second consecutive year. In February, we gathered as a community at our opening Mass to celebrate the new school year. Our theme for 2023, 'Rejoice and Be Glad' positioned us to reflect on the many gifts we share as members of Holy Rosary School, our Parish, and the Kensington community. This was particularly relevant following the impacts of COVID, and specifically on our celebrations as a faith community. The theme focused on the positive impact each of us can have as students, staff and families in Holy Rosary school and community. It promoted themes of appreciation and gratitude.

Classes joined parishioners in weekly parish Mass to further enhance their knowledge and understanding of the traditions and rituals of the Mass, and to foster a sense of belonging to the Church and local parish. Regular celebrations, including Masses and liturgies for events such as Holy Rosary Day continued and additional prayer services were incorporated to honour Mother's Day and Father's Day.

In an effort to ensure that all members of the community were able to increase their responsibility for the prayer and liturgical life of the school, staff were released from classroom duties to work with the principal to prepare students for the Sacraments of First Reconciliation, First Eucharist and Confirmation. Additionally, a variety of classes were asked to prepare specific elements of liturgical celebrations; eg: a song, readers, a Holy Week reflection etc. These tasks were part of our endeavour to shift responsibility from the RE leader to other staff as we recognise that imparting faith is a shared responsibility.

Our assemblies were also revised to incorporate a faith element. Staff are now expected to use the assembly format to draw links between faith, life and wellbeing, and where relevant, align with the Mercy charism, bringing the 'Shining with Mercy Spirit' motto into focus for our students and their families.

Facilitated curriculum planning days aligned the Religious Education Framework with Inquiry learning, documented in Faith/Life unit planners. The planning days were facilitated by Pauline Cicutto, Religious Education Consultant from MACS, who worked closely with staff to support them to develop more authentic and rigorous RE learning and teaching experiences. Further efforts were made to involve families in the religious life of the school via experiences including a Christmas market, Mother's and Father's Day liturgies, Christmas carols and our Graduation liturgy. These were opportunities to integrate and connect the religious life of the school with the life of community members.

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 from a remarkable year, as well as cherished memories and contributions made over their time at primary school. Families and staff attended and contributed to the celebration by sharing readings, memories and photos of their children from over the years.

Value Added

Events from 2023:

- Holy Rosary Day: a day of celebration for the community with prayer, activities and treats, and the announcement of the recipients of the Mercy Spirit Award.
- Mother's and Father's Day prayer services celebrated in the Church with our community
- Catholic Education Week at St Patrick's Cathedral; our Year Six leaders attended Mass and a concert in the park
- Class and school prayer services: celebrating events such as Ash Wednesday, ANZAC Day, Remembrance Day, Naidoc Week, and St Patrick's Day
- Parish Pastoral Council: Principal attended and participated in the events of the Parish Pastoral Council

- Christmas Giving Tree Appeal: Students brought non-perishable items to make hampers in support of St Vincent de Paul's work in the Kensington community

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To build a culture where all teachers are considered learners who commit to achieving the highest standards possible, based on reflective practice, using data, research and evidence to learn together in order to ensure growth for all students.

Intended Outcomes

- That staff capacity is built to collect evidence and analyse data to inform teaching
- That students are enabled to be actively engaged in their growth as learners.

Achievements

Professional Learning Communities (PLC) in 2024 focused on teachers building their capacity in Mathematics and English. This was achieved by planning together as a cohort, and sharing resources. These sessions, led by Maths and English Leaders were held on a rotational basis, so that each subject was planned, and data analysed every three weeks.

Inquiry units centred around the Humanities and STEM curriculums with a focus on exploring the Social and Emotional capabilities, and Ethical and Intercultural capabilities. We used the MAPPEN platform to develop our Inquiry units; to springboard children's thinking and spark their curiosity. We held a Science Fair with the view of choosing noteworthy projects to be entered at the Victorian Science Talent Search. Several students received bursaries, merits and distinctions for their projects from this competition. We are immensely proud of our students' efforts.

Intensive Partnerships with MACS Improving Writing led by Associate Professor Misty Ardinou involved writing an action plan with set targets, a built in assessment rubric based on NAPLAN marking guides and Victorian curriculum descriptors culminating in a symposium presentation, led by our Year 3-6 teachers at Catholic Leadership Centre in October 2023.

Our Team also interacted with Professional Learning opportunities in Mathematics based on the Launch, Explore, Summarise model. Teams were sent to sessions facilitated by MACS and the whole staff also attended a full day session led by James Russo. We entered a team in the Maths Olympiad where our students participated enthusiastically.

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. We had three provisionally registered teachers on staff who undertook and succeeded in receiving their full VIT registration. Mentoring and coaching from our experienced teachers and leaders allowed modelling best practice and ensured consistency in planning and tracking student achievement. It is common practice to provide full day facilitated planning led by the Learning and Teaching Leaders each term. These days provide teachers with the 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 to explore new ways of teaching, therefore, enabling students to reach high standards.

Student Learning Outcomes

Our children engaged in NAPLAN assessments, and we continued our commitment to support their learning by implementing an Assessment Schedule for Prep-6 in Maths and English. To streamline data management, we developed a portal to centrally store teacher-collected data from various sources such as PROBE, English Online, Maths Online, SA Spelling, PATR, and PATM. Teacher-made assessments, tailored to the concepts taught, were administered in a timely manner, prior to instruction in core subjects; Maths, English, and Inquiry to provide 'just-in-time' teaching.

The learning outcomes for 2023 were evaluated by assessing student achievement and progress through various measures:

- PATR and PATM assessments
- Reading Recovery text level standards and targets
- Monitoring and communicating student achievement against Victorian Curriculum standards

For students identified as 'at risk', additional assessments including SPAT, YARK and MOTIF were conducted to gauge literacy levels. These assessments informed personalised learning experiences and provided evidence for the implementation of further tutoring programs.

- Administering reading tests to determine reading levels, followed by one-to-one and small group support from intervention staff
- Providing Learning Support Officers (LSOs) in Years P-6 classrooms to assist students who did not reach reading benchmarks
- Reorganising intervention strategies to provide Tier 3 interventions for students severely impacted by developmental delay.

Together, these efforts led to significant gains in achieving our intended outcomes.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	441	71%
	Year 5	504	71%
Numeracy	Year 3	445	79%
	Year 5	490	68%
Reading	Year 3	460	87%
	Year 5	529	85%
Spelling	Year 3	436	68%
	Year 5	490	79%
Writing	Year 3	432	89%
	Year 5	511	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Broad Goal:

To develop a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student wellbeing and learning outcomes.

Intended outcomes:

That the school develops documented plans, structures, practices and processes to support student wellbeing. To identify and create role clarity and staff support, by allocating leaders to the Learning Diversity and Student Wellbeing areas.

Achievements

To create role clarity and support for staff in Wellbeing, a Student Wellbeing Leader was appointed, to work collaboratively with the Learning Diversity Leader in the support of students, staff and families.

The Student Wellbeing Leader (SWL) and staff ensured a number of Tier One activities:

The SWL created a scope and sequence for social and emotional learning in the classroom. This scope and sequence included the re-implementation of 'Resilience, Rights and Respectful Relationships'. The scope and sequence enabled staff to plan more effectively for social and emotional learning in the classroom.

We introduced a more comprehensive Prep (and new student) induction program consisting of Student and Family Meet and Greet session, parent meetings, parent/child introduction to school, student orientation and Year 6 buddy program.

The Positive Behaviour for Learning (PBL) team continued to collect data, improve systems and create lessons to address the immediate needs of students identified via SWIS, and staff, student and parent feedback. Our work in PBL was supported by our MACS consultant, Jack Mather who facilitated meetings and professional learning for staff. To increase awareness and engagement around PBL, a mascot was developed by students, lesson plans were communicated to families via the newsletter, and then reiterated at the assembly. A PBL reward system was introduced, acknowledging student achievement of expected outcomes. The SWL kept families informed about current research, school initiatives, and relevant

resources available to borrow from school. These initiatives now more embedded, have made a noticeable difference in the 'on task' behaviour of students.

We celebrated school events including Harmony Day, Child Protection Week, Superhero Day, and R U OK Day. Classroom teachers explored these events with lessons and activities, using explicit teaching and age appropriate resources. A team of staff, students and families participated in Run for Strength for Muscular Dystrophy.

To create a more inclusive and accessible environment we installed front gates that enabled wheelchair access and provided greater safety and security. We petitioned for a disabled carpark at the front of the school. We also purchased resources such as C-Pens, height adjustable chairs and tables, headphones and sensory toys.

Student voice is integral in nurturing and developing positive student wellbeing, increasing engagement and encouraging student and staff collaboration. The establishment of a Student Representative Council(SRC) made up of students from Years Three to Six provided a forum to discuss concerns, wishes and proposals affecting students. The Year 6 leadership program was also refined. These revisions saw several initiatives across the school including the introduction of new activities in the hall lunch time program, student led assemblies, refined canteen choices, monitoring of school safety and security, and regular input into school decisions.

Staff engaged in professional learning to support their knowledge and understanding in Student Wellbeing. During staff meetings, the curriculum and other models of psychology were addressed, including Positive Psychology, Respectful Relationships and the Personal and Social Capabilities.

As a Tier Two initiative, the SWL worked with small groups of students to develop social skills, improve emotional awareness and management, and enhance resilience, and to provide a space for students to develop strategies to assist feelings of worry and anxiety.

Value Added

We offered a broad range of activities to promote wellbeing for students:

- Camp program from Prep to Year Six
- Excursions and incursions including 'Backflips for Bullying', 'Inform and Empower' and 'Responsible Pet Ownership'
- Whole School Production
- Holy Rosary Athletics Day and Interschool Sport
- Celebrations of student learning through exhibitions, book launches, newsletter articles and social media posts
- Walk Safely to School Day

- Lunch time activities including sport, social and craft activities
- Garden Club
- Student Representative Council
- Year 6 Leadership Program
- Social Groups run by SWL

Student Satisfaction

Results from the MACSIS 2023 student surveys revealed that improvements were made in areas relating to wellbeing, showing an increase in student satisfaction.

The MACSSIS data shows that student perceptions of physical and psychological safety and access to, and quality of staff support, in order to feel connected, safe and respected has improved. In both sets, there was a further 7% growth, putting Holy Rosary at, or just above the average MACS school. This affirms the time and efforts we have invested in Positive Behaviour for Learning.

There has also been growth in the areas of Student Voice, School Engagement, Teacher/ Student Relationships and School Belonging and Enabling Safety; gains of between 5 to 10 percent were made. Teacher/student relationships showed the greatest improvement, increasing significantly from 2022 to 2023. These increases in student scores, again, demonstrate success in working towards our student wellbeing goals.

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 by 8:45am. VPASS is used to monitor late arrivals

and early departures. Our policy requires families to advise the school of student absence via email or telephone 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. We implement systems for family support where required, to increase and maintain attendance.

Average Student Attendance Rate by Year Level	
Y01	90.6%
Y02	90.0%
Y03	91.2%
Y04	90.1%
Y05	88.9%
Y06	88.9%
Overall average attendance	90.0%

Leadership

Goals & Intended Outcomes

To nurture an environment where students are at the centre of all our decisions and to support our staff to enact this. To support staff in the design and development of innovative, evidence informed data driven practice through increased access to professional learning and faith development as a school community.

Intended Outcomes:

To develop a visible, comprehensive and explicitly planned approach to whole-school improvement, focused on data-informed, evidence-based and co-constructed action that is collaborative and aligned to improving student learning outcomes which is enacted by all.

To build a culture where all teachers are considered learners who commit to achieving the highest standards possible, based on reflective practice, using data, research and evidence to learn together in order to ensure growth for all students.

To strengthen the Catholic Identity of Holy Rosary school community by negotiating the interconnections between faith, culture and life.

Achievements

Michaela Mackie joined the leadership team, taking on the role of Wellbeing Leader and as a support to Antionette in her Learning Diversity Role.

In 2022 Holy Rosary School was provided the opportunity to participate in a two year Intensive Partnership with Melbourne Archdiocese Catholic Schools(MACS) in English and Mathematics. Through these partnerships staff were given multiple opportunities to participate in high quality professional learning facilitated by MACS learning consultants. System funding allowed us to further support staff learning through the purchase of quality supplementary texts for use in the classroom and to add to the teachers' professional library. Leadership Team members facilitated weekly professional learning sessions to complement the professional learning already undertaken. They also attended teacher planning sessions on a three week cycle, to ensure lessons were targeted to meet the needs of all students and that they promoted optimal engagement. The Learning Diversity Leader released staff to

assist writing of personalised learning plans and to ensure suitable adjustments were made to ensure growth for all children.

A focus on Positive Behaviour for Learning(PBL)continued in 2023. We had lost some momentum due to Covid but this year we worked consistently to increase staff, student and family commitment. This increased focus has had a positive impact on both staff and student data in relation to the perception of student safety.

The number and quality of prayer services and assemblies were increased. This gave students and our school community further opportunities to gather and pray together. We continued our Parishes in Partnership program with St. Brendan's Flemington, collaboratively planning sacramental celebrations and sharing resources.

Leadership mentored four graduate teachers to complete and present action research projects that enabled them to achieve their full VIT accreditation.

A list of professional learning is provided in this report.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

All staff were involved in Professional Learning activities in 2023. We accessed learning in a variety of ways including face to face as a whole staff, face to face in teaching teams, online as a staff, in teams and individually.

Welcome to the 2023 school year

Child Safe Standards

Positive Behaviour for Learning with Jack Mather, MACS Consultant

Inquiry Planning using MAPPEN

Warden Training for Emergencies

Principal Network-North West

Principal Executive

Principal Forum

Deputy Principal Network

Learning Diversity Leaders' Network

Mathematics Leaders' Network

Wellbeing Leaders' Network

Religious Education Leaders' Network

NCCD for staff

New Learning Diversity Leaders

Inform and Empower-Cyberbullying-Marty McGauran

Inform and Empower- Carley McGauran

Improving Writing workshops

English workshops with Misty Adoniou

Religious Education Workshops with Pauline Cicutto, Learning Consultant MACS

Launch, Explore, Summarise, Mathematics Professional Development Day with James Russo

Writing Professional Development Day with Chris Moritz, Learning Consultant MACS

Weekly meeting dedicated to staff professional learning

2024 Mathematics Teaching and Learning Centre Webinar series

Mathematics Online Interview Implementation Workshops

F-6 Mathematics Webinar Series - 3D Objects

F-6 Mathematics Webinar Series – Length and Area

Building number sense in the Primary Years

Improving Writing Symposium

In the footsteps of Jesus-Denise Arnell

Expenditure And Teacher Participation in Professional Learning	
Collaborative Planning Dan Petro- Behaviour Management Learning Support Officer- Certificate 4 Training CPR Training MACS Teacher's leadership development Program Protect- child safe practices Learning Diversity -NCCD, Rosae and intervention sessions First Aid Training Graduate Diploma of Religious Education	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$377.40

Teacher Satisfaction

2023 proved to be the year that our school community was able to come back together and celebrate on a regular basis. The increased connection to the community resulted in strong teams who worked collaboratively, supported one another, and celebrated each other's achievements.

Staff reported enjoyment, satisfaction and gratitude for:

Quarterly celebrations of achievements

Regular team dinners

World Teachers' Day: Hats off to Teachers morning tea celebration

Staff Lunch Club

Gratitude Lunches provided by Parent Fundraising Team

Celebrations for Graduates achieving VIT and LSOs completing Certificate IV

Christmas in July staff meeting and dinner

Regular staff drinks

Staff social committee and the events they organised

Prayers and support during illness and bereavement

Provision of meals during illness

End of Year staff celebration

Provision of Professional Learning

Teacher Qualifications	
Doctorate	0.0%
Masters	14.3%
Graduate	4.8%
Graduate Certificate	4.8%
Bachelor Degree	57.1%
Advanced Diploma	14.3%
No Qualifications Listed	4.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	21.0
Non-Teaching Staff (Headcount)	15
Non-Teaching Staff (FTE)	13.4
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

- To strengthen the Catholic Identity of Holy Rosary school community by negotiating the interconnections between faith, culture and life.

Intended Outcomes

- That staff and students know and understand the Mercy charism as a vehicle to enrich the Catholic identity and history of the school
- That opportunities to enhance school-parish links are reinvigorated.

Achievements

As the impacts of COVID and lockdowns moved firmly into the past, our community embraced the freedom to reunite. This newfound sense of security paved the way for the revival of collaborative bonds between the school, family, and parish, fostering a renewed spirit of unity and cooperation.

In these shared moments, relationships between the school, parish, and families were fostered, each interaction strengthening us as a more vibrant Catholic community. Whether it was parents volunteering at school events, parish members supporting local educational initiatives, or families coming together to organise community outreach programs, the collaborative efforts were heartening. The school became not just a centre of learning but a place where families found support for one another.

Relationships had the opportunity to thrive in the following ways:

Prep Transition Program

- *School Tours:* Prospective parents toured the school accompanied by the principal to gain insights into our educational environment and learning programs. Tours were undertaken during regular learning time, rather than via open days, to ensure prospective families had an authentic experience of school life at Holy Rosary.
- *Prep Meet and Greet Interview:* Conducted by our Principal and Learning Diversity Leader, and involving parents and their children. Sessions facilitated introductions and allowed Prep readiness assessments and conversations about concerns parents may have about the transition process. This preliminary data guided the formation of the 2024 Prep classes and helped to establish early relationships.

- *Kindergarten Visits*: Our Learning Diversity Leader and teachers visited feeder kindergartens to observe students, and gather valuable data to cater for any learning or social needs.
- *Orientation Sessions*: Three sessions were held for parents and children, and three for children only with Prep teachers, to familiarise children and their families with our school environment.
- *Parent Meeting*: Two parent meetings and a morning coffee session were held for parents. The meetings served multiple purposes: to help parents prepare their children for school, to introduce parents to the various ways they could engage with the school via the social and fundraising team, and to provide families with opportunities to connect with one another.
- *Learning Packs*: Each child received a learning pack containing art and craft materials, writing, reading, and maths tasks, and a picture book for enjoyment.

School Social and Fundraising Group activities included

- *Family Disco*
- *Family Fun Day*
- *Fun Lunch Friday*
- *Footy tipping competition*
- *Easter raffle*
- *Hot Cross Bun Drive*
- *Holy Rosary Day Celebrations*
- *Community Outreach*: Children donated books to a school in the Philippines, collected and donated food items to the Kensington Neighbourhood House Pantry, and wrote letters to residents of Aged Care Facilities in Kensington.

Parish Events

- *Sacramental Celebrations*: Reconciliation, Eucharist, and Confirmation ceremonies were celebrated in partnership with St Brendan's School, Flemington.
- *Parishes In Partnership-Schools*: Parish priest, principals from Holy Rosary and St Brendan's Schools met regularly to discuss school engagement in the parish, the school sacramental program and other shared initiatives.
- *Parish Pastoral Council Meetings*: Attended by the Parish Priest, principals from St Brendan's and Holy Rosary, and parish members.
- *Masses and prayers services*: open and close of school year, Easter, Ash Wednesday, St Patrick's Day, Holy Week, Anzac Day, World Teacher's Day, Mother's Day and Father's Day, Graduation. Classes rotate on a weekly timetable to attend Friday parish Masses.

Christmas Celebrations

- *Christmas Food Hampers:* Food and drink items were donated, packaged and sent to St Vincent De Paul for distribution to the Kensington community.
- *Christmas Carols Afternoon:* Families were invited to join us for a carols afternoon.

Sporting Events

- *Holy Rosary Athletics Day:* Prep - 6 children
- *Gala Days:* Year 5/6 students participated.
- *Interschool Sport:* Year 5 and 6 students competed against neighboring schools in various sports.
- *District Sporting Events*
- *Netball Cup School Championships*
- *End of school year netball:* Staff v students

Community Celebrations and Events

- *Mother's/Father's Day Breakfast and Liturgies*
- *Mother's Day Cake Stall*
- *St Aloysius Production:* Year 3-6 students attend as audience members
- *Anzac Day Dawn Service:* Staff and families attended the Flemington/Kensington dawn service
- *Year 6 Graduation liturgy and dinner*
- *Musical Production:* What's the Crime Mr. Wolf?
- *FlemKen News:* 4 issues per year contributed by staff and students of Holy Rosary School
- *Inform and Empower:* 3 online sessions for parents; *Empowering Healthy families:* Managing anxiety and other big feelings, Reducing chaos and increasing calm, Tackling tricky conversations for families
- *Book Week Gallery Walk and Parade*
- *Muscular Dystrophy Run For Strength*
- *Superheroes Day: Muscular Dystrophy Awareness*
- *Parent gathering coffee mornings in the staffroom*
- *Walk Safely to School Day-* Coles donated fruit for children to eat on their arrival at school

Parents as Partners

- *Weekly Newsletter:* Updates on learning and extracurricular activities were provided by a designated year level each week.
- *School Advisory Council Meetings:* Held 8 times a year.

- *Facebook Communication*: Used for reminders, reporting class events, and sharing learning updates.
- *Parent-Teacher Interviews*: Held in Term 2 and, if required, in Term 4.
- *Program Support Group (PSG) Meetings*: Ensured parents were engaged and informed about their child's learning, and given the opportunity to share their insights.
- *Class Representatives*: Representatives liaised between parents and the school.
- *Parent Helpers*: Parents were encouraged to assist in the classroom and on excursions.
- *Interactive Parent Workshops*: Workshops were conducted to facilitate parent involvement in classrooms.

Parent Satisfaction

The MACSSIS parent satisfaction survey showed slight improvement across all domains. The biggest growth was seen in student safety with a 24% increase. In particular, families recognise that Holy Rosary students demonstrate respect for one another, and that there are low levels of physical aggression and bullying. Survey respondents also recognised that staff are available and supportive of students when approached to help should they experience a problem. Pleasingly, there was an 8% increase in positive responses to the school's communication. This is an area of ongoing focus and our School Advisory Council has been working to provide a 'one stop shop' for communication via a school portal. There was also an increase in the number of families who would recommend Holy Rosary to other families. The most significant area of focus in 2024 is parent engagement. We offer several opportunities for family participation but the survey warrants a greater exploration of further ways to engage our families.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.hrkensington.catholic.edu.au