

Holy Rosary School

White Hills

2021

Annual Report to the School Community



Registered School Number: 1067

Table of Contents

Contact Details	2
Minimum Standards Attestation	2
Governing Authority Report.....	3
Our School Identity and Vision Statements.....	4
School Overview	5
Principal's Report	6
Catholic Mission and Identity and Education in Faith.....	7
Learning & Teaching	8
Pastoral Wellbeing	11
Child Safe Standards	14
Leadership & Management	15
School Community	18
Future Directions	20

Contact Details

ADDRESS	556 Napier Street White Hills VIC 3550
PRINCIPAL	Paul Wilkinson
GOVERNING AUTHORITY	Catholic Education Sandhurst Ltd
TELEPHONE	03 5448 4280
EMAIL	principal@hrwhitehills.catholic.edu.au
WEBSITE	www3.hrwhitehills.catholic.edu.au
E NUMBER	E3027

Minimum Standards Attestation

I, Paul Wilkinson, 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 2021 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 Schools.

02/03/2022

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

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our School Identity and Vision Statements

Our Identity Statement

Holy Rosary School promotes our core values and achieves Excellence in Education within a Caring Faith Community

Our Vision Statement

- We are a Catholic school that honours a strong foundation of faith; reflecting the teachings of the Gospels and the Mercy charism.
- We are an inclusive and welcoming community which accommodates and celebrates diversity.
- We model the values of integrity, resilience and respect in all aspects of school life and uphold child safe standards.
- We are educationally rigorous and engage positively in a complex global environment.

Our Graduate Outcomes

At Holy Rosary, we expect graduating students to be:

- Committed to a relationship with God (we live according to Christian values and the Catholic Tradition)
- Excited about, and committed to, ongoing learning (we have a strong social and academic foundation)
- Motivated and skilled to take an active role in society (we have developed leadership skills)
- Hope-filled, gracious and joyful (we celebrate the Gifts of the Holy Spirit)
- Respectful of all life - self, others and the environment (we take responsibility for ourselves and are accountable for our actions)
- Confident and resilient (we know our own sense of worth, and that of others)
- Reflective and forgiving (we display tolerance and reconciliation)

School Overview

Holy Rosary School began in 1918, housed in the same weatherboard building that served as the church on Sundays. In 1920, the Mercy sisters began their sixty-year association with Holy Rosary, the two Sisters travelling out to White Hills from St Kilian's in a horse-drawn cab, each day. Enrolments grew steadily after the Second World War as the White Hills area expanded. In 1957, the Parish of Our Lady of the Rosary was instituted and three new brick classrooms were erected along Napier Street to accommodate the increasing numbers of students and teaching staff. Like many other Catholic schools of this time, Holy Rosary offered classes from Grades One to Eight (Merit Certificate) and class sizes were quite large by current standards.

Since then the school has continued to grow, new facilities have been built and older buildings refurbished in order to meet current teaching and learning needs. Holy Rosary has developed a great cultural diversity and is clearly a mirror to the growing diversity of the broader White Hills community. Our welcoming school environment has seen our enrolment continuing to grow, being in a high growth area to the North of Bendigo.

Holy Rosary provides a positive learning environment whilst, at the same time, maintaining close links to the community. Our school has a strong sense of community, drawing students from White Hills, Epsom, Huntly and North Bendigo and providing a quality educational setting for an enrolment of 317 children in 2021. We strive to live out our Identity Statement, 'Leaders for Tomorrow'.

We have access to a broad range of curriculum experiences, which support children's development in the critical areas of numeracy and literacy, as well as specialist Music, Art, Indonesian and technology/robotics programs that provide further interest and challenge for all. The school has an excellent pastoral care program reflective of the sense of community within the parents and students, called upon for support during time of loss and hardship. Our Religious Education program reflects the commitment to the Catholic identity of the school, which we see as inclusive and welcoming.

As a Catholic School, it is crucial we are able to offer those within our school community the opportunities to develop as a whole person - intellectually, spiritually, physically, morally and emotionally. In promoting and nurturing this within individuals, the person and teachings of Jesus Christ need to be integral to the teaching and learning process that is shared between school and family in an environment that is both supportive and challenging. The Schools Enrolment of the 2021 school year was 317. We maintained 14 class groupings, 2 Grade Prep classes, 2 x Grade 1 classes, 2 x grade 2 classes, 3 x Grade 3, 2 x Grade 4 classes, 2 x Grade 5, and 2 x Grade 6 classes. There were 29 teaching staff with a full time equivalent of 27.9. There were three School Officers, We had 9 Learning Support Officers and 5 Maintenance/Ancillary staff.

During 2021 we again faced the challenge of COVID 19. The unprecedented times meant that school was disrupted with lockdowns and remote learning to be the norm. As a school we are incredibly proud to have achieved as much as we did, although we were certainly unable to address much of the action plan for the year.

Principal's Report

In presenting our 2021 Annual report we are proud of what we have accomplished. We are proud of the work of our students, staff and all our community members. In such a challenging year, the ability of staff to present the curriculum online and remotely has been outstanding. At the same time the children were quickly and effectively engaged in their remote learning and parental support was in the main outstanding.

The report celebrates our success. It is also a cause for reflection - an opportunity to look forward - to consider how to do some things better.

Holy Rosary is a school committed to the passionate engagement of the mind, body and spirit - a school committed to advancing educational knowledge and practice and building Leaders for tomorrow.

Ours is a school that celebrates the individual and optimises every resource available to enhance and extend teaching and learning.

I congratulate the 2021 community at Holy Rosary for always placing the child at the centre. We are certainly an inclusive and diverse school. We can be proud of the growth and improvement in all aspects of school. We look forward to continual growth and embracing the challenges in the future. It has indeed been an unprecedented year and one in which we have remained flexible and agile as we have addressed the needs of the children and adapted to the challenges as they presented.

Together we have achieved a great outcome.

Paul Wilkinson

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

We articulate, lead and support the enhancement of the school's Catholic Identity, charism and faith development.

Achievements

The impact of COVID restrictions certainly had a significant impact on our achievements in Catholic Identity. Within the ECSI data collection year a simple primary focus was to 'Enhance prayer to incorporate dialogue and reflection.' for staff and students alike.

We were fortunate to be able to participate in our own staff spirituality day in which we focussed on Re contextualising our RE units something we feel will enhance the teaching and learning of the children in our care.

VALUE ADDED

Catholic Identity and Religious education activities in 2021 included;

- Sacramental program was celebrated albeit in a reduced manner
- Classroom Liturgy replaced whole school mass due to restrictions

Learning & Teaching

Goals & Intended Outcomes

Curriculum at Holy Rosary provides a rigorous and challenging learning environment.

- Develop a school wide shared philosophy of Learning and Teaching.
- Close monitoring and promotion of school wide targets throughout the school community.
- Clarity of role across the school

Achievements

Learning and Teaching are key pillars for any school and this is certainly the case at Holy Rosary. As a school we look to continually improve and develop children's learning experiences. In 2021, we were again challenged to 'teach' remotely for much of the year. We are extremely proud of the achievements in this space given the circumstances, with children, parents and teachers working hard to achieve the best results they could despite much of the learning taking place remotely.

Much of our Curriculum development occurs as a Professional Learning Community, involving the whole staff, held at weekly meetings on Wednesdays. These meetings follow a pre-set agenda.

The Annual Action Plan challenged us to develop an authentic curriculum based on our students needs. We explored the opportunities of Science of Reading and implemented some trials with a view to revamping the schools' literacy program in this way. We continued to provide extensive supports through the levelled literacy intervention program including many online small group sessions.

Our Assessment and Reporting processes were reviewed in light of updated CECV Reporting Guidelines as we continued to dedicate time to 'Online Learning Conversations as well as a Learning Portfolio that although limited demonstrated where children were placed alongside the expected curriculum levels. Our written reports also tied the conversation and portfolio together with overall expectations for the children's learning. The process was widely appreciated by staff, parents and students, even though it was mostly in a virtual online environment.

Once again, we made use of online assessments in Literacy and Numeracy with the aim of making more effective use of data to drive classroom teaching.

In other achievements:

- Staff completed "Protecting Children-Mandatory Reporting" an elearning unit of work through the Department of Education.
- Teachers were involved in the Bendigo, Pre-school Network and Kinder to School transition programs and hand-over initiatives.
- Full implementation of pre-enrolment screening in Receptive and Expressive Language
- Implementation of NCCD data collection and the clarity around adjustments to the curriculum and teaching practice for students with both diagnosed and imputed disabilities.
- Maintained and continued to promote teachers use of electronic forms of recording, communication and planning documentation. Development of; electronic monitoring systems

and data retrieval from the school server, Google Docs and virtual PD meetings will be an ongoing area for development.

- Commitment to additional PSG (Parent Support Group) Meetings for children with additional needs.

STUDENT LEARNING OUTCOMES

As a school we have tracked the progress of students through modified Foundation-2 testing within the limited COVID placed upon us. In conjunction with the collection of Fountas and Pinnell reading assessments.

In addition, we have utilised appropriate school based rubrics to ensure we are able to assess and report in all areas of the curriculum.

The COVID restrictions and the impact of home school/remote learning certainly has impacted on their learning of children with large gaps appearing particularly in the junior school.

An analysis of our NAPLAN Data shows growth in all areas except for year 3 numeracy which fell significantly. Our grade 5 cohort made improvement in all areas with a small decline in writing.

All children in grade 3 and Grade 5 were at or above the national minimum standard, an outstanding achievement and affirmation of the whole school project through then inquiry mindset model.

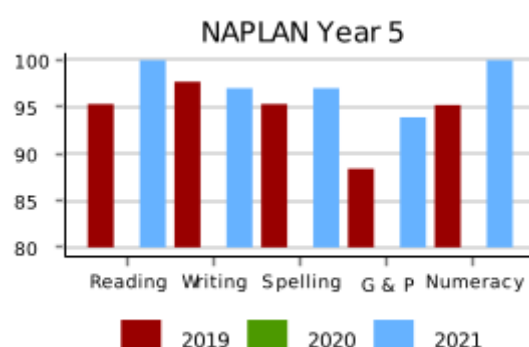
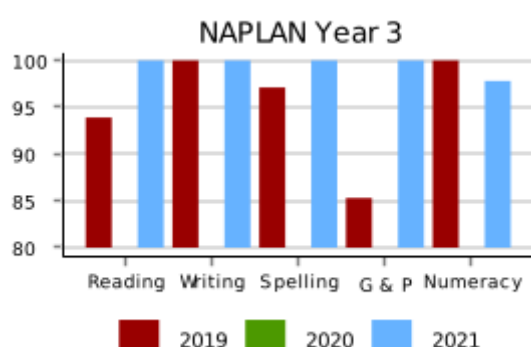
Year 3 numeracy was our area of challenge with 87% reaching the minimum standard or above. In all other areas we achieved 100% at the expected level which is pleasing and something we can continue to work on.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	85.3	-	-	100.0	-
YR 03 Numeracy	100.0	-	-	97.8	-
YR 03 Reading	93.9	-	-	100.0	-
YR 03 Spelling	97.1	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	88.4	-	-	93.9	-
YR 05 Numeracy	95.2	-	-	100.0	-
YR 05 Reading	95.3	-	-	100.0	-
YR 05 Spelling	95.3	-	-	97.0	-
YR 05 Writing	97.7	-	-	97.0	-

* 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.



Pastoral Wellbeing

Goals & Intended Outcomes

We are committed to creating a safe and positive school environment. Relationships in the school are characterised by mutual respect, trust, confidence, understanding and empathy towards each other.

Achievements

The diversity of pastoral programs offered at Holy Rosary reflects the school commitment to addressing all needs throughout their primary school years. Additionally, there is provision and continual development of:

- the wellbeing team's experience and skills
- teacher professional development and support to provide and engage in inclusive teaching practices, and
- development of systems to address future changes in pastoral care needs.

We continued our Behaviour Response team, which met throughout the year; with the intention to support teaching and learning of positive behaviours as well as implementing the One Page Safety plan for challenging students. The opportunity to work despite restrictions was something we found beneficial and allowed for clarity of purpose and more accurate plans.

Our school continued to implement the Respectful Relationships program that ensures we have a strong teaching and learning base upon which to work with children. The implementation of the Respectful Relationships program across the school was another active way in which we supported inclusion, diversity and behaviour education.

In 2021, we employed a pastoral care/well-being worker, Chantel White. Chantel not only supported children and their families but was able to play a key role in classroom behaviour support and emotional support for teachers. Chantel brought a quite calm and assured demeanour to the role, and we were able to address the changing needs of the children and their families. She was particularly valuable throughout the challenges of lock down and the transition back to school for so many children and their families.

VALUE ADDED

- School breakfast program
- Foodshare partnership
- Behaviour response team
- Seasons for Growth
- Risk assessments
- Implementation of Respectful Relationships program (RRRR)
- PROTECT implementation

- Incident reports
- Attendance tracking
- Out of Home Care training
- School Camps Grade 4 - 6

STUDENT SATISFACTION

As part of our evaluation of the response to COVID and remote learning all families were once again given the opportunity to provide feedback with an overwhelmingly positive support of the school and our work with/for the children.

STUDENT ATTENDANCE

- An electronic attendance register of all students is kept each calendar year using SIMON software.
- Attendance is recorded twice daily.
- Holy Rosary has a set attendance procedure. At 10am each day, an attendance SMS is sent out to families where a child has an unexplained attendance. These SMS's are then followed up with a phone call at 11:40am. Upon following up absences, families are asked to provide explanations for absences.
- Holy Rosary's Attendance Officer assists teachers in following up and making plans for students with frequent unexplained absences.
- Annual student attendance percentages are published to the school community via the Holy Rosary Annual Report.
- Holy Rosary participates in the Australian Government's annual student attendance data collection, with attendance automatically sent to the Catholic Education Commission of Victoria via SIMON Software.
- During remote learning attendance was monitored through the Parent Access Module (PAM) and attendance was marked in a daily morning check in.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	95.2%
Y02	95.0%
Y03	93.1%
Y04	94.2%
Y05	94.4%
Y06	94.4%
Overall average attendance	94.4%

Child Safe Standards

Goals & Intended Outcomes

- Holy Rosary has completed the VRQA Compliance Self-Assessment and Action.
- The VRQA Compliance Self-Assessment and Action Plan will be revisited in 2022 to update process and procedures to support Ministerial Order 1359 which expands the policies, procedures, other documentation and practices that we as a school's must develop, endorse and implement for a school
- Implement a Child Safe policy, Code Of Conduct, procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards.
- Identify strategies to identify and remove risks of child abuse.
- Promote child empowerment and participation.

Achievements

Achievements

- Holy Rosary has completed the VRQA Compliance Self-Assessment and Action
- Developed policies on Child Safety, Engaging Volunteers, Engaging Contractors, Failure to Disclose, Failure to Protect, Grooming, Mandatory Reporting and Working with Children Checks. These are all on the school website and available to parents.
- The whole community has received a copy of the CECV Commitment to Child Safety statement.
- The school uses the guidelines as set out by CECV for employing new staff.
- Staff have participated in updated Child Safe standards training in school.
- Staff have participated in whole school professional development sessions on Child Safety.
- Staff have participated in training around Child Safety.
- The school continued the implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools.
- Student participation and empowerment strategies, including student code of conduct
- Strategies addressing the principle of inclusion.
- The school has Child safety Team consisting of the principal well-being coordinator the Deputy Principal and the Leader of Learning Diversity.
- All staff have received training in implementing Risk Management practices before excursions and camps.

Leadership & Management

Goals & Intended Outcomes

We are a purposeful, collaborative and reflective professional learning community that builds leadership capacity across the school.

- Close monitoring and promotion of school wide targets throughout the school community.
- Clarity of role across the school
- Review of Literacy philosophy and implementation

Achievements

- Successful Catholic Capital Grant application
- Board Formation around new Governance changes - including changing role description
- Restructured staff leadership team
- Principal Appraisal

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

All Staff members are involved in ongoing Professional Development (PD), much of which were online in line with COVID restrictions.

Some formal activities undertaken in 2021 included:

- Whole Staff attendance at Bendigo cluster PD sessions and in-school planning and Professional Learning Community (PLC) Meetings
- All staff were involved in Annual Review meetings (ARM), goal setting, joint and individual planning, professional learning teams and task specific PD or working parties. Opportunities to extend individual programs, with school support, or to participate individually in interest-based PD are available.
- The Deputy Principal attended Deputy Principal Meetings and Leaders gatherings. The Religious Education Coordinator attended meetings for Religious Education Coordinators during the year. (all of which were online due to COVID)
- The Principal attended Diocesan Principal Meetings, as well as local cluster and Deanery Principal meetings and Leaders gatherings. (ONLINE)
- All Staff members completed Level 1 First Aid and CPR and Anaphylaxis updates, Staff completed an online Mandatory reporting course .
- Numerous Staff Meeting Times have been allocated to PD covering issues pertinent to classroom practice. Examples include: OH&S training, Special Needs Assistance, Religious Education, Maths and other curriculum areas, school transition programs etc.
- Staff participated in ongoing review of learning provided online.

- Our Principal and Deputy Principal staff members were involved in the Pre-Prep Screening interviews and the follow-up class allocation of those new students.
- Four staff members have continued to study towards their Accreditation to Teach RE in a Catholic School .
- Learning diversity Coordinator PD days were attended by the Learning diversity leader.
- Admin specific PD days were attended by relevant staff.
- Staff members routinely engage in out of hours PD in curriculum and personal interest areas; e.g.: Zart Art sessions, Bendigo Phys Ed Committee etc
- 2 X Whole Staff Berry Street Education Model training days, one Face to Face and the second was online.
- Replacement Costs: Expenditure directly associated with enabling participation in the PD.

Number of Teachers participating in professional learning: 29.

Average Expenditure per Teacher: \$454 per staff member, again a significantly lower figure than intended due to the impact of COVID 19.

TEACHER SATISFACTION

The staff at Holy Rosary participated in the NSI partnerships Effective School Improvement survey, with 86% of teaching staff completing the online survey.

An overview of the results is as such:

Teachers: View of the Organisational Climate

Staff Collegiality - 4.23

Participation in Decision - 3.25

Home-School Relations - 4.25

Clear School Mission - 4.10

Expectations for Success - 3.92

Teachers: Wellbeing, Satisfaction and Efficacy

Job Satisfaction - 4.14

Teacher Efficacy - 4.05

Overall Wellbeing - 3.85

Teacher Collective Efficacy - 4.32

With all aspects taken out of 5, the general satisfaction of staff is High - Very High. Staff have very high levels of efficacy and job satisfaction. An area that requires some attention would be participation in decision-making, although this is still rated as High according to the scale used.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	80.8%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	88.4%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	15.0%
Graduate Certificate	5.0%
Bachelor Degree	85.0%
Advanced Diploma	25.0%
No Qualifications Listed	10.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	24.2
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	14.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

- Promote parent engagement in the school

Achievements

On behalf of us all at Holy Rosary, and particularly the school staff, I would like to formally thank and publicly acknowledge the tremendous support we have received from the Parents and Friends Group (P&F) in 2021. The opportunity to be active was again hampered through the impact of COVID.

Unfortunately the many P&F activities which support the financial and social aspects of the community were again curtailed by the COVID restrictions. We were fortunate to have a few activities go ahead including canteen, Book Club, and the Uniform shop, in addition to the Easter Raffle and a highly modified graduation event for the Year 6 children.

The school community was one area that was heavily impacted throughout the year, although we do thank the loyal and flexible members of the school who ensured the P&F and other groups are ready to re-emerge in the coming years.

PARENT SATISFACTION

The parents at Holy Rosary participated in the NSI partnerships Effective School Improvement survey, with only 14.2% of families represented as completing the online survey. The incidence of COVID made it incredibly difficult to promote participation although the small number involved were very positive.

An overview of the results is as such:

Parents - Child/Children's Experience

- Dealing with Student Behaviour - 4.07
- Motivation and Challenge - 3.65
- Satisfaction with Child's Progress - 4.02
- Staff Support - 4.56

Parent/Caregiver Experiences

- Affirming Diversity - 4.47
- Communication - 4.42
- Assessment and Feedback - 3.61
- Satisfaction with the School - 4.12
- Welcoming School - 4.67

With all aspects taken out of 5 the general satisfaction of parents and guardians is High - Very High. Parents find the school a welcoming place and have a very high regard to the teaching

and care provided at Holy Rosary. Parent feedback indicate extremely high satisfaction with all aspects of school - home partnerships. Assessment and reporting is an area we need to continue to develop.

Future Directions

As we continue to reflect upon how we maintain a cycle of continuous improvement, we are committed to continuing our focus on raising literacy and numeracy standards of the students attending Holy Rosary. 2022, will offer a range of opportunities for the school to grow in its physical footprint with the support of a second Catholic Capital Grant. As we develop a new leadership team structure the opportunity and intent to analyse and act upon data will provide greater scope for student improvement. As we enact our action plan we will address the following overarching goals with specific and targeted actions.

Catholic Identity

- We articulate, lead and support the enhancement of the school's Catholic Identity, charism and faith development.

Leadership

- We are a purposeful, collaborative and reflective professional learning community that builds leadership capacity across the school

Pastoral / Wellbeing

- We are committed to creating a safe and positive school environment. Relationships in the school are characterised by mutual respect, trust, confidence, understanding and empathy towards each other.

Learning & Teaching

- We demonstrate co-responsibility and co-accountability for both student learning and teacher learning.
- We utilise current research and learning to refocus our student literacy program and teaching method.

Stewardship of Resources

- We plan effectively for future infrastructure and resource needs which support student learning and stewardship of the school