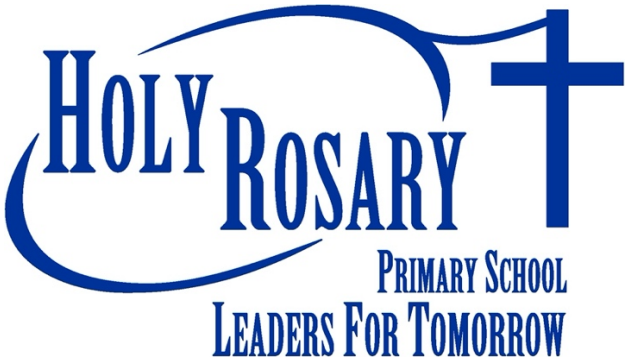




**ANNUAL
REPORT**
TO THE SCHOOL
COMMUNITY

2019

HOLY ROSARY SCHOOL
WHITE HILLS



REGISTERED SCHOOL NUMBER: 1067

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Contact Details

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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

5th April, 2020

School Identity Statement

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

Our School Vision

- 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 320 children in 2019. We strive to live out our motto 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 School's Enrolment of the 2019 school year was 318. We maintained 15 class groupings, 3 Grade Prep classes, 2 x Grade 1 classes, 2 x Grade 2 classes, 2 x Grade 3, 2 x Grade 4 classes, and 2 x Grade 5 and 2 x Grade 6 classes. There were 31 teaching staff with a full time equivalent of 24.2. There were three School Officers, 7 Learning Support Officers and 4 Maintenance/Ancillary staff.

During 2019, a major focus has been in improving the learning and teaching in Reading. We introduced the Fountas and Pinnell benchmarking system and focussed our attention on improving reading comprehension, at the same time meeting appropriate system benchmarks. We also continued the development of writing rubrics and our general assessment and reporting plan.

Principal's Report

In presenting our 2019 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.

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 optimizes every resource available to enhance and extend teaching and learning.

I congratulate the 2019 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.

Together we have achieved a great outcome.

Paul Wilkinson

Catholic Identity

Catholic Identity at Holy Rosary facilitates a relationship with God by displaying, discussing and living the faith in our community

Achievements

At Holy Rosary School, the celebration of the Eucharist, within the Mass, has been pivotal to our community. Staff and students have actively participated in the liturgy of the word, offertory procession and altar serving throughout the year with parishioners. Each week, a different class celebrates mass with parishioners in the Parish Church within the school grounds.

2019 was a significant year as we continued the implementation of our sacramental program under the guidance of Fr. Dell'Avo. Children will continue to receive the sacrament of Reconciliation in Grade 2, and First Communion in Grade 3.

The Catholic identity of the school continued to be a significant priority. Jo Thurley was our Religious Education Coordinator and continued to promote the schools Catholic Identity, to a very high standard. Her professionalism and attention to detail certainly ensured we were clearly Catholic in both name and action. Shrove Tuesday was again our beginning of the year celebration with pancakes and a picnic in the Botanical gardens. As a school we attended Ash Wednesday mass to begin the season of Lent.

As part of our commitment to Catholic Social Justice, we supported the Caritas Project Compassion fundraising program and Catholic Missions. We were also proud to have our choir perform at the Caritas Launch in the Bendigo Mall, a first for the school and something we will continue to do. Through our Grade 6 leadership teams we also supported St Vincent de Paul through collection of goods and non-perishable foods.

Our staff participated in Staff Professional Development - Recontextualising scripture and Godly Play Catholic identity markers - our story, focussing on the history of our school and our role in faith education. Lee Pethybridge (CEO Sandhurst) worked through the process of Godly Play in the various classroom settings.

VALUE ADDED

- Liturgical Celebrations - Family, friends and parishioners continued to support the children at Masses and Reconciliation Liturgies that were held throughout the year. Sacrament Workshops, meetings and special Liturgies were also well supported by parents. Introduction of House Masses building connections with the Parish
- The Winter Appeal for the St Vincent de Paul Society took place. We collected non-perishable goods for families who are in need of help.
- Focus on social justice issues, responding in prayer and action to issues facing our own and wider communities
- CARITAS Support: Project Compassion - including Caritas K's and Mall Launch: Gr 6 Catholic Identity team and Gr 4 Musical entry
- Introduction of the Catherine McAuley Award for positive behaviour around the school
- Support of Catholic Mission
- School based Sacramental programs for reconciliation and First Communion.
- Gr 5 Applications for FIRE carrier project
- DP attended the LA Religious Education Congress
- Creation of Godly Play kits
- Paraliturgies
- Staff Professional Development - Recontextualising scripture and Godly Play Catholic identity markers - our story
- ABLAZE - Grade 5

Learning & Teaching

Goals & Intended Outcomes

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

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 2019 we continued to expand our assessment rubric across all curriculum areas and ensured assessment was more clearly linked to reporting system, including verbal, written and portfolio reports. We implemented the Victorian Curriculum including the personal and social capabilities, in all year levels.

Our teaching staff continued to embrace more team teaching and semi-open and open classrooms as we worked more so as year levels rather than separate classrooms, having become commonplace enhancing the learning and teaching opportunities for all students.

Health and PE week each term enabled the children to participate in a concentrated period of learning and activity around PE and health. Sophie Taylor promoted these activities and with the support of teaching staff a focus was established ensuring all children were participants and appropriate assessments provided. We continued to provide access in sport through; Swimming sports, Cross Country, Cricket 3-6, girls/boys football carnival, students selected for diving and swimming events and many other active pursuits.

The Performing and Visual Arts were again specialist areas ensuring all children had access to at least 1 hour per week. Our children's work was displayed at the Diocesan art show. All classes were able to perform for the school community and it was great to see so many parents in attendance. It was wonderful to see the re-emergence of the school choir.

As a school we also celebrated NAIDOC week and the children were excited and respectful of the significant cultural day. In other cultural experiences a number of classes attended the Art gallery and had further incursions with Troy Fibrace (artist) that linked closely to our art and ICU units of study, including the implementation of the Fire Carrier program.

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 tackled the question of Reading in particular comprehension in teaching and learning with increased attention to data specifically Fountas and Pinnell.

Our Assessment and Reporting processes were reviewed in light of updated CECV Reporting Guidelines as we continued to dedicate more time to 'Learning Conversations' as well as a Learning Portfolio that demonstrated clearly 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.

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

Other Curriculum related achievements for 2019 include:

- Teachers worked to process the information received from NAPLAN testing to devise strategies for improved success.
- Teachers were engaged in opportunities to study data collected in literacy and numeracy and link this to improve teaching and learning outcomes for students. We were particularly proud of the introduction of our work with the Fountas and Pinnell reading program.
- 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.
- Implementation of LOTE (Indonesian) and STEM (Robotics)
- Grade Prep (Foundation) – 6 swimming program relocated to the Gurri Wanyarra Wellbeing Centre in Kangaroo Flat
- School Camps program, Anglesea (Grade 6), Echuca (Grade 5) and Maldon (Grade 4) and various class excursions around the Bendigo area.
- Grade 5 Girton Maths extension excursion.
- Commitment to additional PSG (Parent Support Group) Meetings for children with additional needs

STUDENT LEARNING OUTCOMES

An analysis of our Naplan Data shows some plateauing in all areas with the exception of Grade 3 grammar and punctuation which fell by 12.4 percent. In other areas it was most pleasing to see the continued growth in year 3 writing with all children at the expected standard.

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 the inquiry mindset model as well as the introduction of Smart spelling and upgrading the writing rubric for assessment of children's written work.

Grade 5 Grammar and Punctuation was our area of challenge with 88.4% reaching the minimum standard or above. In all other areas we achieved 95.3% at the expected level which is pleasing and something we can continue to work on. Again, the effect of interventions cannot be accurately attributed to this group given the limited time.

Student Wellbeing

Pastoral Care at Holy Rosary is caring, developing and supporting community.

Achievements

Leadership in Pastoral Care is shared by: Paul Wilkinson– Principal, Bianca Schmidt – Pastoral Wellbeing Leader, Mandy Antoniadis – Special Education Coordinator, Travis Edwards – Chaplain/Wellbeing Support, Sue Johns - Community Care.

The diversity of pastoral care 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. The whole-of-school pastoral care extends to the development of partnerships with Bendigo Health – Children and Adolescent Mental Health Services and local specialised professional services

Pastoral Care across the school begins with some simple activities such as our Pancake night to begin the year in the Botanical Gardens, We also enjoy Mother's Day and Father's Day breakfasts, raffles and other opportunities to create partnerships with families.

Our camps program continues to provide extra curricula activities for the children and certainly provides an environment in which they are challenged and supported to achieve their best. Teachers and staff attending these camps are to be wholeheartedly thanked as they take time away from their own personal lives to support these opportunities.

In 2019, a key part of the schools Pastoral Wellbeing program was the partnership with CEO Sandhurst and Dan Petro. 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.

Our school successfully implemented 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 2019, we again implemented the revised National School Chaplaincy Program and Travis Edwards continued in the role as our Chaplain. Travis not only supported children and their families but was able to play a key role in classroom behaviour support and emotional support for teachers.

The Parents and Friends group worked tirelessly to meet the social, emotional and spiritual needs of the school community by taking a major role our community's support of families facing critical episodes in their family life.

In every aspect of our community response to the P&F role has been outstanding! The coordination and organising of practical and emotional, support; the networking of families and sharing of responsibilities has been generous and effective,

Our Memorial Day was held on November 2nd, All Souls Day and was again an opportunity to pause and reflect on the children from our school community, who in recent times who have passed away The ongoing involvement of Staff and Parents in supporting the family and children in such a close-knit community cannot be underestimated.

Pastoral Care is a demanding responsibility, with an ever-widening scope and Holy Rosary School's combined approach reflects our commitment to the social, emotional and academic needs of our students and families.

In many ways we continued to provide avenues of support including Student Support Group meetings for children and families with additional needs. The individualised programs provided goals and supports broader than just academic goals and ensured children were well supported and cared for.

VALUE ADDED

- Behaviour response team - Dan Petro
- Thursday morning breakfast, Fruit Bowl for classrooms
- Community care meals for families
- Set up Seasons for Growth
- Risk Assessments
- The implementation of the Respectful Relationships program (RRRR)
- School Risk Register
- Child Safe – including Child safe 2min tune ups at each staff meeting, Child Safety Officers
- PROTECT implementation
- Incident Reports
- Attendance Tracking
- Random Act of Kindness Award
- Down syndrome presentation
- Team building day
- Kinder Visits
- Lookout Conference
- Out of Home Care Training

STUDENT SATISFACTION

Data analysis of student wellbeing surveys, completed in 2019, indicates that there is a high rate of student satisfaction at Holy Rosary School. Good scores were reflected in the categories of student morale, distress (lack of), connectedness to school, motivation, learning confidence, connectedness to peers and student safety.

STUDENT ATTENDANCE

Attendance records are kept for all students, with attendance being checked and marked twice daily. Parents/Guardians are asked to notify the school of any non-attendance. A student absentee notice is sent to the school upon return of the student to school. Unexplained absences or repeated absences are followed up via direct contact from the school with the respective parent(s) or guardian(s), via a SMS and/or phone call.

Child Safe Standards

Goals and Intended Outcomes

Promote child safety in the school and wider community

Ensure the school is compliant with all child safety legislation.

Achievements

- We successfully participated in our Child Safe review and audit with excellent comments and feedback.
- Leadership attended Child Safe workshops
- Embedded child safe policies and procedures in all aspects of school life
- Staff were trained in child safe policies and procedures – included two-minute tune ups at each staff meeting
- Continued to provide parent education and information about child safe practices through the newsletter and school website
- Implemented a code of conduct for all staff, contractors, workers and volunteers, particularly relevant in the building phase of new classrooms.
- Maintained recruitment and employment practices to including child safety protocols
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools.
- Development of a children's code of conduct – developed in consultation with children across the school, additional yard support through LSO staff focussing on inclusion of children.

Leadership & Management

Leadership at Holy Rosary is setting goals that reflect our values and improves teaching and learning.

Achievements

The School Leadership Team included: Paul Wilkinson (Principal), Kim Carter (Deputy Principal/Religious Education Coordinator), Brooke Watson (Prep - 2 Unit Leader) and Sophie Taylor, (Grades 3 - 6 Unit Leader). Leadership Team members were also active School Board members taking roles in several of the Board's working parties. The Leadership team met weekly to discuss and plan for both operational and strategic contingencies.

Through the School Board, the Leadership team continued the annual Insight-SRC whole school survey, designed to give us a "point-in-time" snapshot of school satisfaction. Whilst still very low, we had an improved parent participation rate, and those who responded were very positive about the operation of the school. The results of the 2019 survey will feed directly into the Board's 2020 Annual Plan and also inform our school review cycle.

The focus on student leadership, which has been positively commented upon in previous reviews, continued with all students regarded as leaders. The Grade six students participated in leadership groups based on the COSSI dimensions of school life, and enjoy a range of opportunities to display their leadership skills - within the school and beyond.

The camps program across the school provides an excellent opportunity for students to show leadership skills in a different setting. With access to Camps Sports and Excursions Fund (CSEF) funding for 21.4% of our families, children continue to have great access to the program and the learning objectives throughout. Our Grade 5 and 6 children participated in the Goldfields cluster leadership initiatives supporting transition to secondary school and the leadership capacity of each individual.

External to the day to day running of the school, we continued to work alongside the Baldasso Cortese architects and were successful in receiving a Catholic Capital Grant. Work commenced on our senior learning area in June 2019 and was completed in the final week of term ready for the beginning of 2020 school year. Our grade 3&4 children were temporarily housed in the Rosarium and our portables were relocated to the vacant land near the 'Environmental Block.'

During 2019, we continued to work as a staff to develop a strong understanding of the requirements for Nationally Consistent Data Collection (NCCD). Staff were exposed to 'evidence based' models to support children with a disability. We are incredibly proud of our work in this area and have developed some excellent processes and 'adjustments that enhance children's learning and our sense of inclusion.

During 2019 we continued the emphasis on student performance data, which is increasingly being analysed, reflected upon and used to inform future teaching. A major focus of our collaborative Learning and Teaching practice has been around implementing strategies to improve student outcomes. An example of this has been the thorough Pre-enrolment screening of new students and the use of this data to inform: Kinder to school transition, special needs requirements and class placement.

Finally, as part of restructuring our leadership team and positions within the school, we introduced 'What is Leadership, how we perceive it and therefore the introduction of new roles, sharing the load.' The results were a clearer picture of the shared leadership across the school and clarity around positions and roles within the school. As a staff we worked with external facilitator Noel Dillon around the notion of Team and what we all bring to the team at Holy Rosary.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

All Staff members are involved in on-going Professional Development (PD). Some of the formal activities undertaken in 2019 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 2 Deputy Principal Meetings and 2 Leaders gatherings. The Religious Education Coordinator attended 4 full day meetings for Religious Education Coordinators during the year.
- The Principal attended four Diocesan Principal Meetings, as well as local cluster and Deanery Principal meetings and 2 Leaders gatherings.
- Several whole staff meetings during the year were devoted to furthering understandings and applications of learning technology, including implementation of Google Apps for Education (GAPE)
- All staff were involved in review preparation; breaking open the Charter of Sandhurst School Improvement (COSSI) document and preparing our responses to the Catholic Identity and Enhancing Catholic School Identity (ECSI) data set.

- Our Chaplain attended Chaplain Network meetings and our Wellbeing worker attended regular professional supervision sessions as well as Wellbeing Network meetings.
- 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.
- 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.
- Several staff members have continued to study towards their Accreditation to Teach RE in a Catholic School
- Special Education Coordinators PD days were attended by the Special Education coordinator.
- Special Education Coordinators PD days were attended by the Special Education coordinator.
- 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
- Deputy Principal attended Catholic Education conference in Los Angeles
- The average expenditure per teacher on professional learning activities; which includes:

Replacement Costs: Expenditure directly associated with enabling participation in the PD. Salaries and costs related to study leave and study tours. Books, Software and resources purchased was **\$826** per staff member (figure includes all teaching FTE 22. and non-teaching staff FTE 21.0)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	23
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$826

TEACHER SATISFACTION

The Organizational Climate aggregate indicator assesses the core components of school climate that are known to underpin the wellbeing, engagement, and performance of staff in schools. At Holy Rosary we have made steady increases

The Insight SRC data showed an organisational climate aggregate indicator of 78.9, which was an increase of 1.3. This result has the organisational climate result within the mean range of 72% of all Victorian schools.

The Teaching Climate aggregate indicator assesses schools' team-based practices and teaching and learning environment. The Insight SRC data showed a Student Wellbeing Aggregate Indicator of 74.9. Which was an increase of 0.2. This result has the teaching climate was result within the mean range of 72% of all Victorian schools.

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 2017. This year included the ongoing implementation of Child Safe policies and procedures, including the code of Conduct.

The P&F has again provided families with numerous opportunities to engage in school life whilst balancing the dual purposes of giving pastoral and financial assistance to the school.

We thank the P&F for the many successful functions including:

- The Marong Cup, which is a combined fundraising effort with the other Bendigo Catholic Primary Schools
- The successful Movie on the Green
- The Mothers' Day Breakfast was also a great example of how the P&F bring families into the life of the school.
- The Father's Day Breakfast was again a fantastic success.
- Our Trivia night was a night of great fun drawing a fun loving crowd which provided a social and financial rewards for the school community.
- Netball club and community care group
- Dad's fishing trip
- The P&F members give generously of their time in offering assistance in all areas of school life including programs which equally assist families and the school and create opportunities for our students. Examples including:
 - Canteen, School Banking, Book Club, and the Uniform Shop.

During 2019 the availability of support for families whose children have special educational needs continued with out of school time activities for families as a whole and also for parents to engage at an adult level for mutual encouragement and affirmation that they are coping with sometimes unique situations.

PARENT SATISFACTION

The Insight SRC data showed a Community Engagement Aggregate Indicator of 81.6. This showed an increase of 2.4 in the Community Engagement Aggregate Indicator. This is a major positive and one that ensures we are still fall within the mean range of 68% of Victorian schools.

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. 2020, will offer a range of opportunities for the school to grow in its physical footprint with the support of a Catholic Capital Grant. We will develop 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.

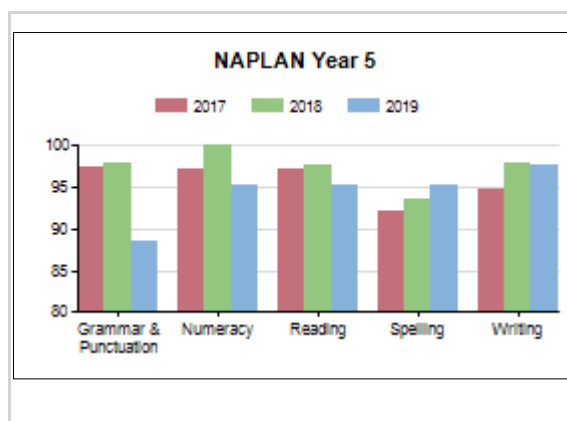
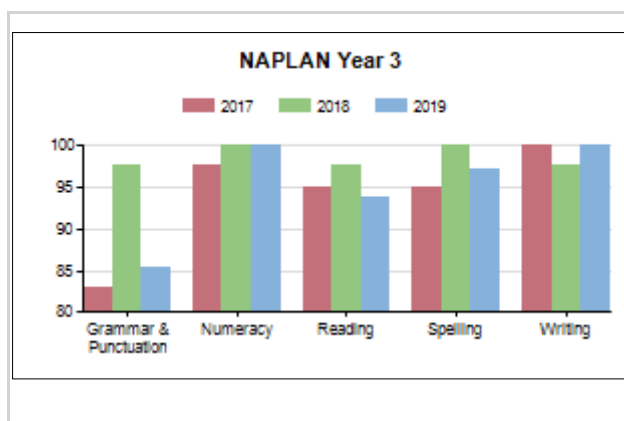
Stewardship of Resources

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

School Performance Data Summary.

E3027 Holy Rosary School, White Hills
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	82.9	97.7	14.8	85.3	-12.4
YR 03 Numeracy	97.6	100.0	2.4	100.0	0.0
YR 03 Reading	95.0	97.7	2.7	93.9	-3.8
YR 03 Spelling	95.1	100.0	4.9	97.1	-2.9
YR 03 Writing	100.0	97.7	-2.3	100.0	2.3
YR 05 Grammar & Punctuation	97.4	97.8	0.4	88.4	-9.4
YR 05 Numeracy	97.1	100.0	2.9	95.2	-4.8
YR 05 Reading	97.2	97.7	0.5	95.3	-2.4
YR 05 Spelling	92.1	93.5	1.4	95.3	1.8
YR 05 Writing	94.7	97.8	3.1	97.7	-0.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.1
Y02	91.3
Y03	92.9
Y04	92.3
Y05	92.7
Y06	92.5
Overall average attendance	92.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	87.8%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.5%
Graduate	13.6%
Graduate Certificate	9.1%
Bachelor Degree	86.4%
Advanced Diploma	27.3%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	31
Teaching Staff (FTE)	22.8
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	21.1
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au