



# 2025

## Annual Report to the School Community



### Holy Rosary School

556 Napier Street, WHITE HILLS 3550

Principal: Vincent Ryan

Web: [www3.hrwhitehills.catholic.edu.au](http://www3.hrwhitehills.catholic.edu.au)

Registration: 1067, E Number: E3027

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## Principal's Attestation

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I, Vincent Ryan, 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 2025 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 28 Apr 2026

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## About this report

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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](#).

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## Governing Authority Report

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The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

### ***Magnify Sandhurst***

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

### ***Academic Progress and Achievement***

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

### ***System Solidarity and Subsidiarity***

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

### ***Know Better, Do Better***

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

**Kate Fogarty**

*Executive Director, Catholic Education Sandhurst Limited*

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## Vision and Mission

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### 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)

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## School Overview

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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 just 301 children in 2025. 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 2025 school year was 301. 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 29.6. There were three School Officers, We had 12 Learning Support Officers and 5 Maintenance/Ancillary staff.

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## Principal's Report

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In presenting our 2025 Annual Report, I do so with immense pride and gratitude. As I prepare to conclude my time as Principal after 11 wonderful years, I reflect with pride on all that we have accomplished together as a school community. Holy Rosary has grown into a vibrant, caring, and faith-filled learning environment – one that truly places children at the heart of all we do.

This year has been marked by a seamless transition to the CESL Magnify project, and I could not be prouder of the positive and professional way our staff and children have embraced this new era of learning. The focus on deep learning, collaboration, and continual improvement has been evident across all areas of school life. Our continued excellent results are a reflection of this shared commitment and the collective effort of our entire community.

Firstly, my heartfelt thanks go to our students for your enthusiasm, commitment, and hard work throughout the year. It has been a joy to see you embrace every opportunity for learning, growth, and fun. Your efforts, both in and beyond the classroom, continue to inspire us all.

To our dedicated staff – thank you for your professionalism, care, and unwavering commitment to providing the very best for our students. The successes reflected in this report are a testament to your tireless work and your passion for teaching and learning. To our parents and carers, thank you for your continued trust, encouragement, and partnership. Together, we have built a strong and supportive community that makes Holy Rosary such a special place.

This report not only celebrates our many achievements but also provides an opportunity for reflection and renewal – to consider how we can continue to grow and strengthen in the years ahead.

At Holy Rosary, we remain dedicated to nurturing each child's mind, body, and spirit. We strive to provide a rich and meaningful education that inspires curiosity, confidence, and compassion. We celebrate each child's uniqueness and are committed to helping every learner reach their full potential.

As I conclude my time as Principal, I am deeply proud of all we have achieved together. Holy Rosary stands strong – a school grounded in faith, inclusion, and community. I have every confidence that it will continue to flourish as it moves forward with the CESL Magnify initiative, and I look forward to seeing its continued success in the years to come.

Thank you to the entire Holy Rosary community for your support, friendship, and shared commitment to making our school the best it can be. It has been an absolute privilege and honour to serve as your Principal.

Paul Wilkingson

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## Catholic Identity and Mission

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### Goals & Intended Outcomes

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

### Achievements

Classes regularly attended the Holy Rosary Friday Parish Mass, in which children took an active role in the liturgy of the word readings and prayers of intercession.

All staff participated in several CESL Blessed Broken and shared activities and the CESL directed Spirituality Day on 13th August.

As always, the children engaged in social justice activities run by the Grade 6 leadership team throughout the year. Fundraisers included Caritas - Project Compassion and Big Water Walk, Catholic Mission - Socktober Crazy Sock day and St Vinnies - Christmas Hamper donations.

### Value Added

Catholic Identity Religious education activities in 2025 included:

- School Choir and Altar Servers at our whole school masses and Grade 3 Sacramental mass
- Lent and Advent Liturgical activities undertaken as part of our school assembly i.e Lenten promises and Waiting for Jesus.
- Grade 6 Catholic Identity - parish connections: Setting up Christmas tree and Nativity set in the church and preparing age/gender charity gift cards for the tree
- Introduction of Holy Rosary Grade 6 School McKillop Exhibition - Artwork focus taken from CESL Theme: Pilgrims of Hope
- Induction on new Altar servers for 2026
- Grandparent and Special Friend invitation to visit Classrooms during our Feast Day celebration - 7th October (Feast of Our Lady of the Rosary)

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## Learning and Teaching

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### 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.

### Achievements

Learning and Teaching are key pillars for any school, and this is certainly the case at Holy Rosary. As a school, we continue to focus on continually improving and enriching children's learning experiences.

In 2025, Holy Rosary was proud to be part of the transition to the CESL Magnify project, which provided the framework for structured, explicit teaching across Literacy and Mathematics. Through this initiative, we implemented a low-variance curriculum in Literacy, Numeracy, and Religious Education, ensuring consistency, clarity, and high-quality learning experiences for all students.

Much of our curriculum development continues to take place through our Professional Learning Community, involving all staff in collaborative learning each Tuesday. These meetings follow a pre-set agenda focused on student data, curriculum design, and evidence-based teaching practice.

Our Annual Action Plan challenged us to design an authentic and responsive curriculum that meets the needs of our learners. We continued to deepen our understanding of the Science of Reading, expanding structured literacy approaches across Foundation to Year 2. In 2025, InitialLit and MultiLit were as the foundation for our junior literacy program, further strengthening early reading instruction.

In the senior years (Grades 3–6), Literacy and Numeracy were supported through the Ochre Program, which provided teachers with high-quality, curriculum-aligned resources and professional learning. These supports enabled teachers to deliver engaging, targeted instruction and to respond effectively to student data. Across all areas, classroom data continued to guide decision-making, with flexible groupings ensuring that every child experienced success and growth. The analysis of data throughout the year demonstrated excellent results and continued improvement across the school.

Our Assessment and Reporting processes were reviewed in light of the updated CECV Reporting Guidelines. We continued to prioritise meaningful communication with families

through both in-person and online Learning Conversations, as well as through Learning Portfolios that demonstrated each child's progress against expected curriculum standards. Written reports brought these elements together to provide a clear and comprehensive picture of student learning. This structure was well received by staff, parents, and students, providing a consistent and sequenced acknowledgement of progress and achievement.

Once again, we made extensive use of online assessments in Literacy and Numeracy to make more effective use of data in driving classroom teaching and improving learning outcomes for all students.

In other achievements:

- Staff completed "Protecting Children-Mandatory Reporting" an e-learning 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.
- 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.
- 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 Foundation-2 testing and the Little Learners Love literacy program.

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

We utilise all available data to ensure we are able to set individual goals for all children. Goals are reviewed and renewed each term in consultation with parents and are used to target teaching and implement intervention and extension opportunities.

An analysis of our NAPLAN Data shows at or above standard achievement in all areas. The grade 5 Spelling continues to be an area of concern being on average below students from like schools and nationally.

The Grade 5 data provides for consistent achievement across all areas. Again the cohort is at or above the expected level for all areas

In summary, all children in grade 3 and Grade 5 were at the national minimum standard, In all areas other than Spelling the school has maintained sound achievement and growth. We were especially proud of our significant achievement in Numeracy and Reading

**NAPLAN** - Proportion of students meeting the proficient standards (Year level Mean - Scale score - Strong/Exceeding)

### **Grammar & Punctuation**

Year 3 432 – 70%

Year 5 508 – 63%

### **Numeracy**

Year 3 432 – 77.5%

Year 5 499 -69.2%

### **Reading**

Year 3 432 -77.5%

Year 5 494 – 71.5%

### **Spelling**

Year 3 424 – 72.5%

Year 5 477 – 55%

### **Writing**

Year 3 402 – 75%

Year 5 489 – 70%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	432	70%	434	69%
	Year 5	508	63%	508	71%
Numeracy	Year 3	427	70%	421	72%
	Year 5	499	69%	504	75%
Reading	Year 3	432	78%	423	79%
	Year 5	494	71%	505	79%
Spelling	Year 3	424	73%	424	77%
	Year 5	477	55%	480	61%
Writing	Year 3	402	75%	416	82%
	Year 5	489	70%	493	76%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 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.

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## Student Wellbeing

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### 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 our strong commitment to addressing the needs of all students throughout their primary school years. Our focus remains on providing a safe, inclusive, and supportive environment where every child feels valued and cared for.

There is ongoing provision and continual development of:

The Pastoral Wellbeing Team's experience and skills

Teacher professional development and support to promote inclusive and responsive teaching practices

The development of systems to address emerging and future pastoral care needs

In 2025, we were pleased to introduce the Mental Health in Primary Schools (MHiPS) program, with Bianca Schmidt committing two days each week to the initiative. This program has significantly strengthened our capacity to support children's mental health and wellbeing, offering early intervention, staff guidance, and direct assistance to students and families. The MHiPS initiative has also enhanced our connection with the broader school community by promoting awareness, prevention, and support strategies for mental health.

Our Behaviour Support Team continued to meet regularly throughout the year, working to strengthen positive behaviour approaches and provide targeted support where needed. This included the continued use of the One-Page Safety Plans and Function-Based Interventions (FBI) for students requiring additional assistance.

Holy Rosary continues to implement the Respectful Relationships program, which underpins our approach to teaching and learning about respect, relationships, and emotional literacy. The Seasons for Growth program also remains a valued part of our wellbeing framework, supporting students in understanding change, loss, and grief.

We also continued the employment of our school social worker, Kris Millard, whose work has been instrumental in providing emotional and practical support to both students and families.

Kris also played a key role in classroom behaviour support and in assisting staff to develop effective strategies for student wellbeing.

Together, these programs reflect our collective commitment to nurturing the emotional, social, and spiritual wellbeing of every student at Holy Rosary.

### **Value Added**

- School breakfast program
- Behaviour support team
- Foodshare partnership
- Seasons for growth program
- Risk assessments
- Implementation of Respectful Relationships program (RRRR)
- PROTECT implementation
- Behaviour Incident reports and analysis
- Critical incident training
- Attendance tracking
- Out of Home Care training
- Parent support group meetings
- Allied Health supports
- Excursions for all year levels
- School Camps Grade 5 - 6

### **Student Satisfaction**

The students at Holy Rosary participated in the ORIMA school climate surveys as conducted across all schools in the Sandhurst Diocese. We had 106 of 128 students from Grade 4-6 respond to the survey, with an overall satisfaction rate of 54% equal to the Diocesan average.

Students were particularly comfortable in their grade 4 & 5 year levels however the grade 6 cohort expressed some concern regarding the behaviour of their peers.

## 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 messages 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.

Weekly attendance percentages are published to the school community via the Holy Rosary newsletter.

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.

Attendance data is published within the staff bulletin for additional follow up.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.18
Y02	91.07
Y03	91.44
Y04	91.52
Y05	90.68
Y06	90.12
Overall average attendance	91.00

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## Leadership

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### 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

### Achievements

- School Advisory Council Formation around new Governance changes - including changing role description
- Student leadership program including specific roles, dedicated leadership days (x2) and participation in school tours and promotion

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2025

Some formal activities undertaken in 2025 included:

- Significant Professional development aligned with the Magnify project, including training in InitialLit, MultiLit and Ochre programs.
- 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.
- The Principal attended Diocesan Principal Meetings, as well as local cluster and Deanery Principal meetings and Leaders gatherings and 8 home games
- 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.
- The Principal completed 2 units towards Masters post Grad study

<b>Expenditure And Teacher Participation in Professional Learning</b>	
· Staff members routinely engage in out of hours PD in curriculum and personal interest areas; e.g: Bendigo Phys Ed Committee etc	
Number of teachers who participated in PL in 2025	26
Average expenditure per teacher for PL	\$1486.00

### Teacher Satisfaction

The staff at Holy Rosary participated in the ORIMA school climate surveys as conducted across all schools in the Sandhurst Diocese. We had 31 of 41 staff members respond to the survey, with an overall satisfaction rate of 59%.

Staff were particularly comfortable with the way they were able to collaborate and work together, whilst they had some concerns around student behaviour. They also felt supported by leadership and their colleagues

<b>Teacher Qualifications</b>	
Doctorate	0
Masters	2
Graduate	3
Graduate Certificate	2
Bachelor Degree	19
Advanced Diploma	3
No Qualifications Listed	5

<b>Staff Composition</b>	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	22.6
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	15.84
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

Promote parent engagement in the school

### Achievements

On behalf of everyone here at Holy Rosary, and especially the school staff, I want to extend our heartfelt gratitude and express our sincere appreciation for the support we received from the Parents and Friends Group (P&F) throughout 2025. We were able to offer opportunities for socialising and fundraising, thanks to your unwavering support.

We were fortunate to continue several activities such as the canteen, Book Club, and the Uniform shop, along with hosting events like the Easter Raffle, colour run and a memorable graduation ceremony for our Year 6 students.

We are dedicated to restoring its sense of unity and belonging to our previously high standards. Once again, we extend our gratitude to the dedicated and adaptable members of our school community who ensured the revival of the P&F, school council and other groups for the benefit of our children and the entire school community.

### Parent Satisfaction

Our Parents at Holy Rosary participated in the ORIMA school climate surveys as conducted across all schools in the Sandhurst Diocese. We had only 1 family respond to the survey, and therefore the results whilst positive from the 1 participants cannot be utilised.

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## Financial Performance

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

For more detailed information regarding our school please visit our website at [www3.hrwhitehills.catholic.edu.au](http://www3.hrwhitehills.catholic.edu.au)