



## Holy Rosary School Heathcote

Registered School Number 1252



**2015 ANNUAL REPORT**  
to the School Community

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## Minimum Standards Attestation

I, Paul Dullard as the newly appointed Principal in 2016 attest that Holy Rosary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

## Our School Vision

### Identity Statement

Holy Rosary Catholic School is a community where all are welcomed with reverence and educated in love in the spirit of the Presentation Sisters.

### Vision Statement

Holy Rosary strives to:

- Nurture and develop the intellect, spirituality, identity, uniqueness and social skills of each person
- Celebrate the joy of discovery and the excitement and achievement of learning
- Be a place where parents, parish and local community, in partnership with staff, provide sound educational experiences for children
- Promote and demonstrate fundamental values of justice, hope and love in the light of Jesus' teaching
- Develop a safe and happy learning environment where every person is accepted and valued

### Graduate Outcomes

At Holy Rosary we endeavour to educate students to be people who:

- Are generous in service, gracious givers and grateful recipients
- Believe in their worth as a person and have a purpose in life
- Are resilient, effective problem solvers and enquirers
- Are literate, numerate and technologically competent
- Are enthusiastic life-long learners
- Are respectful of self, others and the environment
- Develop social competencies and life skills
- Are advocates for justice and peace
- Accept differences
- Are open to spirituality

## School Overview

The Sacred Heart School at South Heathcote was built in 1910. Catholic Education was taught by lay teachers. In 1926, Holy Rosary School was opened at the Presentation Convent. The convent school was staffed by Nuns until 1959.

In 1959 the Sacred Heart School and Holy Rosary combined at the convent site. By 1967 boys from the school were going on to attend Marist Brothers in Bendigo and the last boarders at Heathcote finished up in 1969.

By 1972 the school was functioning only as a primary school and in 1974 the Presentation Sisters completed their duties at Heathcote. The new Holy Rosary School was built alongside the old two-storey building.

After the Presentation Sisters left Heathcote, Mr. Glen Roff was appointed as a lay Principal.

The school presently has three new learning studios with interactive white boards and computer sets to enhance best teaching practice and learning outcomes. Classrooms are connected to each other through a Learning Street to the Library and administration areas.

It has a large multi-purpose room in the O'Dee Centre, which is shared with the Parish and local community, a small Chapel/Prayer Room, an archive room, storeroom and an interview/meeting room. There is also a modern, up-graded cooking preparation area suitable for use by the school and wider community.

In November 2010, work began on the relocation and development of two portables. The refurbishment of the Library, Administration area, Principal's Office and Staff Room was completed in April 2011. This provided Holy Rosary with music and art rooms, storage areas and an area for two teacher preparation desks.

As a Catholic School our ethos is built on Catholic Teaching and Gospel Values. As a place of learning we strive to become an inclusive educational environment. In this way Holy Rosary School attempts to emulate, through its learning processes and teaching practices, the Jesus message of the Gospels.

Holy Rosary School is integral to the life of St Mary, Help of Christians Parish and its Faith Community.

## History of Holy Rosary

1859	Schooling commenced in Sacred Heart Chapel in Heathcote.
1862	Sacred Heart Chapel flattened in a storm.
1876	Building purchased at South Heathcote to continue schooling.
1910	Sacred Heart School opened at South Heathcote.
1926	Presentation Sisters arrived in Heathcote. Holy Rosary School opened in the convent. Boarding school commenced for girls.
1959	Sacred Heart School closed. Holy Rosary Primary School for both boys and girls was built next door to the convent.
1965	Extension to Holy Rosary School. New classrooms.
1969	Boarding School closed.
1973	Sacred Heart School sold privately.
1974	Presentation Sisters ceased duties in Heathcote.
1974	School Board established.

- 1975 Holy Rosary School's first lay principal was appointed.
- 1977 Convent became the O'Dee Centre.
- 1978 Sports room and office area converted into Library and Office area.
- 1982 A computer room was set up in chapel in O'Dee Centre.
- 1984 The administration area was moved into the O'Dee building.
- 1984 Staff toilet installed, Courtyard asphalted, Storage shed built, Car-park created, Memorial garden for Peter Negri (Former school principal) was created.
- 1986 Holy Rosary School celebrated its Silver Jubilee. The school used rooms in the O'Dee Centre due to increased enrolments.
- 1985 The O'Dee Centre was handed back to Holy Rosary School.
- 1987 Renovations were carried out on O'Dee Centre and the School Office was computerized.
- 1996 Beautification was carried out of school grounds.
- 1997 Major refurbishment of school buildings - toilets, staff room, administration area.
- 2010 Work began on the relocation and development of two portables and the refurbishment of the Library
- 2011 Administration area, Principal's Office and Staff Room was completed
- 2012 Solar panel installed
- 2013 New Playground installed
- 2014 Major redevelopment of the environmental area, including veggie patch and shedding
- 2014 Beatification of the entrance area of the school
- 2015 Shade structure constructed over the play ground

## Principal's Report

Teachers at Holy Rosary with the support of the Leadership Team, maintain high quality teaching with high expectations while encouraging students to strive for their personal best. Focused learning groups and explicit teaching have been vehicles for meeting children's individual learning needs. Literacy, Mathematics and targeted professional learning in the area of our school improvement priority of reading, are programs that have supported the children to become engaged in their own learning.

Holy Rosary is today a very well organised and highly functioning school. It is at a stage where it can continue to grow and develop as a leading Catholic educational presence in both Heathcote and the Sandhurst Diocese.

The Holy Rosary learning environment is contemporary and personalised and teachers continue to evaluate programs for their relevance to living in the twenty-first century. The Holy Rosary students benefit from rigorous staff 'team' approaches to planning; teaching that focuses on individual student's learning and social needs; staff access to ongoing, relevant training, and the use of research, resources and data to inform decisions about learning and teaching and reporting to parents. Teachers continue to explore the nature of how children learn best and to actively engage them in taking responsibility for their own learning.

The parent, parish and local communities are very welcoming and involved in the school in a variety of ways. A Parents and Friends group and the School Board work to ensure that the students and the Holy Rosary community have resources and opportunities to learn together, share experiences, have a point of social contact and celebrate their faith. The school will continue to extend invitations to the parents, parishioners and wider community to be connected in ways that will strengthen the school and its community relationships.

In terms of Parish involvement in the school, Father Antony now visits the school weekly and the Eucharist with the Parish has begun on a regular basis. Our weekly Chapel mass has enabled to integration of school and parish celebrating the Eucharist together. The Sacramental programs continued in 2015 led by our REC Bernie O'Keefe. The Bishop was the celebrant of the Sacramental mass.

The aim of taking the school to the community and bringing the community into the school is working well (Heathcote Hostel visits / morning teas for seniors supported by St. Vincent de Paul / parent and community activities at the school / engagement of the wider community in the Activity Based Learning Program, and now the Mother Goose program).

Holy Rosary values an approach to curriculum development which encourages teachers to listen, observe, interact and learn from the child, with the emphasis on the development of relationships, student wellbeing and student engagement. This approach aims to develop the whole child – spiritually, academically, socially and emotionally and is supported by well- equipped, aesthetically pleasing environments.

Staff members have been encouraged to value continuous professional learning and formal academic study to assist them in becoming focussed on improvement through extending the depth of their skills and understandings, in personalising the learning for all students, in improving participation and achievement of all students and in making learning and teaching more effective and efficient. Teachers have become better at developing the partnerships between school, home and the community, and students and staff at developing a life-long capacity for learning. A targeted 'team approach' to professional learning for all staff (both teaching and non-teaching) is nurtured and visits to other schools, invitations to 'experts' to share knowledge, coaching/modelling are valued, evaluated and developed.

There is a strong focus on more visible signs of our Catholic identity maintained, with regular displays in the office and church foyer, school prayer celebrations, greater involvement of staff in preparing Masses, prayer celebrations, social justice activities and Sacramental programs. The continued focus on Making Jesus Real has enabled staff, students and the wider school community to see Jesus in their lives and model the way Jesus lived and loved. The school has also encouraged opportunities for students, staff and families to participate in the rituals of the Catholic Church through prayer, weekly Masses, Eucharistic liturgies and Sacraments. In these ways school members are invited to become active participants in the liturgical life of the school and parish communities.

We have purposely employed staff with talents and skills in the area of the to allow us to continue our focus on the ARTS. Presently the school provides in addition to a very well supported Literacy & Numeracy program, music, art and drama, Indonesian and physical education. Holy Rosary is very blessed in the present staff and CEO support staff.

Continuing programs this year included Reading Recovery, EMU Maths, (supported by Michael Ymer PD) Making Jesus Real and the Blueearth Heath and Well Being program. These programs have had a major impact on the building of a positive culture in the school, one that encourages and supports the children in our care.

In 2015 students numbers have remained steady 11 Foundation students with a predicted intake of 16 Foundation students for 2016. Added to this is the addition of a number of students in the other grades. Our predicted student numbers for 2016 will be between 95 and 100 students. The forecast for 2015 onwards is looking towards good prep intakes. This would enable the school to maintain five classes in 2016.

The pre-prep transition program begun in 2011 by Mrs Liz Tobin has done much to present the school to the community as a positive learning experience best suited to Heathcote children. We were successful in gaining funding to continue the Chaplaincy program for 2015/16. This has allowed us to continue the Mother Goose program, which has provided an opportunity for the community to meet weekly in a playgroup setting for our pre school children and their parents and provide ongoing support for the students. Jess Dawson our School Chaplain has been wonderful in this role.

Holy Rosary Staff continue to be outstanding models of commitment to their faith. The staff are to be

congratulated for the wonderful example they set for all members of the school community. They continue to seek out positive ways of enhancing students' spiritual, emotional and academic development.

The present staff are so talented and so wanting to work with our students that Holy Rosary is indeed very blessed by their presence. Their efforts this year are very evident in their joy to be in school and to engage in learning. I thank them for their contribution and their support of me as Principal. In particular I would like to thank Bernie O'Keefe for his ongoing support in his role as Deputy Principal.

I wish to acknowledge, with appreciation, the incredible dedication and work of Mrs Joan Short and the many ways she so generously gives of her time and expertise, even outside working hours, in support of the school and the Parish.

Our School Board and Parents and Friends continue to work unselfishly to provide quality services and resources. The more support we receive from parents, the greater the opportunity we have to develop and extend the resources and facilities around us. The purchase of new playground facilities is an example of the tremendous community spirit that exists.

Holy Rosary school, as part of the parish community, attempts to proclaim God's word in a special way. I thank Father Antony, the School Board, Parents and Friends, students, parents and all members of staff for your contribution to the life and growth of Holy Rosary over the past year.

In 2016, we welcome our new Principal, Mr Paul Dullard as I move to my new school at St. Therese in Torquay. We wish Paul every success, as he embarked on the next stage of the life and growth of Holy Rosary Heathcote.

I thank the school community for the opportunity to lead the school over the past three year. I feel proud to have been part of a group that is so dedicated to providing the best learning environment for our children. I look forward with enthusiasm and confidence that as a Catholic Primary School community within the whole parish structure will continue to grow together over the next 12 months.

Noel Dillon  
Principal

## School Education Board Report

I would like to welcome everyone here tonight for the 2015 AGM meeting.

There are a few people I would like to thank for their contribution over the last 12 months, Michelle Scoble for tireless work in O'Dee for cooking and preparing lunch orders for the children, Natalie Craig for helping Michelle out as well as running the uniform shop and garden and chickens and anyone else that I have missed.

Noel for the way he has run the school and staff over the previous 3 years and will be sad to lose him, but wish him well and good luck in his new adventure as principal in Torquay.

All the teachers and staff for an excellent year with the students, I would like to wish Brent on his new adventure in Bendigo, Bernie on his retirement and Nicole on her maternity leave for baby number 2.

To the Board thank you for your help in going through the process of finding a new Principal, Vice Principal and 2 teachers the workload was well shared. Thank you to James who has stepped down this year, as his family is moving to Wodonga for work commitments.

Would like to congratulate Paul Dullard on his appointment of new Principal, Lauren Mitchell Vice Principal/ teacher, Kellie Scott as a teacher and Ollie Geary as a teacher.

Look forward to working with all these people next year.

Dean Bibby  
School Board Chair

## Education in Faith

### Goals & Intended Outcomes

Holy Rosary is a Catholic school, which actively promotes the traditions and practices of the Catholic Church. Operational practices are under-pinned by the School Vision, Mission and Graduate Outcomes statements.

Religious Expression is a daily emphasis and Religious Education continues to drive the school curriculum. Focus Areas include:

Contribute to the liturgical life of the Parish

Prominently display the Identity Statement, Vision Statement and Graduate Outcomes in classrooms and significant areas of the school

Involvement of students in wider prayer and community experiences.

Thursday class mass with Parish in School Chapel.

Visits to Classrooms by Parish Administrator.

Use Chapel to support Christian Meditation, Eucharistic and Godly Embed Christian Meditation into prayer life of the school.

To use the Presentation Sisters' story, history and charisma to further develop the school's Graduate Outcomes and its School Motto.

Embed Make Jesus Real (MJR) in the life and growth of the school. Brent and Brooke to Attend MJR conference.

Whole School Approach to MJR. Engage Lauren Mitchell to work with staff and students.

### Achievements

- The staff of Holy Rosary School gathered with the other 7 schools of the Northern Plains cluster in an education conference at the beginning of the year. This included a beautiful mass, which combined the unique qualities of all school and their staff. This was a great way to begin the year together.
- The whole attends School Mass in the church on first Fridays. This year we have also included Thursday morning Chapel masses at School. This is an opportunity for each grade to celebrate mass with the parish community. Each grade also had an opportunity to have a conversation with Father Antony on a Friday. Father Antony also made regular visits to the school.
- The Sacraments of Reconciliation, Eucharist and Confirmation were celebrated in the school this year. Bishop Leslie Tomlinson was the main celebrant for the Sacramental masses
- R.E. units were matched to the key concepts being taught through Integrated Studies units, such as Beliefs and Values, Sustainability, Culture and Tradition, Interpersonal Development.
- The Catholic Identity of the school was made explicit through regular inclusions in the Newsletter.
- All staff are registered to teach in a Catholic School with all teachers further accredited to teach Religious Education or preparing to attain accreditation.

- Faith Formation for staff was included in Annual Review Meetings.
- Involvement in Social Justice Activities was significant as seen through the support of Mission Day, Caritas and Vinnies winter and Christmas appeals.
- Creation of a prayer focus area in all classrooms, the O'Dee and in the office foyer.
- Making Jesus Real is a major focus for our school. This is acknowledged through class, awards and assemblies.
- The school has a reconciliation covenant and the senior student leaders as well as staff Fire Carriers (Friends in Reconciliation through Education).

### Value Added

The School's Vision and Mission is evident in the practices, policies and procedures of the school. Holy Rosary is providing a positive, stimulating learning environment for students where each young person is given every opportunity to develop their self-esteem, skills and relationships within the context of a caring faith community.

A designated time is provided for our REC to support teachers and co-ordinate the learning and teaching in RE.

There is a social justice focus within the student leadership group which supports making connection of the social justice commitment to living sacramentally by engaging our community with the school.

Holy Rosary is making many intentional actions to strengthen links with the parish, despite large number of families not active within the parish. The participation of the school in parish events such as Parish BBQs, Annual General meetings, class Masses and Sunday Mass are examples of this intent.

Additional support of the parents is expressed through the on-going development of the sacramental program and in developing sacramental leaders from amongst the parents and the active involvement of parent volunteers in the learning program for the students.

## Learning & Teaching

### Goals & Intended Outcomes

Focus on Reading. Setting up focus groups in grade 1/2/3/4

Development of Individual Learning Plans to support Differentiated Curriculum. Tania and Liz to attend support training.

Development and implementation of Environment/Sustainability

Curriculum: Further develop the paddock to plate program.

Continuing Foundation Education Program (Preparing Kinder students for Primary Education in 2016).

Teaching and Learning Review

### Achievements

- Continued training of specialist staff in the areas of Reading Recovery and Positive partnerships.
- Assist teachers with RE planning and shared Christian praxis
- Implementation of the ePlanner
- Continued Implementation Making Jesus Real and Scripture in Religious Education
- A focus on Literacy through the model of Timperley Inquiry mindset project.
- David Anderson Peer coaching staff with a focus on Feedback staff to students to staff.

### Value Added

Literacy continued to be a central focus of our educational thrust for 2014. Our lead coach Liz Tobin worked with staff to enable teaching skills that were enriched, planning through work programs was enhanced and the process of using data for teaching was begun.

This was supported by David Anderson who supported staff through modelled practice in the classrooms and providing feedback to support the teachers on going development.

Literacy and Numeracy Blocks continue to be a vital area of the school curriculum and interruptions were kept to a minimum during these sessions.

Staff based their planning of integrated units on the Strands, Domains and Dimensions of the Victorian Essential Learning Standards. Planning of Scope and Sequence for the following year, driven by the RE curriculum, was done at the end of the school year for 2015

Uniform assessment strategies were continued to be used across the school.

Home school communication was a priority expressed through a term newsletter from each class and through the weekly publication of a comprehensive newsletter. Information specific to the different class grouping was made available to parents on a regular basis.

Students at risk were identified and their needs addressed through Individual Learning programs implemented with the support of school staff and the services of the Catholic Education Office specialist staff. Progress was monitored through Program Support Meetings (P.S.G.) each term with the support of Mrs Bernadette Shiels, CEO. PLP's were trialed and developed as our preferred method of providing support information to staff students and their families.

The school, through the National School Chaplaincy and Student Welfare Program has been able to offer

pastoral support to students and families in the different social and emotional issues with which they have been confronted. This was available in the school for two days per week throughout the year. Students and/or families were referred to the counsellor by teachers or through self-referral. This service was well received and proved to be of great benefit to the school community.

### Student Learning Outcomes

#### 2015 NAPLAN Data – Year 3 & 5

Teachers have analyzed the results from this year and the school will continue to:

As well as implementing a rigorous assessment schedule that enables the school to track an individual’s progress over time. Teachers have also spent time in PLC meetings analyzing this data.

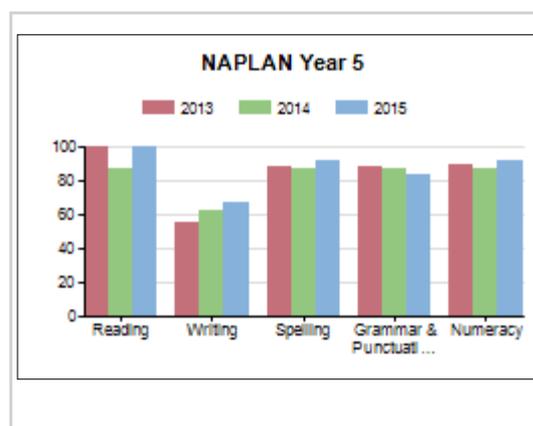
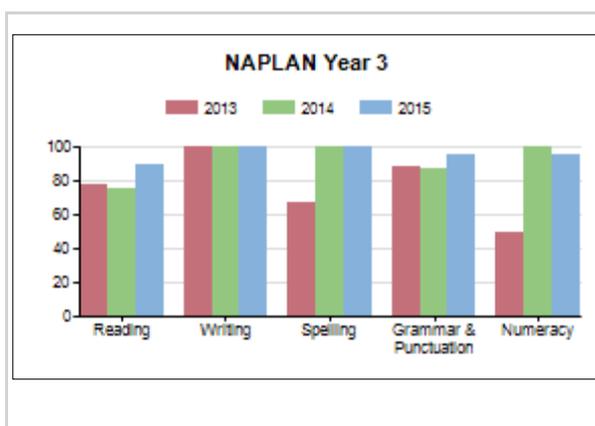
Student outcomes are the driving force behind all professional development in the school. Each student has literacy and numeracy data recorded at the beginning of each year and at key stages during the year. This enables teachers to inform parents of the academic progress each student has made. This data is kept and revisited so that a student’s academic attainment over time can be monitored to ensure teaching and learning programs are being implemented that best meet the ongoing needs of each student.

Teachers closely analyze all norm-referenced data (PAT Mathematics, PAT R, and other assessment data) to triangulate their understandings of a child’s achievement and the required next learning. The school has, through individual monitoring of student’s recorded test scores identified the affect size that shows an upward trajectory for student achievement.

**E3032**  
**Holy Rosary School, Heathcote**

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	77.8	75.0	-2.8	89.5	14.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0

YR 03	Spelling	66.7	100.0	33.3	100.0	0.0
YR 03	Grammar & Punctuation	88.9	87.5	-1.4	95.2	7.7
YR 03	Numeracy	50.0	100.0	50.0	95.0	-5.0
YR 05	Reading	100.0	87.5	-12.5	100.0	12.5
YR 05	Writing	55.6	62.5	6.9	66.7	4.2
YR 05	Spelling	88.9	87.5	-1.4	91.7	4.2
YR 05	Grammar & Punctuation	88.9	87.5	-1.4	83.3	-4.2
YR 05	Numeracy	90.0	87.5	-2.5	91.7	4.2



A continued focus on literacy and numeracy and immersion in the creative arts has been implemented for students to strive for and achieve improved performance. Combined with the academic focus, has been an increased focus on the social and emotional development of the students.

## Student Wellbeing

### Goals & Intended Outcomes

Pastoral care is central to the climate that embodies the atmosphere in which students live and learn in at Holy Rosary. This is well supported by the active intention to take the school into the wider community and bringing the community into the school.

Specialists from the CEO support the learning experiences of all students. Regular visits from Speech Therapists, Special Education, Wellbeing and Literacy consultants provided valuable assistance to the children, staff and families. The school is very grateful for the support received through these services and funding given to assist us in the delivery of programs.

The school, through the National School Chaplaincy and Student Welfare Program has been able to offer pastoral support to students and families in the different social and emotional issues with which they have been confronted. Significantly all parties (student/family/teachers) are engaged in the support offered to find a suitable outcome for students addressing personal issues. Positive work was also done with small groups of students to help develop better relationship and coping skills.

Offering Learning experiences to parents in Literacy and ICT.

We aim to Increase Chaplain days to 2 days per week

The development of procedure to welcome new families to Holy Rosary is also seen as a priority, as is engaging students in the pastoral care process by supporting children to live out Holy Rosary Values in the school community.

Our school Chaplain will be trained in the Mother Goose Reading and social program. This will be set up and offered to school and the wider community families.

### Achievements

- Both the Special Education and Wellbeing components of Pastoral Wellbeing are a major focuses of the school.
- The school plans for and has as a priority, the inclusion of all staff in professional learning.
- The school has a systematic process of development and review of policy and a format, which ensures that this process is ongoing.
- Home School Communication has been a priority through the weekly publication of a comprehensive newsletter, and the school web site and the phone app.

- Students at Risk have been identified and their needs addressed through Individual Learning Programs (ILPs) and with the support of school staff and the services of the Catholic Education Office.
- The provision of a school Wellbeing Officer through the NSC&WO initiative has been a particular highlight with this service being available for parents, students and staff. Students and/or families may be referred to our Wellbeing Officer by teachers or they may self refer. The Wellbeing Officer has made regular contact with families in their own setting.
- The school has continued to train staff in the Making Jesus Real (MJR).
- Several staff members travelled to Tasmania to train in MJR.
- The school continues to endeavor to ensure that the recommendations from the OHS review are being acted upon. A thorough review identified areas to support the school.
- Much work has been done with staff on creating positive classrooms and playgrounds. Staff have participated in numerous Professional Learning in this area

### Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.41
Y02	93.70
Y03	85.92
Y04	82.11
Y05	90.59
Y06	94.93
Overall average attendance	89.78

*Families are required to notify the school in writing if a student is absent. If a student is regularly absent without an approved reason, then the appropriate authority is notified.*

### Value Added

The Chaplain, Principal and the Special Needs Co-ordinator share leadership in Pastoral Care. The Pastoral Care framework of the school includes counselling support from the Chaplain three days per fortnight. This enables 1:1 counselling of students and liaison with staff and parents

There is strong outreach support to assist struggling families with practical assistance provided by the Parents & Friends Association. The Welfare Co-ordinator is also a trained 'Seasons' facilitator to support individuals through times of loss and grief. The Welfare Co-ordinator visits homes during difficult times.

### **Student Satisfaction**

The results of the Insight SRC survey completed during the year indicate a varied level of student satisfaction. All scores were in the medium range of satisfaction in regard to school wellbeing, engagement and relationships.

## Leadership & Management

### Goals & Intended Outcomes

Continued development of Staff into a Professional Learning Community.

Professional Learning opportunities for School Board.

Continued maintenance and Landscaping of school grounds.

Increased shade areas around the school. In particular the new playground

Address O.H.S. requirements per Eastman and Lynch recommendations from recent audit.

Update parent handbook and publicity and promotional material

Staff to attend Professional Learning on Joomla website and redevelop the website.

Ongoing Leadership development of all students at Holy Rosary Primary School.

Continued work with parents to establish viable School Board and Parents and Friends Association.

Complete RE accreditation for those who acquire it.

### Achievements

- The Canonical Administrator and the school chaplain feel very welcome on visits to the School.
- The School Leadership Team meets weekly and has both a strategic and operational focus.
- The school board shares actively in the leadership of the school and there is a close working relationship between the board chair and the Principal. There is a process for succession planning for the board chair position.
- The Parents & Friends Association is quite active and is very supportive of the school.
- There is a P&F representative on the school board.
- Leaders and staff receive feedback on their performance through termly goal setting meetings and the Annual Review meetings.
- There is a strong emphasis on student leadership and every Grade 5 and 6 student is regarded as a leader. There is a leadership program in place for the Grade 5 & 6 students, which is done at a district level, as well as a 'buddy' system to link up younger students.

### Expenditure And Teacher Participation In Professional Learning

#### Description Of PL Undertaken In 2015

Meditation and Staff Spirituality - All staff

Source of Life

Oral Language

Building Community – All staff - David Anderson

Literacy/Numeracy Day

Deputy Principal Days

Occupational Health and Safety

Positive Partnerships Training

Coaching

Library Network Days

Community Learning  
 EMQ (all staff)  
 Aboriginal Network Day  
 Sustainability  
 Induction  
 AUSVELS  
 Leaders Professional Learning Day  
 Making Jesus Real Conference  
 Making Jesus Real support in classes with Lauren Mitchell  
 4 Administration Days  
 5 Principal’s meetings  
 Principal’s leading professional Learning for Diocesan Principals  
 Reading Recovery  
 All staff completed the mandatory reporting online module to receive certification from DEEWR.  
 Disabilities  
 Bluearth Health and Wellbeing Program  
 Level 2 First Aid, CPR and Anaphylactic training  
[Number of Teachers Who Participated in the PL:](#) 10  
[Average Expenditure Per Teacher for PL:](#) \$

**Teacher Satisfaction**

The results of the Insight SRC survey completed during the year indication a high level of teacher satisfaction. All scores were in the high range of satisfaction in regard to school climate, student behaviour and student engagement.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.44%

STAFF RETENTION RATE	
Staff Retention Rate	77.78%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%

Graduate	16.67%
Certificate Graduate	0.00%
Degree Bachelor	66.67%
Diploma Advanced	33.33%
No Qualifications Listed	16.67%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	14
FTE Teaching Staff	9.200
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	2.747
Indigenous Teaching Staff	0

## School Community

The Principal and the School Board share leadership of the Stewardship of Resources area of school life. Their work is guided by the Annual Cyclical Maintenance & Improvements Plan, School Development Plan (currently 2013 – 2015), and Annual Budget. A master Plan has also been developed to assist with the ongoing and future planning needs of the school.

Appropriate processes are in place for developing, implementing, monitoring and reviewing the annual budget. Additional processes are in place for the monitoring of financial management, internal controls, financial accountability, administration and staffing and asset management. This is achieved by staff being given budget updates at the beginning of each term, along with an explanation if required. Financial reporting to the School Board occurs at monthly meetings, including Profit and Loss statements, bank account/loan balances and percentage of school fees paid.

### Goals & Intended Outcomes

To keep staff informed about the importance of the School’s Asset Register, including procedures for the correct disposal of asset items.

To continue to update the purchase and payment procedures to keep all staff informed, including new/relieving staff.

To provide opportunities for administration staff to undertake professional development and to keep up to date with current practices.

To continue to promote the environmental block, chook shed and environment initiatives to ensure that all children are exposed to environmental education. The current surrounds of the school, whilst in excellent condition, need additional garden maintenance to ensure the school continues to look presentable.

To provide and maintain attractive and safe playground environment.

To ensure that the school buildings are appropriate learning environments.

To ensure that parents are supported in their endeavors to maintain the school environment.

To ensure that appropriate Finance, Facilities and Resources related policies are reviewed, developed and implemented.

To ensure that the Holy Rosary Heathcote website is current and widely accessed.

To ensure that the students and staff have access to ICT appropriate to their needs.

To ensure that all who desire a Catholic Education for their children are able to access it.

To ensure that appropriate funding is sourced for school initiatives and projects.

### Achievements

- The school continues to be extremely well resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student. Additional funding was provided to enhance the capacity for teachers to provide additional resources in Literacy.
- The ongoing efforts of the school community in attending to cyclical maintenance tasks through working bees and outsourcing of projects, is a valuable asset to the school.
- The school had a Learning and teaching Review in 2015 in which the validation panel validated the on-balance judgment for each quality indicator. This will assist with the Full School Review in 2016.
- Holy Rosary is able to provide joint use of excellent facilities with many Parish and other community groups regularly utilising the O'Dee Centre and other areas of the school.
- The schools financial practices show careful planning and budgeting and financial analysis is supported and well implemented...

### Parent Satisfaction

Insight SRC survey indicated improvement in parent satisfaction. Parents were generally positive about the learning environment and learning at Holy Rosary.

Teachers, students and their families have worked hard to make Holy Rosary a school that they can be proud of; a school that has a significant place in the local Church and Heathcote community

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	7615
Other fee income	29735
Private income	11114
State government recurrent grants	273792
Australian government recurrent grants	1038723
<b>Total recurrent income</b>	<b>1360978</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	880740
Non salary expenses	225418
<b>Total recurrent expenditure</b>	
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	
Capital fees and levies	26146
Other capital income	8064
<b>Total capital income</b>	<b>15985</b>
<b>Total capital expenditure</b>	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>30556</b>
<b>Total closing balance</b>	<b>18701</b>

*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

## Future Directions

The growth of the school has been substantial, with an increase in enrolments of 35 students from 2013 to 2015. This rapid growth has hastened our need to review the ability of the current facilities to meet the ongoing and increasing need of the school.

Staff changes for the 2016 school year have meant the employment of 4 new staff. This included Principal, Deputy, and 2 classroom teachers. These changes are significant and have required intensive planning and professional learning in 2015 in preparation for the 2016 school year.

These are indeed exciting times for the school. Increased enrolments, additional staff and resources and facilities that cater for a growing school now exist for all children. Growth in our school is a positive indication that our school is held in high regard in the community.

We will continue to focus on developing students who have the skills to contribute and thrive in the community. Our work with Making Jesus Real has had a significant impact on students and families. We will continue to model, reinforce and encourage attitudes, values and behaviors, thus impacting the social and emotional learning of the children.

We believe the many gains we have made in recent years will have a positive impact on the future of the school. Real learning communities exist, where children are encouraged and guided to achieve at a high level. Our focus is on high expectations for all children.