

2025

Annual Report to the School Community



Holy Rosary School

18 Pohlman Street, HEATHCOTE 3523

Principal: Jennifer Roberts

Web: www.hrheathcote.catholic.edu.au

Registration: 1252, E Number: E3032

Principal's Attestation

I, Jennifer Roberts, 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 01 Apr 2026

About this report

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

Governing Authority Report

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

Vision and Mission

Vision Statement

Holy Rosary School strives to grow together by:

- Developing a safe and happy learning environment where every person is accepted and valued.
- Nurturing and developing the whole person - spiritually, socially, emotionally and academically.
- Recognising the successful growth of each individual.
- Celebrating the joy of discovery and the excitement and achievement of learning.

Holy Rosary School strives to:

- Be a place where parents, staff, parish and local community work together to provide quality learning experiences.
- Promote and demonstrate fundamental values of honesty, respect and service in the light of Jesus' teaching and the spirit of the Presentation Sisters.

Graduate Outcomes

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

- Are generous in service, gracious givers and grateful recipients
- Are happy and believe in themselves
- Are resilient, effective problem solvers and enquirers
- Are literate, numerate and technologically competent
- Are enthusiastic life-long learners
- Are safe and respectful of self, others and the environment
- Develop social competencies and life skills
- Are advocates for justice and peace
- Are open to spirituality
- Are community minded

School Overview

Holy Rosary Primary School Heathcote has a proud history that reflects the growth of the local Catholic community. Catholic education in Heathcote began in the mid-1800s, evolving through several early school sites before Holy Rosary School was established on its current location in 1959, beside Mary Help of Christians Church.

The school was shaped for many years by the Presentation Sisters, whose commitment to faith, learning and service left a lasting legacy inspired by their founder, Nano Nagle. In 1974, leadership transitioned to lay principals, marking a new chapter while maintaining strong Catholic traditions.

For over a century, Holy Rosary has remained a cornerstone of the Heathcote community — honouring its past while continuing to grow and adapt to meet the needs of today's learners.

Today, Holy Rosary Primary School Heathcote is a small, vibrant Catholic primary school serving students from Prep to Year 6 under the governance of Catholic Education Sandhurst Limited. There were 82 students enrolled at the school in 2025. The school is widely recognised for its strong sense of community, personalised learning approach, and deep commitment to student wellbeing.

At the heart of Holy Rosary is a belief that every child should be known, valued, and supported. Small class sizes and a strong student–teacher ratio enable staff to build highly relational connections with students and tailor learning to individual strengths and needs. Learning is informed by ongoing assessment and guided by the Magnify framework, ensuring teaching is evidence-based, inclusive, and future-focused.

Holy Rosary's facilities blend tradition with contemporary learning. The historic O'Dee Building—once a convent and boarding school—now serves as a multi-purpose space for assemblies, specialist learning, a chapel, and the much-loved school canteen. Developments such as the Covered Outdoor Learning Area (COLA), playgrounds, and the Nagle Centre reflect the school's continued growth and renewal.

Grounded in Gospel values, Holy Rosary places strong emphasis on faith formation, respect, compassion and service. The school works closely with Mary Help of Christians Parish, supporting students' spiritual development through prayer, liturgy, and regular Mass. Strong partnerships with families and a culture of volunteering further strengthen the sense of belonging and shared responsibility that defines the school community.

Principal's Report

2025 has been a significant year of transition and growth at Holy Rosary School Heathcote, marked by substantial change in leadership, teaching staff and administration. I commenced at the beginning of the year in the role of Acting Principal and was warmly welcomed by a highly professional and dedicated staff, along with a supportive and engaged parent community. I was honoured to be appointed to the permanent position from the beginning of Term 3.

Throughout the year, it has been a privilege to work closely with staff, students and families, and to build strong connections within the wider Heathcote community. Holy Rosary is a school characterised by commitment, care and a shared desire to continually improve outcomes for students.

I have particularly valued working alongside Deputy Principal, Lea Humphrey, who stepped into her first leadership role with humility, professionalism and confidence. Lea has led the pastoral wellbeing of the school with expertise and integrity, providing strong support for both students and staff.

A major focus in 2025 was the system-wide implementation of the CESL Magnify Sandhurst initiative across all Catholic Education Sandhurst schools. This represented a substantial shift in teaching and learning practice, with the introduction of new curricula, pedagogical approaches and professional learning structures. The scale of change required significant commitment from staff, who responded with professionalism, resilience and a strong focus on student learning.

It has been particularly encouraging to observe positive early indicators in student data and engagement as staff became increasingly confident in the new programs. As implementation continues, the school remains committed to refining practice and embedding sustainable, high-quality teaching approaches as part of Magnify.

In addition, 2025 saw the transition of payroll and finance systems to CESL, requiring new processes and professional learning for staff. The establishment of a CESL Finance Team has strengthened financial oversight and budget management, supporting effective stewardship of school resources.

Overall, 2025 has been a positive and formative year for Holy Rosary School. I am grateful for the trust placed in the leadership team and for the strong collaborative spirit demonstrated by staff, students and families as we continue to work together to support learning, wellbeing and faith formation.

Catholic Identity and Mission

Goals & Intended Outcomes

- To build a culture of Catholicity through the story, tradition & history of Holy Rosary.

Key Actions:

- To strengthen & engage the partnership between the School, Parish & families in their faith development.
- To live out the Gospel values. To embrace & live by the values of Holy Rosary; Honesty, Respect, Service.

This year focused on strengthening the school's Catholic identity and deepening the faith formation of both staff and students. A key goal was to build staff capacity to confidently engage with and deliver contemporary Religious Education, while fostering a shared understanding of faith that is relevant, inclusive, and authentically lived within the school context.

Another intended outcome was the successful implementation of the revised Source of Life Religious Education program, ensuring consistency, clarity, and high-quality teaching practices across all year levels.

The school also aimed to nurture a vibrant sacramental and prayer life, embedding faith into daily practice and community experiences, while continuing to develop a strong sense of shared mission among staff and students.

Achievements

Significant progress was made in staff faith formation through participation in the Diocese-wide Staff Spirituality Day in August. The keynote by Rev. Jake Mudge, along with targeted workshops, provided valuable opportunities for spiritual reflection and professional learning. Additional formation was supported through Blessed, Broken and Shared sessions in Terms 3 and 4, where staff explored themes such as Recontextualisation, Shared Christian Praxis, and prayer through music and justice. These sessions created space for meaningful dialogue, reflection, and connection between personal spirituality and professional practice.

Two teachers undertook formal studies to gain accreditation to teach Religious Education, demonstrating a strong commitment to professional growth and high-quality faith-based learning.

The revised Source of Life program was successfully introduced across the school. Teachers implemented low-variance units supported by structured resources and common

assessments, with ongoing guidance from the Religious Education Leader to ensure consistency and confidence in delivery.

The school maintained a rich sacramental and liturgical life, including whole school and class Masses each term led by Father Peter. Holy Week was reverently observed through class reenactments, deepening students' understanding of the Easter story. Prayer continued to be embedded in assemblies, meetings, and daily practice, with students and staff actively leading these experiences.

Value Added

The 2025 Professional Learning initiatives have strengthened staff confidence in engaging with Catholic Identity in a contemporary and meaningful way. Staff are better equipped to integrate faith into their teaching and to model authentic Christian living within the school environment.

The consistent implementation of the Source of Life program has enhanced the quality and coherence of Religious Education, supporting improved student engagement and understanding.

Ongoing formation opportunities and shared experiences have fostered a deeper sense of community, collaboration, and shared mission among staff.

The school's strong sacramental and prayer life has enriched the spiritual culture of the community, providing students with regular, meaningful opportunities to encounter and express faith. Collectively, these efforts have contributed to a more vibrant, inclusive, and faith-filled school environment.

Learning and Teaching

Goals & Intended Outcomes

To optimise learning growth and achievement for all students.

To strengthen and deepen teacher confidence and capacity.

Through the Magnify program, we have been focused on the Sandhurst Guiding Light: Outstanding Learner Growth. This brings learning into focus in all areas of school life. This includes growth for both students and staff.

Achievements

In 2025, Holy Rosary School implemented the CESL Magnify Sandhurst initiative, representing a significant shift in teaching and learning practices across the school. Magnify introduced a coherent system approach to learning and teaching, incorporating evidence-based programs and practices including InitialLit, Ochre Literacy, Ochre Mathematics, Classroom Mastery and StepLab instructional coaching.

Staff were provided with extensive professional learning and system support throughout the year. Despite the unprecedented scale of change, staff demonstrated high levels of professionalism, adaptability and commitment to continuous improvement. Significant time and effort were dedicated to planning, collaboration and professional dialogue, with students benefiting from consistent, explicit and structured learning experiences.

As part of Magnify, all CESL staff participated in three days of professional learning focused on The Science of Learning, led by Dr Jared Cooney-Horvath in Term 2. This shared learning provided a common understanding of how students learn, the role of memory, and the implications for effective instructional practice. Building on this, CESL introduced a Learning and Teaching Model, which has since been embedded across professional learning, coaching through StepLab, and collaborative planning processes within the school.

Student Learning Outcomes

Holy Rosary students performed well in NAPLAN in 2025 with the majority of our students performing at or above year level standard in the Reading assessment.

For example, the Year Five cohort achieved an outstanding mean score of 541 in NAPLAN Reading tests in 2025. According to the Australian Curriculum Assessment and Reporting Authority (ACARA) this was 30 points higher than schools with similar levels of socio-educational advantage around Australia, which is almost three terms higher than expected

growth.

In Numeracy the majority of our Yr 3 students performed above standard and Yr 5 well above, again showing excellent growth.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	377	46%	347	37%
	Year 5	*	*	*	*
Numeracy	Year 3	404	77%	404	75%
	Year 5	*	*	*	*
Reading	Year 3	387	62%	386	63%
	Year 5	*	*	*	*
Spelling	Year 3	376	54%	382	50%
	Year 5	*	*	*	*
Writing	Year 3	413	77%	405	71%
	Year 5	*	*	*	*

*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.

Student Wellbeing

Goals & Intended Outcomes

Goal 1: To boost student engagement, voice and agency in learning.

To support this goal, the school strengthened consistent behaviour and engagement practices through staff participation in high-quality professional learning aligned to the CESL Behaviour Curriculum (Knowledge Society – Classroom Mastery) and the continued embedding of the School-Wide Positive Behaviour Support (SWPBS) framework. Whole-school attendance was a key focus, with whole school attendance promotion and monitoring implemented, alongside additional targeted supports where required. These actions contributed to positive, predictable learning environments where students were supported to engage actively in their learning.

Goal 2: To consolidate respectful relationships and wellbeing in our community.

The school further enhanced student wellbeing through the appointment of a Mental Health and Wellbeing Leader as part of the Mental Health in Primary Schools (MHiPS) initiative, building staff capacity to support mental health, establish clear referral pathways and monitor student progress. A structured and sequenced Social and Emotional Learning (SEL) program was embedded across the school, including RRRR, explicit SWPBS lessons and whole-school acknowledgement days such as Harmony Day, NAIDOC Week, RUOK? Day and the International Day of People with Disability. Targeted small group interventions, including SEL focus groups and programs such as Boys to the Bush, Peaceful Kids, Courage & Crowns and Seasons for Growth, supported students to build resilience, positive relationships and a strong sense of belonging.

Achievements

A key achievement was the successful completion of Classroom Mastery professional learning by all staff, establishing a consistent, whole-school approach to classroom practice. The implementation of clear routines, including the Cue to Start and structured Entry and Exit routines, created predictable learning environments that supported student readiness and engagement.

Value Added

The continued embedding of the School-Wide Positive Behaviour Support (SWPBS) framework contributed to improved student behaviour and engagement, reflected in a decrease in behavioural incident reports recorded on SIMON. Strengthened whole school

practices also resulted in a reduction in the number of students requiring additional behaviour supports, demonstrating the effectiveness of whole-school approaches.

Student Satisfaction

According to the ORIMA survey, student satisfaction numbers declined in 2025. Given the new leadership structure, the new approach to Teaching & Learning with Magnify & the changes with behaviour expectations & routines with Classroom Mastery – this shift in student data was to be expected.

Three data points of interest are:

64% of students indicated that they feel they are valued members of the community

64% of students feel that their teachers hold them to high expectations of their effort, understanding, persistence & performance.

An increase in positive student perceptions about the Catholic identity of the school

Student Attendance

Student attendance is marked twice per day. Families are contacted immediately if the child is absent and the parents have not notified the office. After three days absence, classroom teachers are expected to make contact with the family to offer any supports that may help have the student return to school.

There is a tiered system of tagging students at moderate, chronic or severe chronic on attendance. The Pastoral Wellbeing Lead is flagged whenever any child drops to the next tier. Individual supports are then put in place. Whole school attendance is acknowledged and celebrated each fortnight in our assembly and weekly newsletters. Positive acknowledgement is also sent out to parents via emails shoutouts. Attendance summaries are also communicated to parents via email twice per term.

A significant achievement was the improvement in whole-school attendance, increasing from 79% in 2024 to 86% in 2025, exceeding the school's target of 85%. This reflects the impact of consistent attendance monitoring, whole-school promotion strategies and targeted supports.

Average Student Attendance Rate by Year Level	
Y01	88.98
Y02	87.81
Y03	90.8
Y04	85.75
Y05	87.73
Y06	83.67
Overall average attendance	87.46

Leadership

Goals & Intended Outcomes

In 2025, Holy Rosary School focused on strengthening leadership capacity across the school community, guided by the Annual Action Plan priorities. Key goals included fostering a culture of collaboration, inclusion and connection grounded in the principles of servant leadership; cultivating teachers as leaders across cohorts, curriculum areas and areas of expertise; and reviewing and strengthening induction processes, leadership development pathways and succession planning.

A strong emphasis was placed on developing shared leadership practices that support staff wellbeing, professional growth and improved outcomes for students, while ensuring clarity of roles, responsibilities and expectations during a significant period of leadership transition.

Achievements

2025 marked a substantial year of transition for Holy Rosary School, with the establishment of a newly formed leadership team. All members of the team were new to their roles, including a Principal new to the school, and appointments to the positions of Deputy Principal, Religious Education Leader and Mental Health in Primary Schools (MHIPS) Leader.

Throughout the year, intentional focus was placed on building strong professional relationships, strengthening trust and collaboration, and developing shared understandings of effective leadership practices. This work supported a coherent, consistent approach to leadership and created strong foundations for ongoing development, succession planning and improved induction processes for new staff.

In line with the goal of cultivating teachers as leaders, opportunities were provided for staff to demonstrate leadership across cohort teams, curriculum areas and areas of expertise. This distributed leadership approach supported collective responsibility for school improvement and empowered staff to contribute to decision-making and professional learning within their teams.

Student leadership was also a key focus. Leadership within classrooms was encouraged and actively modelled, and the Year 6 cohort demonstrated strong leadership skills through their preparation and facilitation of fortnightly school assemblies. Students confidently planned, presented and reflected on key aspects of school life and learning.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
In 2025, staff at Holy Rosary School engaged in a range of Catholic Education Sandhurst Ltd (CESL) professional learning opportunities designed to strengthen teaching practice and improve student learning outcomes. Professional learning was aligned with system priorities and focused on building shared understanding of effective pedagogy through the CESL Instructional Model. Staff participated in professional learning related to Magnify Sandhurst, deepening their understanding of high-impact teaching practices, explicit instruction and the use of evidence-informed strategies to support student learning. This included engagement with core CESL learning modules that explored key instructional understandings, such as how students learn, the role of memory in learning, and effective instructional design. Professional learning also supported a collaborative and reflective approach to improvement, with staff engaging in professional dialogue around teaching practice and student learning. These opportunities contributed to building consistency of practice across the school and strengthening collective responsibility for improvement. CESL professional learning in 2025 also supported leadership development and staff wellbeing, aligning with the school's Annual Action Plan priorities of fostering collaboration, inclusion and connection. The learning opportunities provided a common language for teaching and learning and supported ongoing growth in teacher confidence, capability and collaboration.	
Number of teachers who participated in PL in 2025	10
Average expenditure per teacher for PL	\$1500.00

Teacher Satisfaction

Staff satisfaction data from the 2025 ORIMA Staff Satisfaction Survey demonstrated significant improvement across key measures at Holy Rosary School.

Overall school positive endorsement increased from 46% in 2024 to 67% in 2025, indicating growing staff confidence, morale and engagement. Staff perceptions of leadership relationships showed substantial improvement, increasing from 58% in 2024 to 89% in 2025, reflecting the positive impact of deliberate relationship-building, leadership visibility and a strong emphasis on trust and collaboration during a year of transition.

Notable improvement was also evident in staff psychological safety, which increased from 44% in 2024 to 71% in 2025, suggesting that staff increasingly feel safe to contribute ideas, participate in professional dialogue and raise concerns. Collaboration around a shared improvement strategy improved from 24% in 2024 to 59% in 2025, indicating stronger alignment around school priorities and collective responsibility for improvement.

These results directly inform the school's ongoing leadership focus and Annual Action Plan

priorities, particularly in relation to servant leadership, staff wellbeing, collaboration and sustainable school improvement.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	3
Graduate Certificate	0
Bachelor Degree	8
Advanced Diploma	3
No Qualifications Listed	3

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	14.8
Non-Teaching Staff (Headcount)	18
Non-Teaching Staff (FTE)	12.25
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To enrich family engagement with the Holy Rosary, through actively fostering stronger relationships between students, families and staff and a collaborative and innovative approach to family involvement.

To improve home- to- school relationship and communication to encourage effective and appropriate parental and family engagement in student learning

Achievements

Holy Rosary is very blessed to have an extremely active parent body. We have a great School Advisory Council who are happy to meet and provide advice and service wherever possible. We have a vibrant Parents, Carers and Friends community who are also very happy and willing to participate in a huge range of activities throughout the year. We are very fortunate to have such great family support. The major fundraiser for the year was the Trivia Night and the group has also funded the Library admin system. They are currently working on raising funds for the Rosary Garden at the front of the school – this is a great initiative and I can't wait to see the end result. One other area our families are extraordinary in is their social support to each other and the way they welcome new families and students. We are very grateful for all their effort and support.

Parent Satisfaction

The 2025 ORIMA Parent Satisfaction Survey provides valuable insight into family perceptions of Holy Rosary School and indicates generally positive views across the school community. For Junior School families, overall school positive endorsement ranged between 71% and 78%, while school fit across the whole school ranged from 70% to 85%, suggesting strong alignment between the school's values, culture and the needs of families.

Parents identified key strengths, including positive relationships between staff and students, a strong focus on student wellbeing, and a welcoming, inclusive school culture grounded in Catholic values. Families expressed confidence that their children feel safe, supported and known, reinforcing a sense of belonging and connection to the school community.

The survey findings also directly inform the school's Annual Action Plan priorities. Feedback indicates opportunities to further enrich family engagement through stronger, collaborative relationships between students, families and staff, and to continue strengthening home-to-school communication. Some parents expressed a desire for clearer and more consistent communication, particularly in relation to learning programs, expectations and student progress.

In response, Holy Rosary School is committed to improving communication practices and fostering meaningful partnerships with families to support student learning and engagement.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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