



ANNUAL REPORT 2020

Holy Rosary School Derby

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OUR SCHOOL



Our logo

Our logo depicts Mother Mary and her child inside a Boab tree in full bloom. Through the guidance of Mary and the Jesus, our students are supported and nurtured in their faith and learning as they grow into young adults. The Boab Tree represents our parents and the school community, who, like the boab tree provide shelter, food, water and protection as our children flourish.

Our vision

Holy Rosary School is a vibrant, Catholic primary school community serving the town of Derby, cultivating pride in culture, wellbeing and academic excellence.

We aim to build strong hearts in Derby's kids so they can face the future with pride, respect and hope.

Our beliefs and values

We are a Christ-centred community where we learn, we care, we serve, we pray and aim to become responsible global citizens.

We provide an inclusive curriculum that caters for all students in a safe and welcoming environment and where all are encouraged to take ownership of their learning and behaviour through living the Gospel values.

As well as placing importance on all the Learning Areas, we also promote the development of the 4Rs :

Reverence for God;

Respect for self, others and property;

Responsibility for their own behaviour and learning;

Resilience - not to give up when faced with challenges.

Qualifications of Teaching Staff

Many of our teaching staff have multiple degrees in various areas of expertise which serve to add to the depth of knowledge and skills available for staff to provide a well-rounded education for our students.



Bachelor of Primary Education

Bachelor of Arts (Psychology), Graduate Diploma in Education (ECE), Associate Dip Speech and Drama, Licentiate Dip Oral Communication

Master's degree in Science + Bachelor's degree in Science + Bachelor's degree in Education

Bachelor of Social Science + Graduate Diploma in Education

Bachelor of Education

Masters Degree in Religious Education + Bachelor of Education + Minor in Aboriginal studies

Bachelor of Health and Physical Education + Minor in HASS

Bachelor of Education Primary (Specialisation in Religion and English)

Bachelor of Laws + Bachelor of Science (Environmental Science) + Graduate Diploma in Primary Education + Masters of Education (Special Learning Needs)

Graduate Diploma of Education, Bachelor of Science (Marine Science + Archaeology)

Staff Selection

To ensure we have a strong staff team of teaching and non-teaching staff, we advertise early and wide on a variety of platforms to assist in having a good pool of talent to select

the very best staff members from. To maintain a strong positive staff culture, we look for these attributes in our staff:

- Kind and Caring nature
- Someone who models our school virtues of the 4 Rs: Responsibility, Resilience, Respect and Reverence
- A love of teaching and children
- A strong ability to empathise with others
- A strong ability to work as a team for the benefit of our kids and community

Each staff is inducted in our policies and procedures, and our Code of Conduct, performance managed by the principal and required to set career and performance goals, and undergo teaching observations by their peers and line managers.

Class teachers have regular case management meetings with the principal about their students and their progress.

Each Tuesday afternoon staff meet to discuss administration issues, whole school issues or to participate in professional learning activities.

Workforce Composition

Many of our teaching staff have multiple degrees in various areas of expertise which serve to add to the depth of knowledge and skills available for staff to provide a well-rounded education for our students.

Teaching Staff

	Male	Female
Full time	1	8
Part time	0	1

Non-teaching staff

	Male	Female
Full time	0	4
Part time	0	9

Enrolment Trends

Enrolments are growing steadily and require careful planning both for workforce and classroom infrastructure. There was a sudden influx of enrolments in mid 2020 which had some impact on behavioural issues and class structures, however the increase rate has steadied, and with careful individualised case management of students' needs, student behavioural and pastoral care issues are minimal or non-existent on most days.

In February 2020, our Early Years enrolments (Kindergarten to Year 2) were at 40, and currently in June 2021, Early years enrolments are sitting at 52.

In total, enrolments from 3 Y Kindy to Year 6 have grown from 113 in February 2020, to 145 in June 2021. This is a growth of almost 30% in 18 months, and something the staff, students and community are very proud of. Considering we are still losing students due to the transient nature of the town, and the declining population of Derby in general, this upward trend is very encouraging to the staff and wider school community.

	2017	2018	2019	2020	2021
3K to Year 6	130	128	120	113	145

Student Attendance

Regular attendance has been recognised as a major factor in student success. We reward high attendance with end of term rewards, and follow up absences with phone calls, home visits and meetings with parents to assist them in improving their child's attendance. A plan is drawn up, involving Aboriginal Teaching Staff if required, to assist the student's positive feelings about school, their success at school, and the relationship with their family and the school, as well as any practical issues like transport and breakfast which may be impacting on the child's ability to have good attendance.

In summary the main strategies include:

1. Text sent home on day of absence asking for reason for absence.
2. Follow up with caregivers for unexplained absences.
3. Positive reinforcement of good attenders.
4. Attendance plans designed in consultation with the student, family and Aboriginal staff for Aboriginal students.
5. Staff inducted in the Attendance Policy and strategies each year.

Breakdown	Attendance Rate
PP	81%
Year 1	75%
Year 2	83%
Year 3	77%

Year 4	83%
Year 5	83%
Year 6	88%
Total Average	81%

Post-School Destinations

St Mary's College Broome	1
Home Schooling	1
Methodist Lady's College	2
Derby District High School	5
Seton Catholic College	1

Parent, student and teacher satisfaction

At Enrolment Interviews, when asked why parents have chosen to send their child to Holy Rosary School the responses include being recommended by the parents of past and present students and/or this is where they received their primary school education. Prospective parents also comment on the school's reputation for being a safe and caring learning environment where bullying and teasing is not tolerated, and each individual child's needs were addressed.



The most recent School Climate Survey carried out by The Learning Bar, indicated that the majority of staff, teaching and non-teaching, indicated that they find work enjoyable, and rewarding. The majority of staff are employed at the school in excess of 10 years and there is very little staff turnover other than teachers employed with two-year 'Kimberley Calling' commitments. At the end of 2019 no current teaching staff are leaving Holy Rosary School (apart from one teacher on a seven-week contract).

Students from Holy Rosary School were also included in the NSI School Climate Survey and the 'Student Voice' feedback data revealed that a clear majority of students felt safe and happy at school.

Student Results

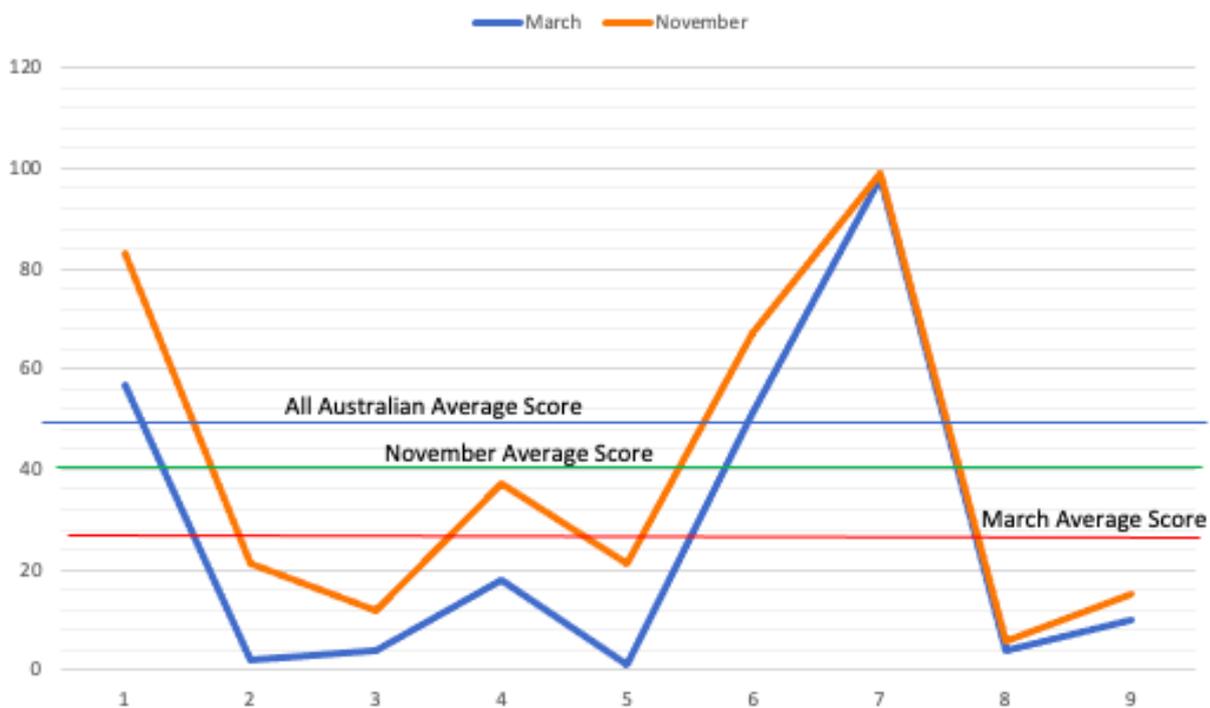
No NAPLAN assessment was undertaken in 2020 so we relied on standardised testing using the ACER online assessment software. Students from Year 2 to 6 are tested with the same test in February and November each year, and effect size is calculated for each year level. An effect size of 0.4 is considered by John Hattie to be equivalent to a year of growth for students.

Whilst students achieved excellent effect size and hence growth in some year levels however, it is still apparent that students still need to achieve higher to be on par with All Australian averages which is the goal of our school.

Year 5 and Year 3 results in the standardised Progressive Achievement Test ("PAT") were analysed and a lower effect size was seen to occur in Year 3. This cohort has more special needs students so this may have impacted on their average growth.

	Year 3	Year 5
PAT Maths	0.35	0.40
PAT Grammar	0.41	0.44
PAT Reading	0.45	0.52

Grammar and Punctuation Results



Letter Sound Tests are taken in Kindy to Year 2/3 and showed good growth throughout the year.

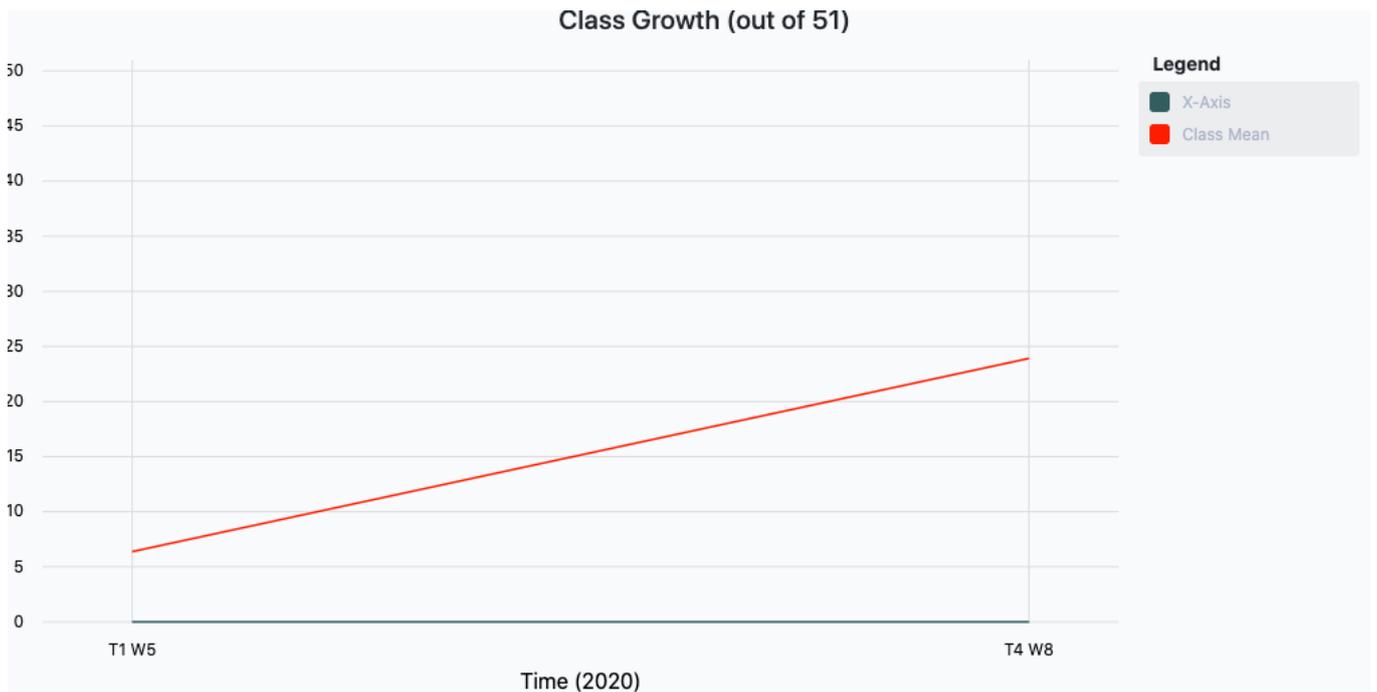
Year 2/3 Letter Sound Test



Year 1 Letter Sound test

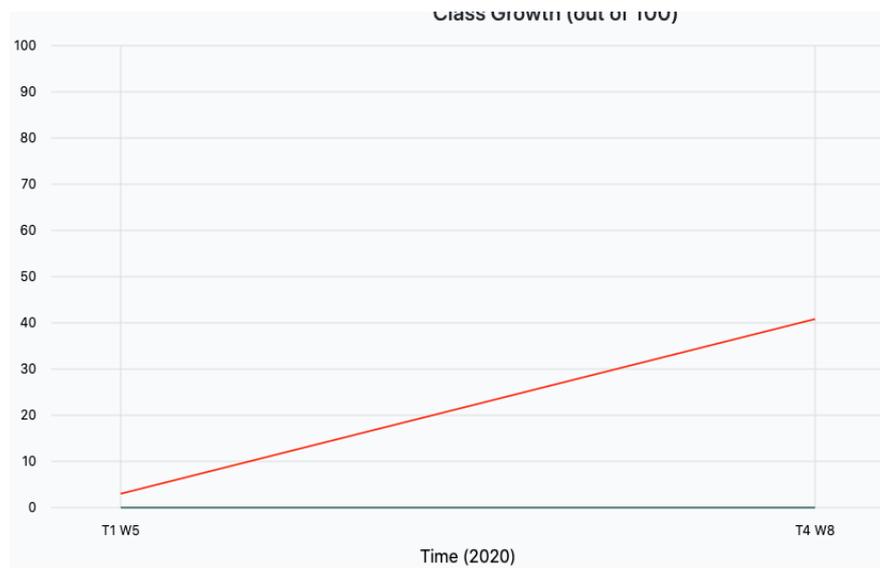


K/PP Letter Sound test



Fry's High Frequency Words test is also assessed in Term 1 and 4.

K/PP Growth



Year 1 Growth Fry's High Frequency Words



Annual School Improvement Review

	2020 Focus	2020 Strategies and actions	Status
Early Years	Focus on improving Quality area 3.2 : Physical environment The service environment is inclusive, promotes competence and supports exploration and play-based learning.	Self assess against Acecqua snapshots and self assessment tools and regulations	Ongoing
Curriculum Plan Focus	Naplan and Acer standardised testing results to be improved to near or at All Australian average by December 2021	Naplan, ACER /PAT testing results conducted at beginning and end of the year Close case management of Students at Risk by SWD and LS coordinators. High rates of intervention at all year levels. Supporting teachers in Differentiating	Achieved Ongoing/Achieved Ongoing

		curriculum to high and lower achieving learners	Ongoing
		Clear processes for students at risk	Achieved
		Standardised online testing and monitoring	Achieved/ongoing
		Academic extension program established	Achieved
		interpretation and analysis of data to ensure timely remedial support for identified students (Year 1 - 6) .eg: Macqlit, Let's Decode, Brightpath Prime Maths, Oxford Grammar	Achieved/Ongoing
		Quality play-based and nature play learning opportunities	Achieved/ongoing
		Evidence based literacy and numeracy interventions	Ongoing

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FINANCIAL SUMMARY

Financial information for the school can be found on <http://www.myschool.edu.au>

