



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Roch's School

Glenvale Road, GLEN IRIS 3146

Principal: Angelina Mastoras

Web: www.srgleniris.catholic.edu.au

Registration: 1311, E Number: E1128

Principal's Attestation

I, Angelina Mastoras, attest that St Roch's 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 2024 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 May 2025

About this report

St Roch's 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

Whether in classrooms or across communities, Melbourne Archdiocese Catholic Schools (MACS), took bold and ambitious steps this year to bring our MACS2030 Strategy: Forming Lives to Enrich the World, to life.

In 2024, MACS moved forward with purpose, transforming vision into action and progress into lasting impact. From aligning our teaching practices to enhancing our early years education, we took meaningful strides towards elevating learning experiences – and fostering excellence across our entire network.

In chartering our vision for 2030 and our pursuit of a world-leading Catholic education system, we made significant progress across the four strategic pillars beneath our Purpose and Vision.

Inspired by Faith, we advanced our multi-year program to lift the theological capabilities of all teachers to support the teaching of RE in MACS schools. Our bold ambition here is for all teachers to be accredited by 2026. We developed a new faith formation strategy and are in the process of developing resources to facilitate vastly improved formation for our teachers.

To continue developing our Flourishing Learners, we delivered our Vision for Instruction, leading the way in Victoria as the first education system of scale to unify teaching approaches across almost 300 schools to ensure every student benefits from high-impact, evidence-based teaching methods.

With nearly 100% of our educators engaged in professional learning programs to bring this vision to life, our approach is also resonating beyond our own system, providing a model for best practice that is informing educational discussions across the state.

The year also marked the establishment of MACS Early Years Education (MACSEYE) to bring Outside School Hours Care services to MACS schools and to establish early childhood education centres in new and existing MACS primary schools. MACSEYE is now providing OSHC services in 34 MACS schools, and is expanding to over 100 by the end of 2025. While change brings challenges, the progress MACSEYE has made in 2024 has been remarkable and we're confident it will have a profound impact on our communities.

Our principals and teachers continue to raise the bar across our schools and our work to support them as Enabled Leaders is ongoing. In the past year, we set to work re-imagining leadership and, in the process, strengthened our principal appointment process and introduced more flexible models of principalship.

We established a new MACS Code of Conduct that embodies our collective commitment to fostering a safe, respectful and nurturing culture across every school and office.

And lastly, but not least, we continue to find ways to strengthen our partnerships and create new and Enriched Communities that ultimately deliver an education that inspires young people to enrich the world with several new schools opening their doors in 2024. By adapting to shifting community needs, we are ensuring that high-quality MACS education remains accessible where it is needed most.

As we continue working towards our MACS2030 vision, we are deepening our understanding of what it means to be a truly connected Catholic education system – one where collaboration strengthens outcomes and a shared mission drives success.

Thank you to all our students, staff, families and community members for being part of our journey so far.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Roch's is a nurturing, socially just community.

*We inspire a passion for learning and excellence,
and we are a living testament to our Catholic story*

Our theme for 2024 was 'Empowered Minds, Compassionate Hearts.'

Our theme for this year is Empowered Minds, Compassionate Hearts. This theme has connected all that we do at St Roch's and it embodies our strategic intent as we are committed to the full flourishing of all, using evidence based learning that promotes agency, values feedback and enriches our Catholic Identity.

Pope Francis called for 2024 to be a year of prayer and to empower ourselves with God's grace and love through listening and responding to his call.

We were called to show compassion to those around us, especially those in need. As we continued our faith journey together in 2024, may we prayed to receive God's blessing on our school and community.

This theme connected all that we did at St Roch's in 2024 and it embodied our strategic intent committing to the full flourishing of all, using evidence based learning, promoting student agency, valuing feedback and enriching our Catholic Identity.

School Overview

St Roch's Parish Primary School first opened in 1924 and then moved to its present site in Glen Iris in 1930. The buildings are a blend of the original construction and more contemporary extensions, which were added in 2012.

In 2024, we were delighted to complete Stage One of our self funded Master Plan to renovate and extend after securing a loan. We are grateful to our parents of past, present and future who make this possible. The plans for this new building took into consideration first of all the link from old to new and the importance of maintaining the heritage of this unique and beautiful building.

This building now houses the new reception area, leadership offices, the staff room, bathrooms and a senior hub that acknowledges our Year 6 students as they prepare for secondary school. The connection between the old and the new buildings brings us together as one.

Our school is named after St Roch, a 13th century French saint. Roch was also the second name of the founding pastor, Father Patrick Roch Loughnan, who was Parish Priest from 1927 to 1958. The school continues to enjoy a strong relationship with Father Gallacher, our Parish Priest and the Parish. St Roch's Parish Primary School is the only Australian School with this name. The school motto is 'Virtus Sola Nobilitas' – 'Virtue Alone is Noble'.

St Roch's Parish Primary School is a small co-educational Catholic school with an enrolment of 156 students in 2024. Each child is known by name and this special connection enables each student to shine and have opportunities to build confidence, resilience and leadership. Families enjoy the benefit of being together throughout the formative years of their student's education. We are a happy, warm and welcoming community. We recognise that every child is an individual, and we nurture the social and emotional learning of all in our community. We have high expectations and value academic excellence. The care, safety and well-being of our students is a fundamental responsibility of all within our school.

Our Vision Statement directs all academic, social, emotional and creative endeavours developed by staff and parents to support our students, staff and the wider community. Our

emphasis is on creating a safe and nurturing environment where each child is known by name and 'every face has a place'. Students are not only cared for, but are encouraged to achieve their very best and continually grow. We aim for all of our students, as learners in a Catholic school, to be confident, resilient and discerning well-rounded individuals.

Each student, parent and member of the wider St Roch's family is valued and an important part of our community. Our focus on the wellbeing of all ensures that everyone belongs and feels connected. In the spirit of welcome, the proposed changes to the entrance to our school will be paramount in enabling all who enter to feel valued and connected.

'A small school with a big heart,' a statement developed by parents to describe what makes St Roch's School unique, remains a true representation of our school's identity.

Our school motto "Virtue Alone is Noble" personifies this task and aligns with our evolving themes over the last five years – 'Listen with Hope, New Encounters - Future Actions, Walking Together, 'Inspired to Grow and Enrich', 'Empowered Minds - Compassionate Hearts in 2024 where we dedicated our year to prayer and to empower ourselves with God's grace and love through listening and responding to his call.

St Roch's school epitomises a culture where the Gospel values are lived out daily and are central to the way our community of students, staff, families and parish connect. St Roch's Parish Primary School prioritises the differentiation of teaching and learning for each student, realised through consistent and collaborative curriculum delivery and enlivened by our Catholic faith.

Principal's Report

Empowered Minds, Compassionate Hearts was an appropriate theme in 2024 as we asked our students and our staff to call on their minds and their hearts in so many ways throughout the year.

Sincere thanks to Archbishop Peter Comensoli for taking the time out of his busy schedule to honour us with his presence at our Official Opening and Blessing of the new school building. Enormous thanks to our Parish Priest Father Gallacher for his continued support and commitment to me, our staff, students, parents and parish of St Roch's.

We were privileged to have members from our local government, staff from Melbourne Archdiocese of Catholic Schools, members of the MACS Board, parishioners, past and present staff, families and students at our Official Opening and Blessing. It has been an honour to lead the school during this time. We all are very grateful to be teaching and learning in these new modern spaces that provide our students with an environment that promotes positive learning opportunities.

At St Roch's Parish Primary School we seek to develop motivated, creative and independent learners who demonstrate strong social values and are capable of making a difference in their community and their world. Our approach to learning is multidisciplinary. We build our students' literacy, numeracy and technology skills alongside content knowledge through a variety of subject areas, including STEM, Visual and Performing Arts, Physical Education, Environmental Science and Italian. Our students are educated and inspired through rigorous, relevant, engaging and personalised learning opportunities. Goal Setting by students to develop ethical, intercultural, personal and social capabilities and critical and creative thinking is a priority at the beginning of each term with a focus on Wellbeing and Learning Styles. Students evaluate their learning goals and these are shared at parent/teacher interviews and through SeeSaw posts throughout the year. We highly value giving feedback to parents and students to build student agency. Learning is personalised, and all students are challenged to maximise their potential. Opportunities for enrichment and intervention are offered throughout the school, ensuring the needs of each student are met and students are supported to build their self-confidence and in order to reach academic goals.

Our work in 2024 was directed by our 2023 School Review that led to our School Improvement Plan (SIP) developed for the following four years. Our four priorities of the 2024 Annual Action Plan centred around Evidence Based Learning, Feedback to drive Improvement, Learner Agency and Catholic Identity.

A variety of additional programs and extracurricular activities were also offered, including sporting, instrumental music, performance and debating opportunities, clubs, and technology-

based activities including coding and robotics. A highlight for our school was our bi-annual Art Show which aligned to our school theme 'Empowered Minds, Compassionate Hearts.'

With our Art Show being a focus for the year we developed staff and parents knowledge of the importance of Visual Arts in a child's development, offering a myriad of benefits. Engaging in visual art encourages self-expression and allows students to explore and communicate their ideas and emotions. It also enhances skills such as problem-solving, critical thinking, and the ability to interpret and analyse visual information. The engagement, creativity, and growth observed in the students was truly inspiring, and showcased the significant impact of visual arts on their development.

We continued to ensure that additional time and personnel were invested in our Intervention and Extension Programs. Leadership and Learning Support Officers expertly facilitated the many programs for students from Years Prep to Year 6 in Literacy and Mathematics.

To build on our strong student well-being focus across the school and in response to parent and student MACSSIS survey results our community continued to build knowledge and resources in the Positive Behaviours for Learning (PBL) space. Students displaying the expected behaviours were acknowledge through our class and whole school rewards systems. A Lunch with the Principal was introduced for students who had received an award.

Staff developed a comprehensive learning profile on each student through regular assessment, observations and learning conversations. Staff added Essential Assessments in Mathematics to their repertoire to enable comprehensive data to bne collected on students Mathematics understanding pre and post instruction. In 2024 due to our largest cohort of Year 5 and 6 students (42 students) we maintained a class of Year 5 students and a class of Year 6 students as the senior school.

The Executive Leadership Team consisted of the Principal and Deputy Principals Nadine Bolton and Louise Bolton. Together with the extended Leadership Team - we worked with our staff, including Classroom Teachers, Learning Support Officers, Administration Staff and the Business Manager to ensure that all decisions were discussed and acted upon with transparency. Our ways of working continued to ensure that collaboration in teams was a priority. I am grateful to Father Gallacher who continues to work with me through many decisions. His wisdom has provided support throughout the year. We are grateful to all the members of the School Advisory Council, Jess Nichols, Marcus Thomas, Mirela Derrin and Gareth Briglia for their continued advice.

We thank all of our parents whose tireless work at Working Bees and Fundraising events continues to enhance waht we offer and allows us to make improvements to our school. We are grateful to Jess Mount, our Parents and Friends Committee President, Hayley Thomas, the secretary and their team who contribute their time, advice and support at many wonderful events.

Our school has an amazing parent community who look to participate in the life of the school through the Classroom Helpers Program, Working Bees and Parents and Friends Committee. Events such as the Welcome Evening, Art Show, School Disco, Tournament of the Minds, School Spirit Sports, Debating, Lego Robotics Competition, Learning Expos, Whole School Liturgies and School Assemblies, Year level Family Masses and Mini Vinnies contribute to this success and enhance our Family Engagement. The Parents and Friends Committee were a vibrant group of committed people who worked so hard to bring our community together. Our school welcomes all members of our community, including the youngest members for some wonderful initiatives run by our staff and families. A preschool play group for siblings of current students, future students and children from local kindergartens continued to provide opportunities for families to encourage social development through play. We were grateful to Jess Mount for all of her work and the hours spent preparing for these sessions. In 2024 we offered Prep Transition program to include Story time and Art sessions for preschool children and upcoming Prep students. We thank all of our students, families, wider community, and staff, particularly Nadine Bolton and Louise Bolton, the Deputy Principals, for their commitment to the successes we experienced during 2024.

At the beginning of the school year Commitment Mass, our staff committed themselves to St Roch's school community to develop their own learning and the learning of others with an open heart and mind, building relationships and empowering their students to be compassionate.

Angie Mastoras

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goals:

To develop a shared understanding of belonging to a faith learning community.

To strengthen staff knowledge of the content of the Religious Education curriculum.

Intended Outcomes:

That families, staff and students are actively involved in regular faith opportunities.

That teachers can share their understandings of the Catholic faith and traditions.

That consistent and engaging whole school practices are embedded in the teaching of Religion.

Achievements

Religious Education is at the centre of both the formal and informal curriculum and provides the foundation from which the school's vision statement is enacted. The RE program is guided by the Religious Education Curriculum Framework and the overarching Horizons of Hope framework.

Our approach to planning and teaching Religious Education within the classroom enhances our Catholic identity. The values of Belonging, Respect, Equity, Justice and Excellence were identified by our students as those that best represent our school.

We are proud of our Catholic faith and tradition, which is embedded in our Religious Education program, our connection to our Parish and is lived out in our daily lives. We offer our students a rich learning and teaching program based on the Gospel values.

Our school theme for the 2024 year was 'Empowered Minds, Compassionate Hearts.' This continued to be the focus for all activities, discussions and planning throughout the year.

Prayer is always an integral part of daily learning at the beginning and end of each day. Class, year level and whole school prayer opportunities also occur regularly, for example Whole School Rosary, Preps in Pyjamas and Remembrance Day Liturgy. The Religious Education Curriculum is supported with Professional Learning Meetings and Facilitated Planning ensuring professional dialogue and collaboration between all staff. A strong focus on social justice opportunities was facilitated by the Year 6 Leaders each term. Our Year 5 and 6 'Mini Vinnies' group continued to support Caritas Australia, Catholic Care, St Vincent de Paul 'Winter Appeal' and the Malvern Emergency Food Fund to support local and wider communities. Whole school fortnightly assemblies gave us the opportunities to share our faith. The Parish weekly bulletin is also shared with families each fortnight to support the connection between families and the Parish.

Our Staff Formation Day was based around developing staff understanding of the virtues with a particular emphasis of understanding our School Theme, 'Empowered Minds, Compassionate Hearts'. This day was led by our Religious Education Leader, Louise Bolton, with Father Gallacher leading a session on Prayer that allowed our staff to stop, reflect, deepen their faith and contemplate our vision for St Roch's students for the future.

Religious Education is at the centre of both the formal and informal curriculum at St Roch's and aligns with our Vision Statement: 'St Roch's is a nurturing, social and just community. We inspire a passion for learning and excellence and we are a living testament to the Catholic story'. We have a whole school collaborative approach to the planning and implementation of Religious Education sessions enabling rich and relevant student learning.

Value Added

- Professional Learning Meetings (PLM) build understanding of the RE standards, ensuring that the three strands of the RE Standards: Knowledge & Understanding, Reasoning & Responding and Personal & Communal Engagement are balanced across units of work
- Collaborative Planning in Level Teams during Whole School Planning Days
- School Closure Day to provide staff faith development: 'Empowered Minds, Compassionate Hearts' facilitated by Louise Bolton and Fr Michael Gallacher. These formation days support the knowledge and faith development of our staff that will impact our students
- PLMs and Facilitated Planning provided opportunities to collaboratively moderate work and plan Assessment opportunities

- Termly staff audit of the Curriculum Framework, highlighting learning descriptors and the standards achieved for each term's unit of work
- Year 3 Reconciliation Program, Year 4 First Holy Communion Program and Year 6 Confirmation program were taught and students received the Sacraments
- 'Preps in Pyjamas' enabled our Prep families to join together, with a focus on promoting regular prayer opportunities
- Social Justice initiatives included Caritas Appeal, St Vincent de Paul 'Winter Appeal' and Malvern Emergency Food Fund
- Liturgies and Prayer Assemblies for ANZAC Day, Remembrance Day, CatholicCare Family Week, Grandparents Day, Mother's Day, Father's Day, St Roch's Feast Day and Catholic Education Week
- The Rosary was prayed during the month of October for Prep to Year 6 with staff and students and parents were invited
- The Holy Week Reenactment was a reverent and spiritual experience for students, staff and families
- Prep students performed the Story of the Nativity to our community
- The Graduation Mass was enjoyed by our Year 6 Leaders and their parents, supported by the whole school, with a 'passing of the light' to our Year 5 'future' leaders.

Learning and Teaching

Goals & Intended Outcomes

Overarching Priorities

PRIORITY 1: EVIDENCE BASED LEARNING

Goal:

To establish and embed evidence based learning.

PRIORITY 2: FEEDBACK TO DRIVE IMPROVEMENT

Goals:

To establish a staff culture of feedback through mentoring and coaching.

To develop a culture of regular feedback to students and families.

To know the progression of learning and teach it systematically using a curriculum plan.

PRIORITY 3: LEARNER AGENCY

Goals:

To establish a staff culture of feedback through mentoring and coaching.

To develop a culture of regular feedback to students and families.

PRIORITY 4: CATHOLIC IDENTITY

Goals:

To develop a shared understanding of belonging to a faith learning community.

To strengthen staff knowledge of the content of the Religious Education curriculum.

Intended Outcomes:

That there are consistent whole school practices in learning and teaching.

That staff capacity is strengthened to enable best practice.

That all students demonstrate growth in Mathematics.

That staff practices have a direct impact on student outcomes.

That data is used to provide feedback on effectiveness.

That students and families are actively engaged in learning.

That students can articulate their achievements and explain future goals.

That students can collaborate in directing their learning according to their interests, skills and learning styles.

Achievements**LEARNING AND TEACHING**

Leadership and staff unpacked the MACS 2030 Vision for Instruction

Staff developed their knowledge on the latest research regarding cognitive science and how learning can be most effective for students

Leadership and staff unpacked the MACS 2030 Vision for Numeracy

Staff were introduced to the ten principles of instruction through Collaborative Inquiry

Professional Learning Meetings and Professional Development focused on our AAP priorities

Maths Online and English Online assessments for Prep to Year 2 were conducted and supported

The Mathematics Leader and staff from Prep to Year 6 participated in Teaching for Impact in Mathematics initiative and Professional Development through MACS and implemented Daily Reviews and used resources throughout the year.

The Vic Curriculum 2.0 was presented and explored with staff.

Staff completed and implemented the Professional Development 'Talk for Writing'

Enrichment Programs:

Mathematics Extension Programs

Writing Extension Program

Maths Olympiad Challenges

International Competitions and Assessments for Schools (ICAS)

STEM MAD Showcase

Tournament of Minds - TOM

Prime Minister's Spelling Competition

Short Story Competition

Robotics

Debating

Intervention Programs

MSL - Multisensory Structured Language

ERIK - Enhanced Reading Intervention Knowledge

Opti Maths - Year 3 - 6

Programs supported by Learning Support Officers -Reading

Programs supported by Learning Support Officers - Writing

Programs supported by Learning Support Officers - Spelling

Programs supported by Learning Support Officers - Mathematics

Student Learning Outcomes

We are proud of our 2024 NAPLAN results with Year 3 and Year 5 outperforming like schools and surrounding schools. St Roch's mean score is consistently above and well above the state and national average in each of the following areas: Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.

Our emphasis is on growth for all and our programs cater for individual needs across the school. Formative and Summative assessments support the triangulation of data to ensure we are differentiating programs to achieve the best student outcomes.

Our staff embraced research on how students learn shows that explicit instruction methods are the most effective way to help children gain the knowledge and skills they need to flourish and become lifelong learners. Staff introduced complex skills in small steps, ensured they use clear explanations and demonstrations and gave opportunities for students to practise and receive feedback for the skill mastered.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	491	91%
	Year 5	537	88%
Numeracy	Year 3	462	91%
	Year 5	554	100%
Reading	Year 3	499	100%
	Year 5	550	94%
Spelling	Year 3	449	82%
	Year 5	515	82%
Writing	Year 3	451	96%
	Year 5	539	94%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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

Goals:

To establish a staff culture of feedback through mentoring and coaching

To develop a culture of regular feedback to students and families.

Intended Outcomes:

That students can articulate their achievements and explain future goals.

That students can collaborate in directing their learning according to their interests, skills and learning styles.

Achievements

We continue to create opportunities for students, staff and families to enable a smooth transition to school for all by dedicating the first four weeks of the school year to Wellbeing. We select the value of Belonging to be our focus during Term 1 to enhance this transition and to promote a sense of belonging for all. Before the students begin the year they attend a 30-minute one on one interview with their classroom teacher to undertake assessments and to spend uninterrupted time with their teacher in their new classroom. This allows a positive relationship to be established before the school year begins. Although these days are dedicated to assessment, we are also strongly committed to having structures in place to support the students' wellbeing ensuring that the beginning of the year is a positive, welcoming start for all students, parents and staff.

Leadership and staff continued to build knowledge and expertise in Positive Behaviours for Learning (PBL), the expected behaviours and matrix. Professional Learning Meetings and Professional Development days continued to be dedicated to developing the Behaviour Management Flowchart. The values of Respect, Responsibility and Resilience were published and displayed throughout the school.

The implementation of Wellbeing Wednesday with a focus on Social Emotional Learning was embraced by staff and students and supported some time for students to focus on wellbeing strategies through Circles in the classroom. Staff continued to engage in using a Restorative

Approach to maintained positive relationships between students within the school. Staff followed this approach to support students to repair relationships. The Student Reflection Form was updated to align the language of our Restorative Approach with PBL. Students are supported to complete a Student Reflection Form as a way to reflect on how their behaviour and choices affected others and how they could things right. All members of the Leadership team committed to establishing and modelling positive ways of working to ensure teams worked collaboratively in planning and teaching.

External consultants led Parent Seminars on Transitioning to School, Managing Big Emotions and Cybersafety. The health and well-being of all in our community remains of utmost importance and our school psychologist support students, staff and parents. Students in Year 3 & 4 participated in a Program called 'Mindset Matters'. This was held over three workshops through Term 2 to build respect, resilience and team work and was facilitated by Helen Owies.

Father Gallacher communicates his gratitude and appreciation regularly to the staff to acknowledge the work they do to positively impact the students of the school and parish at the school closure day at the beginning of the school year and at our Staff Faith Formation Day. Staff feel valued and appreciated.

The Parents and Friends Committee treated staff to an extraordinary morning tea to thank them on World Teacher's Day. All staff were made to feel very valued and appreciated.

Value Added

The Student Wellbeing Leaders were released weekly. As a Wellbeing team Wellbeing lessons and Circles continued to be created for the teachers in the classrooms. The focus of the Circles was student wellbeing, child safety and establishing positive behaviour for learning.

Two students from each classroom from Prep - Year 5 were elected to join the Student Representative Council (SRC) in Semester One and Semester Two. The SRC representatives participated in Circles related to building relationship skills, social awareness, self-management, responsible decision-making and/or self-awareness as well as important events such as Harmony Day, Reconciliation Week, Walk Safely to School Day, Day for Daniel, Cybersafety and Child Safety. These students met fortnightly with the SRC School Leaders and Wellbeing Team members to participate in a Circle and then to lead this Circle in their classroom with support from the classroom teacher. They also had opportunities to share initiatives to enhance the well-being of students. Articles published in the newsletter each fortnight from the Wellbeing leader or school psychologist supported our families throughout the year.

'About Real Life' - Understanding Human Sexuality sessions were conducted with Sue Pain from Prep to Year 6.

Wellbeing Folders continued to be updated for all staff and Casual Relief Teachers to support our students and maintain consistency of practice across our school.

Staff participated in the Positive Behaviour for Learning led by Roland Wans from MACS and the Wellbeing team throughout the year during Professional Learning Meetings.

Staff assisted by the Wellbeing Leaders and consistently supported students to complete the revised Student Reflection Forms as part of Restorative Practices.

Student Satisfaction

The MACSSIS Data showed that we maintained our percentage in the following Domains:

Student Survey:

Domain 6: Learning Disposition

Domain 7: Student Safety

Domain 9: Student Voice

Domain 10. Catholic Identity

Student Attendance

At St Roch's we have strong student attendance. This is reflected in the high level of engagement which is identified in the school data. Students are encouraged to arrive at school at 8:30am, so they can engage in supervised play with friends on the playground. The bell sounds at 8:45am and the day begins with a whole school Morning Greeting from the Principal, Leadership Team and Staff each Monday morning. Tuesday to Friday students line up in their class groups when the bell rings at 8.45am and either the Principal or the Deputy Principal asks students to walk responsibly to their classrooms.

This practice of only gathering as a whole group for an extended morning greeting on a Monday morning was introduced to reduce students feeling overwhelmed on arrival and allows for the smooth transition of student's arrival at school and entrance into the classroom.

Any student who arrives after the 8:50am start time is required to be signed in by their parent/carer at the Front Office, where an Office Manager, Learning Support Officer or Leadership Team member escorts the child to their classroom. This consistent process ensures we minimise disruptions to class learning time.

Attendance reports are printed at 9.15am and in the event a child is marked as absent with no explanation, a call is promptly made to the parent or emergency contact to confirm the child's absence. If a student is absent for a prolonged period of time or with regular frequency, the Principal or Deputy Principal will make direct contact with the parents/carers. Records are maintained of such contact. In certain instances, this communication will be given in writing.

Families are regularly reminded, via the school newsletter, of their obligation to send their children to school on a consistent basis, and that reasons for absenteeism are to be legitimate and in writing to the classroom teacher and Office Manager. Absences other than ill health may be directed to the Principal.

Attendance Reports are printed daily and are collated and checked by the Principal who looks for patterns of non-attendance. Should concerns arise, the parents are contacted and invited to meet with the classroom teacher and the Principal to resolve the underlying issue.

Average Student Attendance Rate by Year Level	
Y01	88.6
Y02	91.2
Y03	93.3
Y04	92.0
Y05	91.1
Y06	92.8
Overall average attendance	91.5

Leadership

Goals & Intended Outcomes

Overarching Priorities

Priority 1: Evidence Based Learning

Priority 2: Feedback to Drive Improvement

Priority 3: Learner Agency

Priority 4: Catholic Identity

Goal

To establish a staff culture of feedback through mentoring and coaching.

Intended Outcomes

To develop a culture of regular feedback to students and families.

That staff practices have a direct impact on student outcomes.

That data is used to provide feedback on effectiveness.

Achievements

Our staff reflected on our learning and teaching through our Strategic Intent: 'We are committed to the full flourishing of all, using evidence based learning that promotes agency, values feedback and enriches our Catholic Identity'.

Exploration of the MACS 2030 Vision that recognises the need to teach explicitly using research based learning and teaching strategies that cater for the individual students in our school.

Our aim was to optimise learning for all through explicit instruction. Central to our professional learning of the days was to gain a deeper understanding of the Science of Learning using Rosenshine's Principles to understand more fully how students learn.

The Parent Information Evening in February enhanced communication with our parent community. Workshops around our pillars of Wellbeing, Community & Academic Excellence with parents provided useful feedback.

Extended Leadership Team meetings were held to explore leadership role descriptions, pedagogical approaches, resources & expectations.

Conversation with Principal & Leadership support the opportunities for feedback and communication to share important data such as NAPLAN, Curriculum processes and MACSSIS Data.

Conversations and Annual Review Meetings with Staff were integral throughout the year to discuss, receive feedback and initiate change.

Staff Wellbeing events provided opportunities for staff to converse and bond in an informal way.

The completion of the renovation and Official Opening of the renovated building was a highlight of the year.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
<p>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</p> <p><i>List of Professional Learning undertaken in 2024:</i></p> <p>Professional Learning in which staff participated included:</p> <p>About Real Life – Human Sexuality P-6</p> <p>Child Safety Standards with Martin Tennant – Safesmart Solutions</p> <p>Child Safety – Online Mandatory Reporting Modules</p> <p>Child Safety – Emergency Management and Warden Training with Dynamiq</p> <p>Child Safety - First Aid Update Qualification for all staff</p> <p>Cybersafety – With Carley McGauran and Marty McGauran</p> <p>Deputy Principal Conference</p> <p>VACPS Conference</p> <p>Principal Mentoring</p> <p>Talk for Writing – SPELD</p> <p>Primary English Professional Learning</p> <p>Multi-Sensory Structured Language</p> <p>Leadership Network Meetings</p> <p>Learning and Teaching Network Meetings</p> <p>Learning Diversity Network Meetings</p> <p>Diabetes Education Training</p> <p>Literacy Network Meetings</p> <p>Mathematics Consultant Whole Staff Professional Development</p> <p>Mathematics Network Meetings</p> <p>Office Managers Network Meetings</p>

Expenditure And Teacher Participation in Professional Learning	
<p>OH&S SafeSmart Safety Practices</p> <p>Online Training – Disability Standards of Education, Mandatory Reporting</p> <p>Parent Seminar: Mindfulness – Immunising our children against stress</p> <p>Positive Behaviours for Learning (School Closure Day & PLMs)</p> <p>Principal Professional Development – Spiritual Pilgrimage in Spain from Sarria to Santiago</p> <p>Principal Network Meetings</p> <p>Principal Wellbeing Breakfasts</p> <p>Professional Learning with Melbourne Archdiocese of Catholic Schools staff</p> <p>Professional Learning Building Resilience with Inform and Empower</p> <p>Regional Learning Consultant sessions with the Principal</p> <p>Religious Education Network Meetings</p> <p>Religious Education Staff Formation Day</p> <p>Resorative Pathways</p> <p>SMART Spelling</p> <p>Walker Learning</p> <p>OptiMaths</p> <p>Student Data and Assessment Online Professional Development</p> <p>Supporting Writing Professional Learning</p> <p>Principal Mentorship</p>	
Number of teachers who participated in PL in 2024	18
Average expenditure per teacher for PL	\$1150.17

Teacher Satisfaction

Local data, reflections, feedback from parents over the year and from surveys and Conversations with the Principal, feedback from students and teachers from surveys, qualitative comments and Annual Review Meetings enabled us to continually reflect and improve our practices.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) are conducted annually for schools in the Catholic Archdiocese of Melbourne. All staff were invited to access MACSSIS.

Our data from 2024 shows that we continue to be above the MACS Average. Our particular strengths include Staff Leadership Relationship, Instructional Leadership, School Leadership Collaboration Around an Improvement Strategy and Staff Safety. Our staff valued the opportunities to work collaboratively and attend various external and internal professional learning.

MACSSIS Staff Survey

The following areas showed an upward trend in the Staff Survey in the areas of:

Domain 9: Professional Learning

As a school we continue to explore ways to maintain and exceed expectations.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	3
Graduate Certificate	1
Bachelor Degree	11
Advanced Diploma	4
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	15.32
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	5.89
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To develop a culture of regular feedback to students and families.

Intended Outcome:

That students and families are actively engaged in learning.

Achievements

Parents recognise the school's strong Catholic identity, closely aligned with the school's values and mission statements. Our priority is to develop the 'whole child' and parents have shared that this is a key factor when enrolling their child.

The school enjoys a positive profile within the community and has a reputation for delivering effective student management programs and procedures. Parents trust the school to do its job.

We value our school's effective communication strategies to keep our parents informed and use a number of portals to ensure our parents can engage with their children's learning, such as the Google Suite, Seesaw, Instagram and Facebook.

Learning Expos and Classroom visits are another opportunity for parents to see and interact with their children in the learning space and for children to showcase their learning.

Morning Greetings and Assemblies are a wonderful way to share the learning. We communicate to families at Open days and at parent information evenings that we enrol families, not just students.

We invest time to get to know each and every person in our community. We are proud of our Catholic faith. We live out the wisdom and justice of the Gospel values in all that we say and do. We seek to help the children develop their individual identities and build and nurture a strong faith, where they feel a part of the St Roch's Catholic faith community.

At St Roch's we make important connections with the local community, such as local kindergartens, aged-care homes and parishioners. Our staff and students foster sincere relationships within the school and with the wider community. We aim for our students to

develop deep understandings of themselves, others and their world. Classroom Helper Training is undertaken early in the year, with a number of parents involved.

The following activities were offered during 2024:

Welcome Evening for parents hosted by Parents & Friends Committee

Parent Information Evenings

Learning Conversations

Parent/Teacher/Child Conferences

Parents and Friends Committee Meetings

Holy Week Re-enactment

ANZAC Day Liturgy

Class Representatives

Small group Parent Conversations with the Principal to obtain community feedback

Mother's Day Breakfast and Mother's Day stall led by our P&F

Father's Day Breakfast and classroom visits and Father's Day stall led by our P&F

Termly Working Bees in year levels with strong participation by most families

Sacraments of Reconciliation, First Holy Communion and Confirmation and Sacramental

Family Information Evenings

Preps in Pyjamas Evening of Prayer and Song

Year level Family Masses re introduced and well attended

Class Assemblies throughout the year.

Program Support Group Meetings held each term with an option for a Zoom Meeting

The 2024 Visual Arts Exhibition

Classroom Helper Training sessions in Term 1 and Term 2

Parent Seminar - Cybersafety

Graduation Mass and dinner with Year 6 students, parents and school staff

Working Bees

Opening with Archbishop and Father Gallacher

Conversation with Principal & Leadership Feedback

Parent Satisfaction

Local data, surveys and reflections, feedback from parents, students and teachers, qualitative comments enabled us to continually improve our practices and reflect on our impact.

Melbourne Archdiocese Catholic Schools – School Improvement Surveys (MACSSIS) are conducted annually for schools in the Catholic Archdiocese of Melbourne. All parents were invited to access MACSSIS. Our MACSSIS 2024 school data reflects that our results are above the MACSSIS Average in Family Engagement, School Fit, School Climate, Student Safety.

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.srgleniris.catholic.edu.au