



Seek the truth
Holy Rosary
Catholic School

Holy Rosary Catholic School Annual School Report 2022

Year:	2022
School Name:	Holy Rosary Catholic School
School Type:	Catholic Co-Educational - Kindergarten to Grade 6
Suburb:	Claremont
Address:	29 Wyndham Road Claremont 7011
Phone:	(03) 6275 5200
Email:	holyrosary@catholic.tas.edu.au
Website:	www.holyrosary.tas.edu.au
Principal:	Mrs Susan McGann

Mission Statement:

We at Holy Rosary Catholic School, Claremont seek to create an environment that enhances learning, nurtures young people and empowers them to live the Catholic faith in the spirit of Jesus Christ by:

- Developing a hunger for the learning adventure;
- Challenging each other to seek truth and justice for all;
- Capturing the joy in the mystery of the created universe;
- Embracing the diversity of the Earth and all its people;
- And walking together in a spirit of reconciliation and forgiveness

Vision Statement:

In order to be an exemplary Catholic School, Holy Rosary Catholic School will endeavour to foster an environment where:

- An attitude of faith, respect and trust is lived by the entire community.
- We celebrate our faith in Eucharist as a whole community.
- We promote a love of learning as well as a desire and thirst for knowledge.
- Each individual is valued; enabling them to reach their full potential.

" Seek the Truth "

School Profile:

As a Catholic parish primary school, Holy Rosary has a history that is rich in tradition and is bound together in the spirit of community. We acknowledge that we are part of the faith journey of our parish community and that this journey will continue well on into the future. Holy Rosary Catholic School is situated in the Hobart suburb of Claremont, famous for the Cadbury's Chocolate Factory. Holy Rosary Catholic School first opened its doors in 1961, 61 years ago, with 37 children and two staff members. The school facilities consisted of two classrooms and a staff area.

The Dominican Sisters were commissioned to take charge of the new school and so it was that Sr. Gabriel (Principal) and Sr. Catherine Mary arrived in Tasmania and with little in the way of resources and finances began to educate the children of the Parish of St. Bernard's. The school was founded with a view of providing a Catholic education to the children of St. Bernard's



Seek the truth
Holy Rosary
Catholic School

Parish. There has been a long and proud history of being a community-minded school, providing particularly for the needs of students from marginalised backgrounds. Holy Rosary is a school that prides itself on the spirit of social justice that permeates through all aspects of the school community.

As the surrounding area expanded and the population grew so did the Holy Rosary school site and the student enrolments. Refurbishments and additions have been made so that today the site has changed and grown considerably. Our learning spaces have been refurbished to allow for collaborative and flexible learning spaces. Kindergarten & Ludo classes are situated in a dedicated Early Years Centre. This area is separate to the school and fenced and provides an environment both inside and outside that has been purpose-built for the needs of students in this age group.

Each grade has classrooms that are designed to be flexible spaces with glass sliding doors for collaborative learning. We have large grassed areas, access to semi bushland and a creek that runs through our property, one and a half basketball/netball courts and a joint play space for students from Grade 1 to 6. Grade 1 and 2 have their own play space with equipment suitable for students of this age and a flat playing surface. New Prep classrooms were completed at the end of March 2022.

Ludo has entered its third year of operation. Ludo is a CatholicCare Early Learning and Care initiative developed in partnership with Catholic Education Tasmania. Ludo delivers a play-based learning program for children aged between 3-5 years. It is housed alongside the Kindergarten classrooms.

St Bernard's Hall is located in the school grounds and offers a gathering space for assemblies, indoor Physical Education Lessons when needed and the CatholicCare Before and After school program. The School also has its own Canteen and Uniform Shop.

In 2022 Holy Rosary Catholic School had an enrollment of 448 students in 16 classes from Kindergarten to Year 6. We have a staff of 55. Increasing enrolments have allowed the school to continually improve the opportunities we provide for our students. However, the school has retained its intimate, 'family-like' atmosphere through the efforts of our community in partnership with staff.

Community Involvement:

Holy Rosary Catholic School is proud of its position in the Claremont and Greater Hobart community. We pride ourselves in being proactive in areas of social justice, student well-being and community involvement. Holy Rosary continues to work hard at building a community of welcome, tolerance and inclusion.

Holy Rosary Catholic School supports the mission of the Church by fundraising throughout the year in support of Caritas, The Archbishop's Samaritan Projects Tasmania, St. Vincent De Paul and families within our local school community.

Our parents are encouraged to become fully involved in the school. Our school newsletter and parents information boards, Facebook, and Compass App provide avenues for disseminating information to our families. As we moved



through the COVID-19 pandemic we have been pleased to once again welcome parents and Parish members to our Eucharistic celebrations, liturgies, assemblies and other gatherings as appropriate.

Planning for the future is a very important part of the effective operation of any school. Over the past three years, and on an annual basis, Holy Rosary Catholic School Community has been actively engaged in a cycle of reflection and review of practice. This provides us with the opportunity to engage in a process of ongoing development that builds on the strengths and addresses issues and needs that may be highlighted in a strategic and considered manner. Through the latter part of the 2022 year the school community engaged in the process of developing our new Strategic Plan.

We are committed to continuing to develop effective and positive partnerships between our school and our community. In this, we are checking on the degree to which we are living out our commitment to work with each other for the benefit of our students and their learning. Surveys and conversations provide us with invaluable feedback that we can use when goal setting and preparing for the year ahead.

Recent Planned Refurbishments:

2017/2018

- Commenced working with an architectural firm to design a Learning Resource Hub, new Canteen, two new GLA's and new toilet amenities. The tender process commenced in early 2019.

2019

- Demolishment of existing terrapins and toilets
- Commencement of new GLA's (Grade 1 classrooms) and tender for the Student Resource Hub, Library, additional toilets, Learning Support and Sensory spaces.

2020

- Refurbishment of the Grade 2 & 3 classrooms following a destructive fire which caused significant damage to the buildings
- Establishment of Ludo. Ludo is a CatholicCare Early Learning and Care initiative developed in partnership with Catholic Education Tasmania.

2021

- Commencement of building program for the development of two new Prep classrooms

2022

- Completion of the new Prep classrooms

Governance:

The Holy Rosary Catholic School Board assists the Principal in the management of the school. The Board performs a valuable service to our school community by ensuring, as appropriate at Board level, that our school meets its obligations in each of these areas. In practice, this means that, in a spirit of partnership, our Board acts as an adviser to the School Leadership Team. The Guide to Governance for Catholic Education in Tasmania states the following responsibilities of the Board in support of the leadership of the



Seek the truth
Holy Rosary
Catholic School

School Principal.

1. to promote the Catholic identity and evangelising mission of the school;
2. to develop the school vision, mission and strategic plan;
3. to develop school-level policies as appropriate;
4. to support the development of the school budget and the monitoring of the financial sustainability of the school;
5. to ensure that the approved processes of review and monitoring of educational outcomes are implemented; and
6. to assist in collaboration, consultation and building of partnerships with local parish/parishes, the parents and the broader community.

The Holy Rosary Catholic School Board consists of six elected members from the school community, the Parish Priest, Father Suresh, and the school Principal, Mrs Susan McGann.

During the 2022 academic year the Board Executive was:

Chair	David Bray
Vice Chair	Karen Clarkson
Treasurer	Duties performed by Sue Reardon (Business Manager)
Secretary	Duties performed by Sue Reardon (Business Manager)
Ordinary Members	Carey Higgins, Tamara Pels, Renee MacGregor, Mary Friend

Deputy Principal, Mrs Gab Fisher attends meetings also. The Holy Rosary Catholic School Board meets monthly on the second or third Monday of each month at 6.30 pm.

Staffing and Leadership:

In 2022 the Holy Rosary Catholic School staff consisted of 28 teaching and 27 ancillary staff members. The Leadership team consisted of:

Principal:	Susan McGann
Deputy Principal:	Gabrielle Fisher
RE Coordinator:	Libby Piesse
Learning Support:	Sarah Dance/Nicole Taylor (from June)
Early Years Coordinator:	Belinda Parker

Of the teaching staff, there were 4 full-time male teachers and 14 full-time female teachers. The school also employed 2 part-time male teachers and 8 part-time female teachers. There were also 15 part-time female and 2 part-time male teacher support staff. Additionally, the school employed four female Office Administration staff and two male utility officers.

Of the part-time teaching staff, the school employed Music, Japanese and Physical Education Teachers.

All the teachers employed at Holy Rosary Catholic School are registered with the Tasmanian Teacher Registration Board and hold the appropriate teaching qualifications. Our ancillary staff have appropriate qualifications for their areas of responsibility and are registered under the Tasmanian Catholic



Seek the truth
Holy Rosary
Catholic School

Education Office through the Working in Catholic Schools program and hold Working with Vulnerable People registration.

All staff at Holy Rosary Catholic School are encouraged to attend Professional Learning opportunities that are in line with individual professional and personal goals and school improvement objectives. In 2022 approximately \$25,424 was expended on Professional Learning (including relief for Teachers and Teacher Assistants). Teacher professional development and training (without relief costs) was \$5,583 and \$3,232 was spent towards teacher assistant training (without relief costs).

School Facts:

School sector	Non - government	
School type	Primary	
Location	Metropolitan	
Year range	Kindergarten - Grade 6	
Total enrolments	448	
	Boys	233
	Girls	215
Full time equivalent enrolments	391	
Indigenous students	31 (7%)	
Language Background Other than English	ESL - 2 (0.4 %)	
	LBOTE - 168 (3.6 %)	
Student attendance rate	87.1 %	
Teaching staff	28	
Full time equivalent teaching staff	24.4	
Non teaching staff	27	
Full time equivalent non-teaching staff	14.2	

Religious Life of the School

At Holy Rosary Catholic School, we are partners with parents and carers in the faith development of our young people. We build on the foundations established at home and, with the positive assistance of family, lead each student towards the knowledge and love of God through Jesus Christ.

Holy Rosary has a strong religious dimension that is evident throughout the school. Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all Key Learning Areas and interaction with staff and parents.

Each term a liturgical overview reflects the involvement of children in whole school Masses, liturgical celebrations and special Feast Days. In 2022 we



Seek the truth
Holy Rosary
Catholic School

continued to support the sacramental program as part of St Bernard's Parish. 15 students participated in the Parish Based, School supported Sacramental program. This is very well received by our own students, parents and school community and those from the local public schools who were invited to join us.

At Holy Rosary Catholic School, the children and staff have been enriched by a wide variety of prayer experiences. Staff meet each Monday morning to participate in communal prayer and are regularly involved in celebrations of the Eucharist. Each class has prayer during the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. Fortnightly assemblies are held and begin with prayer. Prayer assemblies have been held for Lent, ANZAC Day, Easter, NAIDOC Week, Advent and Mission Week. Feast Days and special seasons are celebrated through Masses and liturgies. In particular, the school celebrates Holy Rosary Week with a special Mass followed by fun activities as part of our Special Day.

The prayer life of the students is nurtured through classroom prayer and community prayer, the latter providing a commencement focus at all major events such as Assemblies and parent gatherings.

Professional Learning in Catholic Life and Mission

The Diocese of Hobart has an established policy on the Professional Requirements for the Accreditation of Teachers of Religious Education, which is implemented by all schools in the Diocese. The teaching staff at Holy Rosary Catholic School are well supported in terms of professional learning in Catholic Life and Mission. Most teaching staff are accredited for the teaching of Religious Education within the Diocese of Hobart. Four Early Career teaching staff are undertaking modules in Religious Education. Staff have valued the opportunity to engage with formation and development of their knowledge in Religious Education.

Connections with Parish Community

Our School year usually begins with a shared Parish Mass where we come together and celebrate as Catholic educators in our local community. COVID-19 protocols prevented some of normal liturgical celebrations occurring in the first half of the year. Communication links with the Parish are also strengthened through the regular representation of our Parish Priest, Fr Suresh, on the Holy Rosary Catholic School Board, through regular inserts into the Church Bulletin as well as the distribution of our school newsletter to the Parish Centre on a weekly basis.

Children are involved in parish life in a variety of ways. Liturgical involvement includes altar serving, assisting with Liturgy of the Word and procession of Gifts. Students, who are candidates in our Sacramental Program, are involved in Sunday Mass celebrations with a focus on the children and their families. These are held several times throughout the year. Every week several classes attend our Parish masses at St Bernard's. Special Feast days, such as Assumption, St Patrick's Day, and Mary MacKillop are also celebrated with the Parish. The school continues to support parish activities such as the Easter Week, St Vincent de Paul, Caritas initiatives and raising funds for the Archbishop's Samaritan Fund. The parish and school share newsletters and information, which are available to the children and parish.



Seek the truth
Holy Rosary
Catholic School

Pastoral Care and Wellbeing:

Pastoral Care continues to be an expression of the philosophy and vision of Holy Rosary Catholic School. We endeavour to demonstrate pastoral care in every dimension of School life. The Catholic ethos of the School is reflected in Gospel values and these values provide the foundation of the school community's pastoral care for one another. The school exhibits an environment of genuine concern, compassion and love. Each person is respected and acknowledged as a valuable member of the school community. We seek to establish a relationship and partnership, which promotes mutual understanding, respect, tolerance and acceptance with staff, parents and students.

Holy Rosary Catholic School has invested time and training into building a cohesive and socially and emotionally intelligent leadership team and staff. Recognising the needs of our students through the data supplied by our SWPBS program and ongoing conversations with class teachers and parents Holy Rosary Catholic school has set up a variety of wellbeing initiatives for the whole school, class, small groups and individuals.

In 2018 members of the leadership team attended training for the RULER program. RULER is a school-wide social and emotional program that supports students, staff and the wider school community to recognise and regulate emotions whilst creating awareness around how others might be feeling. Towards the end of 2018, the Holy Rosary staff were introduced to the key concepts of RULER and the process of how it is going to be implemented at school, as well as creating a staff set of commitments to guide our actions and emotional regulation at work.

In 2019, teachers implemented RULER into their classrooms. This involved the explicit teaching and modelling of the use of the key anchor tools in RULER. Each class has developed their own class commitments which describe how the students want to feel at school, the behaviours that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. The mood meter provides students and educators with a tool to become more mindful of how their emotions change throughout the day and how their emotions, in turn, affect their actions. The Meta-Moment is a brief step back from the situation when we pause and think before acting. We ask ourselves, how would my "best self" act in this situation? The RULER program remains at the centre of our understandings of social and emotional wellbeing.

Holy Rosary continues to evolve its SWPBS program to the differing needs across the school. The Primary students are using a House reward system that connects to the school sporting house teams of Doyle, D'Arcy and Young. Staff are also maintaining a six to one positive feedback as a way to support student's engagement with learning and social interactions.

A reflection room is made available on a daily basis to support students. It is a space that creates an opportunity for individual reflection and directed conversations to support students to recognise the impacts of their behaviour and introduce alternative strategies to use in future situations. The room of reflection is also available as a safe, indoor and quiet space for students to utilise when they are feeling overwhelmed.



Seek the truth
Holy Rosary
Catholic School

A sensory room 'mapali' has been created at Holy Rosary to support the growing needs of our Tier 2 and Tier 3 students, as identified through our SWPBS data. Mapali (Calm Space) is a sensory room that has specific equipment and objects that target a range of behaviours to aid students to regulate their energy and emotions. Holy Rosary has clear expectations around the use of Mapali, as well as check-in and check-out procedures that allow tracking of key students and how space is being utilised.

Holy Rosary has a Wellbeing Team that has been made up of a variety of Leaders from across the Staff. Our Principal, Deputy Principal, School Counsellor/s, Learning Support Coordinator and Early Years Coordinator currently sit on the Wellbeing Team. This team meets fortnightly to discuss the wellbeing of key students and staff. The focus of the team is working with teachers to support student behaviour or mental health needs in and out of the classroom. In 2022 we have two CatholicCare School counsellors, each working for two days a week and they are an integral part of our Wellbeing Team.

Learning and Teaching:

Holy Rosary Catholic School offers a comprehensive education to all students based on 21st-century pedagogy. The community works together in a climate of respect, support and understanding to provide an environment of security and growth in which every student progresses. At Holy Rosary Catholic School there is an expectation that Catholic values are part of all curriculum areas. Every experience has a religious dimension and provides the opportunity for reflection as members of a Catholic community.

The students at Holy Rosary Catholic School have access to personalised learning experiences which emphasise deep thinking, discovery and enjoyment of learning. All Prep to Grade 6 teachers utilise the Australian Curriculum and Kinder teachers use the Early Years Learning Framework and National Quality Framework to plan; developing rich tasks, which develop knowledge and skills across all facets of the curriculum.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests <http://www.australiancurriculum.edu.au/>. We endeavour to ensure the Australian Curriculum considers the individual needs and interests throughout the school.

At Holy Rosary Catholic School, staff have continued to participate in a range of professional development and planning sessions, with a particular focus on Literacy and working collaboratively in our Professional Learning Communities. Within these Professional Learning Communities, we have maintained a focus on continuously responding to our school data to target student learning and improve learning outcomes, with a particular emphasis on reading.

Our teaching staff are organised into grade based teaching teams and Professional Learning Community (PLC) teams, which consist of two grade levels: Kinder & Prep, Grade 1 & 2, Grade 3 & 4, Grade 5 & 6 and Specialist



Teachers. Each PLC also has a leader to support their planning. These teams meet each week to plan, work on strategic goals or participate in professional development. Teams have been given primary responsibility over developing and implementing the curriculum with the Principal, Deputy Principal and Early Years Coordinator as resources and support for the whole school development of the curriculum.

It is a priority at Holy Rosary Catholic School to ensure that all students have equitable access to the curriculum. Learning Support is an essential area in our school as we cater to students of all capabilities including those with significant learning needs, as well as those who require extension and enrichment. Our Learning Support program is varied incorporating a variety of daily or weekly programs such as MultiLit, MiniLit, MacqLit, phonological awareness groups, extension programs, OT exercises and Speech programs.

In 2022, four of our teachers worked to provide additional interventions to students in literacy. We have a co-teacher in Prep working three days each week. This provides a reduced teacher-to-student ratio, shared expertise among two or more teachers and shared responsibility for instruction and management. This allows for an increased opportunity to differentiate for student needs and greater social integration among students.

We also have three FITeachers (Focussed Intervention Teachers) working across Grades 1 & 2, 3 & 4 and 5 & 6. One aspect of intervention these teachers work on is to deliver MacqLit, an explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension. They have also worked with students from Grade 1 to 6 targeting individualised phonological awareness skills in order to support students reading and spelling. The students who participated in these intervention programs made significant growth in their reading levels.

Our Lifeskills program is dedicated to teaching life skills to some of our students each afternoon. Learning Support is a hub of community support as many families are directly involved in supporting learning. Our Learning Support Coordinator ensures that students who need adjustments made for them to be able to access the curriculum have Individual Learning Plans created. These plans outline how the class teacher and the school can support these students with their learning.

Catering for the needs of our Indigenous students is also a high priority. We have one teacher who ensures that Aboriginal Perspectives permeate through the curriculum. This ensures our heritage is integrated throughout planning wherever possible as well as part of celebrations, assemblies and special events. The students also participate in Culture Club, which is a program through which students learn about their culture. This position also ensures that Aboriginal perspectives are incorporated, as well as a wide range of resource kits available.

Aside from our Learning Support programs, there has been a strong emphasis placed on differentiated planning and planning using data from assessments such as AEDC, PIP's, NAPLAN, PM Benchmarking, Probe and PAT in mind. We



have also made a concerted effort to move away from paper-based learning towards teaching that utilises effective group work, a wide range of resources caters to a variety of learning styles and promotes discovery as a way of learning.

We believe the curriculum at Holy Rosary Catholic School is evolving and improving each year. We continue to set high standards for our students and ourselves and look forward to continuing to promote a love of learning in our school.

Staff are actively involved in professional development programs both in school and outside, which is directly linked with the educational needs of the children and our strategic plan. We have regular staff meetings where individuals have the opportunity to voice concerns and share achievements.

A comprehensive process for staff performance and development continued in 2022. All staff met one-to-one with the Principal to set goals and received informal and formal feedback as well as an opportunity to review features of good practice.

NAPLAN 2022

The students in Years 3 and 5 at Holy Rosary Catholic School all participated in national literacy and numeracy benchmark testing.

Year 3 Reading 95.8% at or above NMS
Year 3 Writing 88% at or above NMS
Year 3 Spelling 91.6% at or above NMS
Year 3 Grammar & Punctuation 91.7% at or above NMS
Year 3 Numeracy 97.8% at or above NMS

Year 5 Reading 98.2% at or above NMS
Year 5 Writing 94.6% at or above NMS
Year 5 Spelling 96.4% at or above NMS
Year 5 Grammar & Punctuation 98.2% at or above NMS
Year 5 Numeracy 100% at or above NMS

Assessment and Reporting:

At Holy Rosary Catholic School, assessment and reporting has been an area of focus and change over the past few years. With the changes in the curriculum, professional development as well as Tasmanian Catholic Education Office initiatives and policies, we have evaluated, updated and enhanced our processes and cycles of assessment and reporting.

For educators, the primary purpose of assessment is to promote learning. Assessment informs teaching and guides the processes of learning. It provides evidence of how learners are progressing according to defined standards throughout a period of learning, as well as achievement at the end of that period. Assessment is a key feature of our planning. At Holy Rosary we begin with the end in mind, using a backwards-planning model. This is simply a term that means deciding upon a learning objective before writing any classroom lesson plans. Once the objectives are clear, planning teams can create a lesson or unit that will guide the students to the learning goal.



How we assess:

In planning teams, our staff from Prep to Grade Six utilise the achievement standards from the Australian Curriculum and select desired outcomes for their students. They then begin to design units, keeping in mind that quality assessment includes both the cognitive and affective domains. Staff take the time to evaluate their assessment experiences, ensuring they are based on the prescribed principles from the Tasmanian Catholic Education Office. These describe how:

- Assessment is Informed
- Assessment is Purposeful
- Assessment is Authentic
- Assessment is Valid and Reliable

The assessment protocols published by the TCEO are the foundation of Holy Rosary Catholic School's planning for assessment and reporting. We have participated in professional development and continue to develop our skills in this area as we utilise the curriculum. Particular emphasis and professional development have been placed on providing open-ended tasks that provide real-life contexts for students to apply their knowledge, skills and understands and provide students with the opportunity to demonstrate the depth of their learning.

At Holy Rosary summative assessment is used to gauge student learning relative to achievement standards. It is used to evaluate a body of work as well as evaluate the effectiveness of the pedagogy to the alignment of the curriculum. The Tasmanian Catholic Education Office has developed an A-E matrix to assist teachers in assessing a body of work.

In our school, we have placed specific importance on using our assessment data to inform planning as well as look at school-wide areas of achievement and development. We plan regular professional development to explore findings, pass on effective tools and discuss results; ensuring staff have a whole school perspective of curriculum and assessment in our school. This data is also used in our transition phase where we pass on results, observations, reports as well as any Individual Learning Plans ready to inform staff for the upcoming year.

Our Kindergarten teachers utilise the Early Years Learning Framework to guide their ongoing planning and assessment.

When we assess:

Formal reporting to parents occurs twice a year as mandated by government regulations. Staff at Holy Rosary currently use outcomes and achievement standards to set performance indicators in our reports. Holy Rosary also provides parents and guardians with three formal opportunities to meet with teachers in regards to achievement and learning, as a goal-setting meeting halfway through the first term as well as after mid and end of year reports. Staff also have an open-door policy throughout the year, where parents are welcome to meet with the teachers to discuss their child's learning and progress. Our reporting process is in a system-wide format based on the Australian Curriculum. In 2019, we used Compass to complete and circulate our mid and end of year reports to parents. This student management system



attaches a student's reports to their file for future access by both the school and parents.

The development of assessment and reporting has been a focus in our school improvement process and annual goals as we continue to enhance our skills and processes in assessment and reporting. This process is evolving as we work together to interpret, implement and reflect on our processes which best suit system expectations as well as our students' learning needs. Staff have undertaken a number of professional learning sessions to look at the new Online Feedback protocols for sharing learning with our families. This will be our least year using the current report and we will move to Summary Reporting next year.

Digital Technology:

At Holy Rosary Catholic School, we understand that the emergence of advanced internet technology, portable access devices and the resulting changes in the ways that students construct knowledge and interact with others, has greatly affected the ICT capabilities our students and teachers will require for the future. We also understand the nature and extent of ICT capabilities, to not be fixed experiences and should be responsive to ongoing technological developments.

Holy Rosary Catholic School embraces the challenges and opportunities for managing the changing models of learning and thriving in the digital age as part of our own and international school communities. We are aware of widely accepted research and new knowledge about how students learn, how students are engaged, the effective implementation of mobile technologies and learning 21st-century skills for the future. The accelerating rate of change due to the learning technologies, availability of one-to-one devices and social media in the school's community has conveyed new challenges with distinctive changes in what students must learn but also how and when they learn.

It is our vision that the learning platform for Holy Rosary Catholic School is a purposefully designed, blended physical and online teaching and learning environment. In this blended model traditional face-to-face teaching remains paramount and the relationship between teacher and learner is central to a student's ICT capability. The teacher will still provide learning priorities that encompass the Australian Curriculum achievement standards as well as The Good News for Living framework by involving students in opportunities to:

- Access, create and communicate information and ideas.
- Solve problems and work collaboratively in all learning areas at school, and in their lives beyond school.
- Learning to make the most of the digital technologies available to them.
- Adapting to new ways of doing things as technologies evolve.
- Act ethically and morally at all times when communicating, producing and consuming online content.
- Limiting the risks to themselves and others in a digital environment.

iPad are mandatory for every child from Years 3 to 6 as part of our tools for learning. Students in Years 2 are provided with a managed school iPad for the school year. Kindergarten, Prep and Grade 1 students have access to shared banks of school iPads. The school also has banks of ChromeBooks to use.



Additional programs have been set up for students in the area of digital technologies. A Code Club for Grades 3 – 6 was established in order for students to learn and enhance a variety of computational thinking skills. Students across the school joined the Hour of Code, a global collaboration of students coding at the same time. The Robotics team were enthusiastic participants in the First Lego League Challenge and were successful in gaining selection to attend the National Robotics Competition in Melbourne in December. The team called 'HR SUNlight Savers' were thrilled to win the 'Rising All Stars' National Award.

Seesaw is being used across our whole school as a learning platform that brings together educators, students, and families to deepen student learning. It provides the opportunity for teachers to design and facilitate powerful learning experiences with various options for students to create, reflect, collaborate, and make their learning visible. This digital portfolio is also shared with families to actively support and celebrate student learning and provide the opportunity for increased parent communication and collaboration.

Student Attendance:

Student attendance is monitored closely with the attendance roll taken each day through Compass School Manager. The office staff then contacts the families of any student where the school has not been informed of an absence. As with all schools in Tasmania, Holy Rosary has a legal requirement to maintain an accurate record of all student attendance. Holy Rosary follows the sequence of steps outlined by the Department of Education.

Summary of Financial Information:

