



Melbourne Archdiocese
Catholic Schools

2025

Annual Report to the School Community



St Robert's
Newtown

St Robert's School

13 Nicholas Street, BAREENA 3220

Principal: Rebecca O'Leary

Web: www.srnewtown.catholic.edu.au

Registration: 1470, E Number: E1156

Principal's Attestation

I, Rebecca O'Leary, attest that St Robert'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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 03 Mar 2026

About this report

St Robert'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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

Yours sincerely,

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St Robert's, inspired by our faith and the example of Jesus, we aim to create a learning environment that honours the past, meets the challenges of today, and instils hope for tomorrow.

We believe in the importance of connections, with ourselves, each other, and our community. Guided by faith, we strive to create a dynamic and inclusive learning environment that prepares students for both the present and the future. Our school is known for its welcoming, family-oriented atmosphere, with parents valuing the dedication and care shown by our teachers each day. The partnership between parents, staff, students, the parish, and the wider community is truly at the heart of our school's spirit.

Each day begins with a commitment to nurturing a culture grounded in Catholic values and open communication, where every member of our community feels valued, respected, and included. We bring our school vision to life through our actions, relationships, and shared responsibility for learning and wellbeing.

This culture is supported by a belief that all students can succeed when learning is carefully designed to build on prior knowledge, foster deep understanding, and encourage meaningful dialogue about progress. At St Robert's, our low-variance curriculum ensures consistency and equity, enabling every student to learn, grow, and thrive.

School Overview

Wominjeka Keembarne

You are welcome here

Tu Sei il benvenuto qui

Wominjeka Keembarne

You are welcome here

Tu sei il benvenuto qui

This statement reflects what our community lives each day at St Robert's Catholic Primary School. When students, families, and staff arrive, they are welcomed, known, and supported. Our welcome, displayed in the language of our First Nations People, English, and Italian, reflects our deep commitment to inclusion, respect, and belonging.

Established over 80 years ago by the Sisters of Mercy and located in Newtown, St Robert's is a faith-filled, connected community where relationships are at the heart of learning. With 14 single-stream classes and 263 students in 2025, we know every child well and are able to provide personalised support while nurturing confidence, wellbeing, and growth.

We are committed to evidence-based teaching and a low-variance curriculum to ensure equity and excellence for all students. Our learning culture is grounded in high expectations, consistency, and a belief that every student can succeed. Guided by Catholic values, we work in partnership with families to support each child's academic, social, and spiritual development.

At St Robert's, inclusion means celebrating diversity, connection means fostering belonging, and purpose means empowering every learner to grow with confidence, compassion, and a strong sense of who they are.

Principal's Report

As Acting Principal throughout 2025, it was both a privilege and a responsibility to continue building on the strong foundations established at St Robert's. Our focus remained clear, to nurture a connected, inclusive, and high-performing learning community where every student was known, valued, and supported to succeed.

Throughout the year, we continued to strengthen our commitment to evidence-based teaching and learning, aligned with the MACS Vision for Instruction and grounded in the Science of Learning. Staff engaged in ongoing professional learning to refine explicit instruction, daily review, and consistent classroom routines. This work ensured a low-variance curriculum and consistent expectations across all year levels, supporting equity and excellence for every learner. It was affirming to see the collective expertise of our staff continue to grow, and the positive impact this had on student confidence, engagement, and progress.

Alongside our focus on learning, student wellbeing and connection remained central. Our Touchstones of Inclusion, Connection, and Purpose guided our daily interactions and decision-making, ensuring students experienced a genuine sense of belonging. Our Year 6 leaders embraced expanded leadership opportunities, modelling our values and supporting younger students through buddy partnerships and community initiatives.

2025 was also a year of strengthening community partnership. Our families continued to play a vital role in the life of our school, and their presence at liturgies, learning events, and community gatherings reflected the strong sense of connection that defines St Robert's. We are deeply grateful for the trust families place in us and the collaborative relationships that support each child's growth and wellbeing.

I would like to sincerely acknowledge our dedicated staff, whose professionalism, care, and commitment created calm, purposeful, and engaging learning environments each day. Their willingness to reflect, grow, and work collaboratively ensured that every student was supported to thrive.

To our students, thank you for the enthusiasm, kindness, and pride you brought to our school community. You demonstrated our values through your learning, your relationships, and your leadership, contributing to the positive and inclusive culture we value so highly.

As I reflected on the year, I felt incredibly grateful to serve such a supportive and connected community. Together, we continued to strengthen a culture where every child could learn, grow, and thrive with confidence, faith, and purpose.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

To use our voices to strengthen our community as one that knows, experiences, and enacts what it is to be Catholic.

Intended Outcomes

- Teachers will confidently use the scope and sequence to build on existing RE units.
- All staff members will continue to speak and act on our shared school values of purpose, inclusion, and connection. All our interactions stem from a foundation of kindness and respect for all community members.
- Teachers will confidently explore RE concepts with their students and create meaningful experiences in prayer, discussion, and action.

Achievements

In 2025, teachers continued to build their knowledge and confidence with our EPIC Religion units. These units are framed in such a way as to narrow our focus in Religious Education on our school values of: CONNECTION, INCLUSION, PURPOSE.

Added to this is the notion of EPIC STORIES to cover the sacred scriptures and other texts that help us learn about and live out our faith. These broad categories formed the acronym EPIC -

Everyone is Purposeful, Inclusive and Connected.

Teachers have worked diligently to develop and produce a comprehensive library of slide decks for most year levels. This ensures that the curriculum is being delivered fully and in line with our pedagogical approach, as well as supporting our focus on low variance.

We have continued to ensure that we regularly gather as a whole school to celebrate masses and liturgies and mark significant occasions. Prayer and participating in the sacraments are essential in developing our Catholic identity, expressing our faith and values, and building our school community.

Several times throughout the school year, our whole school travelled by bus to St Mary's Basilica, and at other times, we gathered at school in our chapel/multi-purpose space or outdoors.

Value Added

Whole School Prayer and Liturgy

As a school, we marked significant days on the Liturgical Calendar and came together as a community for many special occasions where we gathered for prayer and celebration:

Shrove Tuesday

Ash Wednesday

Anzac Day

Lourdes Feast Day

Holy Week

Mercy Feast Day

MacKillop Feast Day

Carmel Feast Day

St Robert's Feast Day

Mother's Day

Father's Day

Season of Creation

Advent

Christmas

We continued with the two new additions to our religious/community calendar which have now become fixtures. These were Grandparents Day and Prayers in Pyjamas. Both these events highlighted the crucial role of families in nurturing faith and traditions.

Grandparents Day was marked in July - the Feast Day of St Anne and St Joachim - the parents of Mary and hence the grandparents of Jesus.

Prayers in Pyjamas happened in September - in the first month of Spring. This became our focus as we celebrated the Season of Creation

Sacramental Program

We successfully ran a reverent and meaningful sacramental program. Parents completed the enrolment process and, with the school's support, helped prepare their children to receive the sacraments of Confirmation, Eucharist, and Penance (Reconciliation).

The sacramental ceremonies were deeply reverent, prayerful, and meaningful.

As part of their preparation, Grades Three, Four, and Six students participated in Sacramental Retreat and Workshop Days. Grade Six students studied saints and people of faith to prepare for Confirmation and had the opportunity to visit St. Mary's Basilica to meet with Bishop Martin Ashe.

Our sacramental banners—one for each sacrament—are proudly displayed in our hallway. Before celebrating their sacrament, each student places their name badge on the banner, reminding staff and students to keep them in their prayers throughout their preparation.

Prayer Tables

Our prayer tables and the accompanying set of four prayer cloths - (one for each liturgical colour: purple, green, white, and red) have become central to our daily class prayers.

Every classroom prayer table includes coloured cloths, electronic candles, a cross, a Bible, an Advent wreath, and other meaningful symbols or items chosen by the class and teacher.

Each class used the resource Children's Daily Prayer Under the Southern Cross to support daily prayer. This resource provided daily readings from the Church's lectionary, simple reflections, discussion prompts, and prayer suggestions. Through this, our school could follow and celebrate the Church's seasons and the liturgical calendar.

Faith in Action

Project Compassion allowed students to reflect on their place in the global community and recognise their immense privilege. They embraced this initiative wholeheartedly, generously donating money and goods to the Parish Pantry.

The Grade Five teachers and students embraced this in a big way by organising and running a “Mission Stall Day”. Students were tasked with creating their own stall and finding ways to raise funds for important causes.

Throughout the year, there were various other initiatives to raise funds for those in need, demonstrating compassion and a strong commitment to social justice.

Jubilee

The notion of pilgrimage became central to the work done in classrooms in RE. There was a focus on the understanding that faith is indeed a journey. In reflection of this, our staff undertook two pilgrimages. The first was a walk to St Mary’s Basilica here in Geelong where we took a guided tour of the building with the very knowledgeable Joan West. She shared many stories about the history of not only the building but the faith community that worked to establish and now sustain it. We also undertook a pilgrimage to Melbourne and walked in the footsteps of St Mary of the Cross McKillop. Through presentations and visits to places of importance we came to a deeper appreciation of her story and legacy.

Learning and Teaching

Goals & Intended Outcomes

English Goals

- To improve student achievement in writing in Years 3 to 6.

English Intended Outcomes

- By the end of the year, Years 2, 4 and 6 will achieve an average scaled score above the 'All Schools' average scaled score in Comparative Judgement.

Mathematics Goals

To improve student achievement in Mathematics, focusing on procedural fluency by the end of Year 4.

Mathematics Intended Outcomes

- By the end of the year, our Year 4 students' Pat-M for data for low-attaining students will be at or above the 25th percentile of the norm.

Achievements

English Achievements:

Throughout the 2025 school year, the main English focus was to improve student outcomes in writing across Years 3–6.

Key achievements included:

Data Analysis to Inform Instruction

An audit of the 2024 NAPLAN writing results identified text structure, punctuation and cohesion as key areas for improvement. Comparative Writing results were also analysed to further refine the areas requiring targeted instruction. The analysis of both assessment sources highlighted the need for a stronger focus on editing and revising, in order to further develop student growth in punctuation, cohesion and text structure.

Implementation of English Daily Review

Consistent English Daily Review slides were developed and implemented across Years 3–6. These reviews focused on the explicit teaching and revision of morphology, syntax,

punctuation, spelling and vocabulary, providing daily opportunities for retrieval practice and skill consolidation.

Teachwell Coaching Cycles

Teachwell coaching cycles were implemented to support teachers in refining the delivery of English Daily Reviews. These cycles included observations and feedback focused on engagement norms, enabling teachers to receive immediate, actionable feedback on their strengths and areas for improvement.

Whole-Staff Professional Learning in Writing Instruction

A full day of professional learning was delivered focusing on:

- Evidence-based pedagogies and models for writing instruction
- A Writing Revolution refresher
- The role of writing within a content-rich curriculum
- Strategies to strengthen explicit writing instruction

Targeted Coaching and Teacher Support

Coaching support was provided for graduates and new teachers to build their background knowledge of writing instruction and strengthen classroom practice. This included support with the implementation of the Story Champs writing program and explicit sentence-level writing instruction.

Spelling Mastery Data Systems

Consistent Spelling Mastery tracking spreadsheets were developed for Years 2-6. These tools enabled teachers to identify gaps, inform responsive Daily Review instruction and plan re-teaching where required. The data also supported the identification of whole school spelling trends, informing future directions for the Spelling Mastery program.

Ongoing Coaching and Collaborative Learning

Teachwell coaching sessions were conducted across the school year to support continuous improvement in instructional practice.

Professional learning within PLT meetings also focused on unpacking and analysing writing samples and incorporating AI-supported feedback processes in Years 4 and 6 to strengthen student revision and editing.

Mathematics Achievements:

In 2024, it was identified that improving multiplication fact fluency in Year 4 was essential to reduce cognitive load for students entering Year 5, where mathematical learning increasingly relies on multiplicative thinking. In response, a structured fact fluency program was implemented in 2025. Students engaged in explicit strategy instruction, followed by regular practice using Times Tables Rockstars for 5–10 minutes, four days a week, alongside weekly quizzes to monitor progress in multiplication and division. By the end of the year, over 90% of students achieved fluency in their times tables.

Introduction of Daily Review Tracker

To strengthen consistency and effectiveness in mathematics instruction, a Daily Review Tracker was introduced alongside Ochre Mathematics lessons. This ensured retrieval practice was systematic and consistent, with key concepts revisited at spaced intervals throughout the year. This approach supported long-term knowledge retention and contributed to improved PAT-M results at the end of 2025.

Procedural Fluency as part of Daily Review

As students' fact fluency developed, procedural fluency activities were incorporated into daily review sessions. These tasks, tailored to each year level, included a range of operations and were completed under time constraints. Over time, students demonstrated increased speed and accuracy. These approaches support flexible problem-solving, reduce cognitive load, and enable students to focus on higher-order thinking.

Targeted Coaching, Teacher Support and Professional learning

Targeted coaching and support were also provided to teachers, particularly those new to the school. This included guidance in lesson preparation, identifying common misconceptions, and implementing responsive teaching practices. Lessons were modelled to ensure fidelity to instructional timeframes and structure, and assessment data were regularly analysed to ensure teaching was appropriately targeted.

Professional learning within PLT meetings further strengthened teacher capacity, with a focus on data analysis and targeted instruction. Teachers engaged in unpacking assessments such as Acadience (procedural fluency) and PAT-M, and used this data to inform teaching and support improved student confidence and achievement in mathematics.

Student Learning Outcomes

English Student Learning Outcomes

Comparative Judgement (CJ) writing data further supports the strong outcomes observed across the school. In 2025, St Robert's exceeded the average of all schools in Years 2 and 4, with scale scores of 510 (compared to 498) and 578 (compared to 574) respectively, achieving the school's goal in these year levels. These results reflect the positive impact of consistent writing practices and moderation processes in the early and middle years. In Year 6, the school achieved a scale score of 555, slightly below the all-schools average of 580, indicating a need for continued focus on writing development in the upper years. This data highlights both areas of strength and clear direction for targeted improvement moving forward.

In 2025, St Robert's students demonstrated strong achievement and growth across all areas of English. NAPLAN results indicated that the school performed above the state average in every domain and across both Year 3 and Year 5, with particularly strong results in Grammar & Punctuation and Reading. A high proportion of students achieved proficiency, with many cohorts significantly exceeding state benchmarks, reflecting the effectiveness of targeted teaching and consistent support across the school.

In Grammar & Punctuation, students achieved some of the strongest outcomes. In Year 3, 82.1% of students met the proficient standard, while Year 5 reached an impressive 95.3%, both well above state averages. Reading results were also very positive, with 84.6% of Year 3 students and 93.1% of Year 5 students achieving proficiency. These results highlight strong comprehension skills and the impact of structured literacy practices across the school.

Writing outcomes showed continued improvement, particularly in NAPLAN, with 89.7% of Year 3 students and 93.2% of Year 5 students achieving proficiency. Comparative Judgement data further supported this growth, with Years 2 and 4 exceeding the average of all schools, demonstrating that the school's writing focus is having a positive impact in the early and middle years. Year 6 results, while slightly below the comparative benchmark, indicate a need for continued focus on writing development in the upper years.

Spelling and Numeracy also reflected solid achievement. In Spelling, the majority of students met proficiency, though results were comparatively lower than other English domains, particularly in Year 5, highlighting an area for continued development. Overall, the data shows consistent student growth, with most students performing at or above expected levels and many exceeding state benchmarks.

Overall, these results reflect the strength of St Robert's English program in building foundational literacy skills, supporting student growth, and achieving strong outcomes across reading, writing and language conventions. A continued focus on writing in the upper years and spelling development will support further improvement in 2026.

Mathematics Student Learning Outcomes

In 2025, St Robert's students continued to demonstrate strong achievement and growth in Mathematics. Results from the Progressive Achievement Tests in Mathematics (PAT-M) showed that no students were performing below the 25th percentile across year levels. In addition, the number of students performing at the 25th percentile decreased compared with 2024, with many students moving into higher achievement bands—particularly in Years 4, 5 and 6.

Results from Acadience Math Computation, a universal screening tool that measures students' computational fluency in addition, subtraction, multiplication and division, also showed strong progress. Throughout the year, many students moved from "Below" or "Well Below" at the beginning of the year to "At" or "Above" by the end of the year. Years 2 and 4 demonstrated the strongest growth, with Year 4 almost eliminating the "Well Below" category. Years 1 and 5 maintained consistently high percentages of students performing "Above" benchmark, indicating strong foundational fluency. Year 3 showed solid improvement, although a small group of students remained below benchmark, which will be a focus for targeted support in 2026.

The school also achieved excellent results in NAPLAN numeracy. In Year 3, 86.6% of students achieved "Strong" or "Exceeding" proficiency, well above the state average of 63.5%, and no students required additional support. Year 5 students also performed strongly, with 82% achieving "Strong" or "Exceeding," exceeding the state average of 69.8%. Growth between Year 3 and Year 5 was also very positive, with 88.6% of students demonstrating medium or high growth, above the state benchmark.

Overall, these results highlight the success of the school's mathematics teaching approaches in building strong number understanding, procedural fluency, and continued student growth.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	460	82%	449	75%
	Year 5	535	95%	521	88%
Numeracy	Year 3	435	82%	434	81%
	Year 5	530	87%	514	78%
Reading	Year 3	442	85%	433	83%
	Year 5	519	93%	506	85%
Spelling	Year 3	444	79%	430	74%
	Year 5	502	79%	490	79%
Writing	Year 3	443	90%	442	95%
	Year 5	516	93%	498	83%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

To embed impactful teaching practices to maximise academic and behavioural outcomes for all.

Intended Outcomes

- Continue to build a culture of consistent routines and behaviour management strategies.
- Embed school routines and expectations by introducing a School Wide Positive Behaviour Support matrix.
- Build a community culture where all feel welcome and heard.

Achievements

In 2025, St Robert's continued to strengthen its whole-school approach to wellbeing, with a clear focus on building a safe, inclusive and connected learning environment for all students.

The year began with the introduction of our School-Wide Positive Behaviour Support Matrix, grounded in our core values: Move and Act Safely, Be a Learner and Let Others Learn, and Include Others. Students were explicitly taught what these values look like across different settings, supporting a proactive approach that focuses on teaching and reinforcing positive behaviours rather than responding to misbehaviour.

To further support connection and engagement, lunchtime clubs were expanded to cater for a wide range of student interests. Offerings such as Drawing, Lego, Creation Station, Board Games & Cards, Kelly Dance and Minecraft were highly popular across all year levels. These clubs provided structured, safe spaces where students could build relationships, develop interests and feel a strong sense of belonging within the school community.

Our Resilience Program entered its second year, with all teaching staff delivering the program as a consistent, whole-school approach to wellbeing. Students explored key concepts of Gratitude, Empathy and Mindfulness (GEM), developing practical, evidence-based strategies to support their mental health and wellbeing in everyday life.

This work was further strengthened through our third year of the Mental Health in Primary Schools Program. Throughout 2025, we continued to build staff capability and refine our whole-school approach, with a strong emphasis on calm, structured learning environments

that support student readiness to learn. We also strengthened our referral pathways to ensure timely and targeted support for students requiring additional intervention.

Student voice and wellbeing data remained a key priority. Ei Pulse continued to be an important tool for students in Years 4–6, providing weekly check-ins and opportunities for students to request support from staff or leadership. This data provided valuable insights into students' sense of safety, belonging, engagement and overall wellbeing. In addition, the PAT Wellbeing Survey (Years 3–6) and the Resilient Youth Survey were used to further understand student needs and inform future planning.

Child safety remained central to all school practices in 2025. The Child Safety Standards were embedded across all relevant policies and procedures, supported by our Child Safety Team. Rigorous processes continued, including child safety-focused reference checks, comprehensive staff induction, and annual Code of Conduct requirements for all staff and allied health professionals. Volunteers were also required to hold a valid Working With Children Check and sign the St Robert's Code of Conduct. Visitor sign-in processes remained in place to ensure ongoing safety and accountability across the school.

Value Added

Students participated in various enriching activities throughout the year that enhanced their learning, well-being, and sense of community. These included:

Religious and Cultural Events

Shrove Tuesday activities

Feast Days

Sacramental Program (Reconciliation, Eucharist, and Confirmation)

Sports and Physical Activities

Interschool Sports

Whole-school athletics events, including Athletics Day and Cross Country

Swimming Program (F-4), Year 5 Canoeing, and Year 6 Surfing

Tabloid Sports Day

School excursions (Foundation – Year 6)

Year 6 Camp – Kangarooobie

Year 5 Camp – Sovereign Hill

Year 6 Sport Leader excursion to GMHBA Sport Museum to celebrate their 1st Birthday.

Academic and Well-being Programs

School Concert

Book Week Parade & Book Fair

Brain breaks and mindfulness activities

Community Days, including Silly Sock Day, 100 Days of Foundation and Italian Day

Fundraising

Year 5 & 6 Puberty Program

KIDS Roar Personal Safety Incursion (F-2)

Victorian Police Cyber Safety Sessions

Year 6 Aviation Project

Year 5 Rocketry Project

These initiatives gave students valuable opportunities to grow academically, socially, and emotionally while fostering a strong sense of school spirit and community.

In 2025, a highlight of our student community was the Social Justice Market Day, led by our Year 5 students. As part of their Religious Education program, students developed an understanding of those in our community who are less fortunate and worked collaboratively to plan, prepare and run a range of stalls. Funds raised supported initiatives close to our hearts, including Wombat's Wish, Our Village and our parish partner school, St Mary Immaculate Viqueque. This event coincided with our Giving Month, during which families also generously donated to our local Parish Pantry, further strengthening our commitment to service and social justice.

Throughout the year our community's extracurricular activities fostered a strong sense of belonging and strengthened our bond with families, making them a standout highlight of the year. These events provided meaningful opportunities for connection and engagement:

Meet and Greet Conversations

Parent-Teacher Interviews

Fish and Chip Night

Mother's and Father's Day Breakfasts

Grandparents Day

Prayers in Pajamas

Foundation Information Night and Wine & Cheese Evening

Student Satisfaction

The 2025 MACISS data revealed significant improvements across many key areas, reflecting positive growth in student experiences and perceptions. Rigorous expectations showed notable improvement, indicating that students increasingly perceive high standards for learning and achievement across the school. There was also a positive shift in school climate, suggesting that students experience the school environment as more supportive, inclusive, and conducive to learning. Improvements in teacher–student relationships highlight stronger connections between staff and students, with increased trust, respect, and support evident in daily interactions.

A stronger sense of school belonging was also evident in the data, demonstrating that more students feel accepted, valued, and connected within the school community. Positive gains in student safety indicate that students feel increasingly secure and protected while at school. Similarly, improvements in student voice suggest that students feel they have greater opportunities to express their views and contribute to decisions that affect their learning and wellbeing. Finally, the growth in enabling safety reflects improved confidence in the school's processes, supports, and culture that empower students to seek help and report concerns when needed.

Student Attendance

At St Robert's, student attendance rolls are taken each morning at the beginning of the school day, at 9:00am and again at 2:00 pm. Our office staff updated students who are late or leave throughout the day as present or absent.

If a student is unwell and cannot attend school, Parents must contact the school by 9 am on the day of absence. The phone lines are now set up to accommodate reporting student absences. When telephoning the school office, families are requested to Press 1, and leave a message with their child's full name, class and reason for their absence.

If a student is going to be absent from school for external appointments, family holidays, or

is arriving late, parents are asked to notify the school and, where possible, in advance.

Parents can also report these absences by emailing attendance@srnewtown.catholic.edu.au or via a link on our Skool Loop App.

The school office follows up on any unexplained absences of a student by contacting the parent/guardian of the student.

Attendance improvement strategies, interventions and levels of adjustment are implemented where absence is having a significant impact on a student's educational achievement and development, including an Attendance Student Support Group, Personalised Learning Plan, Student Absence Learning Plan and Return to School Plan.

The School Attendance Guidelines apply to all registered schools in Victoria and outline procedures for schools to record, monitor and follow up on student attendance to meet the requirements of the relevant act and regulations.

Average Student Attendance Rate by Year Level	
Y01	92.61
Y02	91.88
Y03	93.4
Y04	92.47
Y05	90.25
Y06	89.96
Overall average attendance	91.76

Leadership

Goals & Intended Outcomes

Goal

To build and sustain a professional culture defined by collective purpose, collaborative teamwork, and a commitment to continuous improvement.

Intended Outcomes

- That school-wide expectations are clear, consistent and support both staff and student success.
- That leaders promote a culture of continuous improvement through regular reflection, evaluation, and refinement of practice.
- That staff understand the concept of continuous improvement and, therefore, act on feedback.

Achievements

Professional learning at St Robert's remained a key priority, directly aligned with our Annual Action Plan (AAP) and School Improvement Plan (SIP). Ongoing professional development played an essential role in strengthening school performance and building staff confidence, expertise, and consistency in practice. This commitment reflected our belief that investing in staff learning is fundamental to improving outcomes for all students.

In alignment with the Melbourne Declaration on Educational Goals for Young Australians, St Robert's recognised professional learning as essential in promoting equity and excellence. Our work supported the development of students as successful learners, confident and creative individuals, and active, informed citizens. Through strengthening instructional practice and fostering a shared understanding of effective teaching, we ensured that all students were supported to learn, grow, and thrive.

To support this work, regular Professional Learning Team (PLT) meetings were embedded within the school structure. These sessions provided dedicated time for staff to collaboratively strengthen teaching practices across Religion, English, Mathematics, Wellbeing, and Technology. Led by school leaders, PLTs enabled staff to deepen their curriculum knowledge, refine instructional strategies, and ensure consistent, evidence-based practices were implemented across all classrooms.

School leaders also engaged in professional learning through MACS network days, working alongside colleagues and experts across the region. These opportunities strengthened leadership capability and informed the ongoing development of teaching and learning at St Robert's, supporting leaders to guide staff and promote a culture of continuous improvement within the school.

In Term 4, Melbourne Archdiocese Catholic Schools launched the Vision for Engagement to complement the existing Vision for Instruction. St Robert's was well positioned to embrace this work, having established consistent engagement routines over many years. The success of these practices was evident in the calm, structured, and purposeful learning environments across classrooms, as well as the positive and respectful culture observed throughout the school yard.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2025	
<p>List Professional Learning undertaken in 2025</p> <ul style="list-style-type: none"> • Professional learning and review of Morning Circle practices • Staff Pilgrimage to Mary MacKillop Centre • Continued involvement in the MHiPS program • Year 2 and 3 Teachers facilitated a Pilot Reporting Program • Little Learners Professional learning opportunities for staff in Year 1 and 2 • Ongoing professional learning strengthened staff capacity to analyse data, with a specific focus on identifying year-level priorities and supporting students at risk. • Staff continued to strengthen their knowledge and practice of school-wide engagement norms and routines through the rehearsal of scripts, supported by the school's Leadership Team. • Staff completed the Mandatory Reporting modules online in May, fulfilling a key Child Safe requirement. • Regular Policy Review to ensure familiarity and confidence enacting. • Level 2 and 3 First Aid Training, which included a dedicated session on Anaphylaxis. • Two mandatory Anaphylaxis briefings. • Two staff completed Auto Injector Training. • Principal and Deputy attended the Geelong network, focusing on professional development and strengthening relationships within the community. • LSO school-based Professional Learning on supporting Neuro-Divergent Students, Trauma Informed Teaching\ • Sacramental and Advent Faith development sessions\ • Respect@Work Briefing led by Principal 	
Number of teachers who participated in PL in 2025	24
Average expenditure per teacher for PL	\$386.00

Teacher Satisfaction

The following results are drawn from the Melbourne Archdiocese Catholic Schools Improvement Survey (MACSSIS), conducted in August 2025. MACSSIS is an online survey that gathers staff perspectives on various aspects of school life, providing valuable insights into school culture, professional practice, leadership, and overall organisational effectiveness.

With approximately 39 staff members,

89% of staff felt that collegial team relationships within the school are strong.

87% of staff reported that the school has a positive climate, with this result reflecting steady improvement over the past three years.

97% of staff felt that we are working towards a shared goal at St Robert's, with a strong sense of collective efficacy across the team.

94% of staff reported having strong relationships with school leaders, and 84% felt they receive the support needed to achieve both their personal and school goals.

Teacher Qualifications	
Doctorate	0
Masters	3
Graduate	2
Graduate Certificate	1
Bachelor Degree	15
Advanced Diploma	4
No Qualifications Listed	10

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	33
Teaching Staff (FTE)	27
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	11.11
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal

To create increased opportunities for family engagement and promote events utilising refined communication strategies.

Intended Outcomes

- Embed family engagement opportunities throughout the school year to promote home-school partnerships and strengthen our school culture.
- Ensure school-wide events and important dates are shared effectively with families via communication platforms.

Achievements

In 2024, our communication processes continued to be refined to support families in accessing school information and communicating with staff members as efficiently and effectively as possible.

- The Skool Loop App was implemented across the school community. This change was made to streamline family communications and enable one access point for upcoming events and school information.
- The St Robert's Communication Plan was finalised, shared with the community and uploaded to the school website for parent viewing. This public-facing flowchart conveys the process of communicating with school and office staff. It includes the definition of 'voice' to ensure a respectful and constructive approach to all communication requirements
- "5 minutes with..." teacher profiles were added to the fortnightly newsletter to share insights of staff members with families.
- Teacher profiles were added to the school website, enabling families to access positions and contact details for staff members.

Parent Satisfaction

In 2025, St Robert's continued to prioritise opportunities for families to be present onsite and engaged in school life, recognising the importance of connection between home and school. MACSSIS data indicated an improvement in family connection; however, this remains an ongoing focus for our community.

The school was lead by Acting Principal and Deputy Principal, Rebecca O'Leary and Chloe Painter, who refined our Foundation information and discovery sessions, with a stronger focus on academic learning, faith development and wellbeing supports. Following the enrolment process, feedback gathered through school-based surveys reflected high levels of satisfaction from families. Families spoke positively about the clarity of the process, the welcoming environment, and the strong sense of community experienced at St Robert's.

Throughout the year, families were invited to engage in a range of school events, including:

Foundation Playground Session

Fish and Chip Family Picnic

Mother's Day Muffin Morning

Father's Day Breakfast

Prayers in Pyjamas

Grandparents Day

Book Week Parade

Year 6 Tabloid Sports Day

Whole-School Athletics Day

Sacramental Celebrations

Year 6 Aviation Morning

Year 6 Graduation Dinner

We remain committed to strengthening family partnerships and continuing to build a culture of connection and belonging within our school community.

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.srnewtown.catholic.edu.au