



Melbourne Archdiocese
Catholic Schools

2024

Annual Report to the School Community



St Robert's
Newtown

St Robert's School

13 Nicholas Street, BAREENA 3220

Principal: Sarah Kelly

Web: www.srnewtown.catholic.edu.au

Registration: 1470, E Number: E1156

Principal's Attestation

I, Sarah Kelly, 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 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 21 Mar 2025

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

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

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—whether with ourselves, each other, or our community. Guided by faith, we work to create a dynamic and inclusive learning community that prepares students for both the present and the future. Our school is known for its welcoming, family-oriented atmosphere, with parents appreciating our teachers' dedication and hard work. The partnership between parents, teachers, students, the parish, and the wider community is truly at the heart of our school's spirit.

Each day begins with a commitment to cultivating a culture of open communication and Catholic values, where everyone feels valued and included. We strive to bring our school vision to life in everything we do within the school and the broader community.

This culture is grounded in the belief that we can design learning experiences that foster deep understanding, encourage meaningful dialogue about progress, build on students' prior knowledge, and regularly assess their understanding to ensure all students feel empowered and successful. At St Robert's, we have a low-variance curriculum where all students can learn and thrive

School Overview

Wominjeka Keembarne

You are welcome here

Tu Sei il benvenuto qui

Our welcoming statement encompasses what our community sets out to enact every day. When arriving at St Robert's, staff, students and families are welcomed and supported.

Our welcome is first written in the language of our First Nations People, then in English, and finally, in the language our staff and students learn in the classroom, Italian. This welcome can be seen as you pass through our entrance and exemplifies our inclusivity.

St Robert's Primary School was established 82 years ago by the Sisters of Mercy and is located in Newtown, a small affluent suburb close to the Barwon River. As a community, we enjoy interacting and coming together to celebrate sacraments, learning, sporting accomplishments, and special events in our curriculum calendar, such as Bookweek, Grandparents Morning, Whole School Picnic and Prayers in Pyjamas.

In 2024, our school community comprised 11 single-stream classes and 294 students. We are committed to implementing research-based methodologies in both learning and teaching, tailored to meet the diverse needs of our students. Our foremost objective is to ensure low variance in curriculum and behaviour expectations, promoting equitable learning experiences for all.

In our community, we promote open communication between home and school. We believe that when families collaborate with the school, it fosters a shared understanding of each child's academic, social, spiritual, and emotional development. As a Catholic school, we strive to instil the teachings of Jesus found in the Gospels and demonstrate how these values can be lived out today within our community.

We aim to include, connect, and act purposefully through daily interactions and teachings.

Principal's Report

2024 was a year of significant progress, achievement, and consistency across the school environment as we reinforced positive routines and clear expectations that supported student growth and community spirit.

At the start of 2024, MACS launched the Vision for Instruction across all Catholic Schools within the Western Region. This was an incredibly pleasing and timely announcement for St Robert's, in knowing and understanding that here at St Robert's, we have been on the Science of Learning journey for the past 5 years. Whilst new to many schools across the region, this instructional approach is already embedded within our classroom learning environments from Foundation to Year 6. It was terrific that across the school closure days in 2024, all school staff could deepen their understanding of explicit instruction and school-wide routines through the professional development implemented by Classroom Mastery and the Knowledge Society. These sessions affirmed that the robust evidenced-based instructional approaches across our school environment are leading the way for all schools across the diocese.

Additionally, it was an honour that the MACS Regional Manager, Juliette Cox, requested St Robert's to participate in the filming of exemplar activities for Daily Review. We thank the staff that volunteered to be filmed. These bright spot videos are now available on our school website.

Many outstanding school-wide initiatives occurred within the Wellbeing Sphere, supporting our student's social and emotional learning across the curriculum. St Robert's partnered with the Resilience Project to embed lessons within the class space focusing on Gratitude, Empathy and Mindfulness for the first time. The Stand Up Project enabled the modelling of positive school-wide behaviours through our Year 6's leading desired expectations both within the classroom spaces and in the yard.

We were thrilled to continue some traditions this year, reintroducing several whole-school events that brought our community together. One of the highlights was Prayers in Pyjamas, a special event for our Foundation to Year 2 students. It allowed our youngest learners to come onsite during after-school hours in their pyjamas for prayer in a cozy, relaxed atmosphere. We also celebrated Grandparents Day, a fantastic success with an impressive turnout from our students' grandparents. The event was warm and joyful as our staff shared scones and morning tea with our guests, receiving tremendous praise for creating such a welcoming

environment. These moments of connection strengthened our school community's bond and set a positive tone for the year ahead.

Across Years 5 & 6, we adjusted our programming for Water Safety Awareness, taking students outside on more adventurous day excursions. Our Year 5 students enthusiastically participated in kayaking at Anglesea, and our Year 6 students participated in surfing at Torquay. It was pleasing to see our senior students' high engagement levels and the commendable manner in which they represented our school. The success of these opportunities will cement this new structure for future years.

We introduced a new leadership structure for our Senior Sixes to increase opportunities alongside our School Captains and House Captains. These positions included leaders in Technology, Arts, Languages, Sustainability and Wellbeing Leaders. This structure increased the opportunities for our Year 6 students to showcase their ability to be role models and support students and staff across various school activities.

To begin the 2025 school year, we farewelled Sarah Kelly as she moved into an excellent opportunity at MACS Head Office. Sarah served as principal for 5 years at St Robert's and led our school community through periods of great challenge and change. Sarah's leadership throughout the global pandemic and her continued dedication and drive towards embedding the Science of Learning and evidence-based practice into our classrooms leave a remarkable legacy to the staff and students of our school community.

As we look forward to an incredible 2025, I thank the St Robert's school community for supporting their child's learning. We are fortunate to have outstanding staff and initiatives here at St Robert's, and we look forward to the year ahead.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

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. When creating any necessary new ones, teachers will follow the EDI approach.
- All staff members will 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 delve into RE concepts with their students. From that, they will create meaningful experiences in prayer, discussion, and action.

Achievements

In 2024, teachers worked with our new EPIC Religion units. These units were not substantially changed from previous years but were reframed in the context of our school values: CONNECTION, INCLUSION, PURPOSE.

We added 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.

Each grade continued working from their grade-specific overview, which served as the basis for all planning and outlined the unit guide, achievement standards, content descriptors, resources and links to Catholic Social teaching. We continued to build on and add to the template slide deck, which was prepared in 2023 and shared with teachers. This ensured that:

- all necessary aspects of the unit (including assessment) were covered;
- our RE units fit perfectly with our school values
- the Pedagogy of Encounter process was followed;
- a low variance approach was enacted;
- an EDI approach in Religious Education was utilised when necessary.

Over the past year, 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

There were two new additions to our religious/community calendar this year. 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 on Friday, 26th of July - the Feast Day of St Anne and St Joachim - the parents of Mary and hence the grandparents of Jesus. It was joyous to see and celebrate the unique bonds between children and their grandparents and to welcome these special people into the school.

Prayers in Pyjamas happened on September the 9th - in the first month of Spring. This became our focus as we celebrated the Season of Creation and how we see God's love for

us through the world. Given that students from Years 3 - 6 participate in Sacramental preparation, this event allows for a focus on our junior students (Foundation, Year 1 and 2).

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).

We hosted an engaging and well-attended parent information evening with Fr. Elio Capra. 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 Ashworth.

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

Each class now has a new prayer table and a set of four prayer cloths—one for each liturgical colour: purple, green, white, and red. These cloths feature symbols corresponding to the liturgical seasons, including our St. Robert's logo.

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.

Iconography

St Robert, our patron saint, was born in the year 1100, and as such, it has been challenging to source any relevant images of him. This year, we contacted a school in the UK very close to where the abbey at Newminster stood. They had commissioned an icon of the saint, and we have been very fortunate to acquire three large copies of it, which are now hanging in our

school. Classes all made time to view a Google presentation that showed the image, including information about what the different elements of the icon tell us about the life of St Robert and his enduring impact. It also gave the students further facts about St Robert and his devotion to God and his community.

As a school, we published a document to be shared with families that explained the addition of Icons, clothes and religious artworks purchased for our school and classrooms. New crosses were also purchased for classrooms aligning with Sacraments, and Bible Stories were told throughout the Curriculum, e.g., The Good Shepherd.

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.

Throughout the year, students collaborated on various initiatives to raise funds for those in need, demonstrating compassion and a strong commitment to social justice.

Jubilee

In preparation for the Year of Jubilee, all classes viewed a video that provided information about the historical facts and significance of the Jubilee in Jewish and Christian traditions. We gathered for a Q and A session, and all students walked through our facsimile of the Holy Door at St Peter's. They also viewed images of the other Holy Doors in Rome and learned when the Pope would open them to mark the start of the Jubilee Year.

Learning and Teaching

Goals & Intended Outcomes

Goals

- To embed an ambitious and rigorous curriculum that enriches all learners.

Intended Outcomes

- We will see our staff have the confidence to create effective learning experiences, extending students' potential.
- We will see our students are challenged, engaged, and active participants in their learning.
- We will see our staff understand the concept of continuous improvement and, therefore, act on feedback.
- We will see our students challenged, engaged, and active participants in their learning.

Achievements

English Achievements:

In 2024, St. Robert's School continued to review, monitor, and embed the F-6 Knowledge Rich Curriculum and Book Studies. Novel studies such as Matilda, Warhorse, and Number the Stars were added to the curriculum map to ensure a variety of reading depth and challenges across the curriculum.

The English leader and the Year 2 and 3 teachers reviewed the morphograph scope and sequence, informed by the COST spelling assessment. The morphograph teaching scope and sequence in Years 2 and 3 were aligned with the Spelling Mastery program. Students received repeated exposures to taught morphographs, and the focus morphographs were included in the daily review slides for retrieval practice. The English Leader attended the English Teachwell 5-day leadership professional learning and supported teachers in the Daily review structure.

Professional learning related to the English Daily Review occurred in PLT meetings, and all teachers began planning Daily Review components that included reciting, recalling and applying applications of the English curriculum areas. Teachers created slideshows, and the English Leader supported teams during planning sessions to embed this process daily.

All class teachers implemented progress monitoring using the DIBELS assessment screeners to analyse data and identify students who required Tier 2 and 3 intervention and progress monitoring. Classroom teacher's progress monitored students identified as needing strategic (yellow) and intensive (red) support. The intervention specialist used the DIBELS progress monitoring to inform Tier 3 instruction and specific target areas to focus on.

Teachers underwent extensive professional learning in English by attending the Teachwell and the Flourishing Learners professional learning programs. A coaching model was implemented throughout the year, during which teachers were observed and coached by the leadership and Teachwell coaching teams. The Steplab coaching model was also implemented. All classroom teachers observed teacher practice through drop-in sessions. This created professional discussions around effective evidence-based instruction. Selected teachers worked with school instructional coaches on specific goals: Secure attention, optimise communication, drive thought, gather and drive feedback or ensure consolidation.

Mathematics Achievements:

In 2024, St. Robert's saw remarkable improvements in mathematics learning outcomes, thanks to the dedication of our teachers and the implementation of innovative teaching practices. Teachers in F-2 were part of 'Teach for Impact in Mathematics series (TIMS). A partnership with MACS, Teach Well and Ochre Education. This research-based program assisted teachers in building high-impact instruction in mathematics and creating success for all students. Using designed Ochre Education lessons, daily reviews, and Teach Wells coaching feedback allows teachers to set improvement goals at different stages of the lesson instruction.

Fact fluency in addition, subtraction, multiplication, and division has been a central focus for Years 1-6. Using engaging tools like Ninja Maths, Numbots, and Times Tables Rock Stars, students have honed their ability to recall math facts quickly and accurately. Fact fluency alleviates cognitive overload during problem-solving, enabling students to focus on complex calculations and reasoning tasks. In the Foundation year, the focus has been on subitising, counting, and identifying numbers up to 100, setting the stage for early numeracy success.

A universal screening assessment, Acadience, was trialled across the school. Acadience is a research-based screening tool in mathematics that identifies early numeracy, computation, and problem-solving skills for F-6. Crucial data emerged from this assessment across all year levels. It was evident that although some of our students were fact-fluent, they were not necessarily fluent in their computational skills. Timed computation slides were added to

each year level's Daily Review in all four processes. By the end of 2024, we saw significant improvements in speed and accuracy across the school, with >80% of students obtaining at or above the expected benchmark.

Teachers in Years 3 and 5 trialled Elementary Maths Mastery. This is a scripted program that includes all strands in mathematics. Teachers read 15-20 questions aloud to each student while they worked and recorded their answers in their books. The program continually exposed students to mathematical vocabulary and allowed them to practice skills learned in their mathematics lessons.

Student Learning Outcomes

Analysis of internal assessment data, including DIBELS benchmarking, PAT-M and PAT-R, indicated significant growth in student learning outcomes compared to the previous year. All students demonstrated progress across various proficiency levels.

The results of the PAT reading data indicated excellent growth across the school. Years 1, 2 and 3 achieved above the Australian norms, excelling across all percentiles in Year 2. Years 4, 5, and 6 exceeded the Australian norms in the 5th, 25th and 50th percentile. Throughout Years 1 to 6, students achieved above the Australian norms for the 50th percentile—an outstanding result at St Robert's.

The NAPLAN literacy data showed that Year 3 achieved above the Reading, Writing, and Grammar standards and close to the Australian norm in Spelling. Year 5 achieved close to the Australian norm across all areas. Compared to similar schools, Year 3 achieved close to the Australian norms across all areas, while Year 5 achieved close to the norm in Reading but below in Writing, Spelling, and Grammar.

It is evident that implemented Mathematics Initiatives have impacted our Pat-Maths assessment results. Across all year levels, the lowest scale scores in Pat-Maths reached the 25th percentile of the Australian norm, a significant achievement. Notably, the Year 5 cohort's lowest scale score matched the 50th percentile, demonstrating strong growth. Additionally, the mean scores across all year levels equalled or surpassed the national norm, reflecting improvements for low-attaining learners and high-achieving students.

2024 was a year of significant progress, achievement, and consistency across the school. These established routines will set the foundation for our 2025 goals and provide clear direction to ensure students continue improving and excelling.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	438	68%
	Year 5	506	81%
Numeracy	Year 3	433	80%
	Year 5	497	69%
Reading	Year 3	424	80%
	Year 5	493	76%
Spelling	Year 3	416	68%
	Year 5	478	78%
Writing	Year 3	441	100%
	Year 5	480	73%

*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

Goal

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

Intended Outcomes

- Introduce The Resilience Project and staff training.
- Develop teacher training in how to respond to low-level, repetitive behaviour.
- Develop a termly well-being survey to track student well-being and flag any students requiring additional support.
- Embed school routines and expectations by introducing a School Wide Positive Behaviour Support matrix.

Achievements

In 2024, St. Robert's continued participating in the Mental Health in Primary Schools Program, focusing on building whole-school mental health and well-being capability. As a school, we prioritized creating a calm classroom environment where structure and routine help students feel settled and ready to learn. Additionally, we refined our referral pathway for students requiring assessment and intervention.

The Resilience Project was introduced in Term 1 as part of our whole-school well-being program. This initiative provides practical, evidence-based mental health strategies to build resilience and happiness. Through weekly well-being lessons, students explored the benefits of Gratitude, Empathy, and Mindfulness (GEM) and learned simple ways to incorporate these practices into their daily lives.

This year, we successfully implemented targeted well-being programs across the school:

Social Stencils was introduced to Year 3 and 4 students. This evidence-based program helps students develop a shared language and concepts to support friendships, manage conflicts, and enhance their understanding of themselves and others.

Totally Random was delivered to Year 5 and 6 students as part of their puberty education. The program covered physical changes during puberty, hormones, hygiene, social pressures, and body positivity.

The MAT Program continued to support selected Year 4 and 5 students. This active modality combines mental well-being and emotional regulation principles with therapeutic martial arts training techniques, games, metaphors, and storytelling.

The Stand Up Project was introduced to Year 6 students, led by Dr. Zach Greig. This innovative and comprehensive program fosters a safe, respectful, and inclusive learning environment while promoting “Upstanding” through student empowerment. Student Well-being Data and Tracking.

We focused on collecting student well-being data to support our students better. We recognise that teachers are the first support point, and we have integrated tracking tools to give students a digital and oral voice. Some children find it easier to express their emotions through digital platforms, and our tools are designed to facilitate this.

- **Student Pulse** was launched at the beginning of the year to track student well-being. Each Thursday, students in Years 3-6 complete a Pulse Check through an app. They answer the same core question—“How are you feeling today?”—along with five rotating questions that provide further insight into their well-being, covering areas such as learning engagement, social behaviours, and connectedness to adults at home and school.
- **The Junior Well-being Tracker** was introduced in Term 3 and created using Google Forms. This tool gives teachers quick and easy insights into how junior students feel. It utilizes the Zones of Regulation to identify emotional patterns and includes questions about students' feelings toward school.
- **The PAT Well-being Survey** continued in Term 4 for Years 3-6, providing a snapshot of each year level's social and emotional needs. This data is used to set goals for the following year. Additionally, we introduced the Resilient Youth Survey to assess further and support the well-being needs of each cohort.

Lunchtime activities and clubs continued to provide students with structured engagement opportunities and foster a sense of connection. These initiatives reflect our commitment to nurturing a supportive, engaging, and inclusive environment for all students at St. Robert's. Offerings in 2024 included:

Kelly Dance
Chess Club
Tech Club
Lego Building
Library Time (for drawing, reading, and quiet games)

We introduced the School-Wide Positive Behaviour Matrix to students, explicitly teaching expected behaviours in different areas of the school while reinforcing our core values.

In 2024, the Child Safety Standards continued to be implemented and integrated across all relevant policies to ensure compliance with mandated requirements. The school maintained a Child Safety Team, which 2024 included Sarah Kelly, Rebecca O'Leary, and Margot Champion.

As part of our rigorous child safety measures, referees were asked child safety-related questions during reference checks for new staff. All new staff participated in an induction session with the Deputy Principal, which included an overview of the Child Safe Standards.

Visitors to the school continued to check in via a QR code for monitoring and security purposes.

All school staff and Allied Health Professionals working with students on-site must complete a Code of Conduct form, which is filed in the office annually.

Family members who wish to volunteer at school events must present a valid Working With Children Check and sign the St. Robert's Code of Conduct for Volunteers.

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
Excursions and Camps
School excursions (Foundation – Year 6)
Year 6 Camp – Kangarooobie
Year 5 Camp – Sovereign Hill
Year 4 Healthy Hearos excursion to GMHBA
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, Italian Day, and SUP Fundraising
KIDS Roar Personal Safety Incursion (F-2)
Robbie Nogger Cyber Safety Sessions
MAT Program (Select Year 4 & 5 Students)
Year 6 Aviation Project
The Stand Up Project

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

In 2024, 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
Cozy Corner
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 2024 MACISS data revealed significant improvements across many key areas, reflecting positive growth in student experiences and perceptions.

Key improvements include:

- An increase in students' belief that teachers have rigorous expectations for their behaviour and learning.

- A rise in student engagement and active participation in learning.
- A greater perception of teacher enthusiasm for teaching and learning.
- A stronger sense of school belonging, both with teachers and peers.
- Improved learning dispositions and attitudes, though resilience and perseverance after setbacks, remain areas for growth.
- Enhanced feelings of safety at school, both physically and psychologically.

More students expressed a willingness to seek help when facing challenges. These results highlight the ongoing efforts to create a supportive, engaging, high-expectation learning environment for all students.

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	92.6
Y02	91.9
Y03	93.4
Y04	92.5
Y05	90.3
Y06	90.0
Overall average attendance	91.8

Leadership

Goals & Intended Outcomes

Goal

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

Intended Outcomes

- We will see our leaders are engaged in coaching our staff through the STEPLAB process.
- We will see our staff understand the concept of continuous improvement and, therefore, act on feedback.
- We will see our staff use consistent routines, expectations, and positive behaviour supports.

Achievements

Professional development at St. Robert's is a key priority for our educators and staff, directly aligning with our Annual Action Plan (AAP) and School Improvement Plan (SIP). It is crucial in enhancing school performance and empowering our team to become proficient and confident in their practice.

In line with The Melbourne Declaration on Educational Goals for Young Australians, St. Robert's values professional development as essential for achieving the following goals:

- Promoting equity and excellence in Australian education.
- Ensuring that all young Australians develop as:
 - Successful learners
 - Confident, creative individuals
 - Active, informed citizens
- To ensure the effective integration of professional development (PD), St. Robert's has implemented regular Professional Learning Team Meetings. These meetings were thoughtfully scheduled to align teaching practices in Religion, English, Maths, Wellbeing, and Technology across the entire school. Led by our school leaders, these weekly sessions provided opportunities to delve into subject content and teaching strategies in these key areas.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024
Throughout 2024, 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. When planning for School Closure Days in 2024, we aligned these with our Western Region Flourishing Learners PL Days. The MACS Vision for Instruction was developed to provide Catholic schools with clear direction on best practices in teaching, ensuring a unified approach to achieving excellence in teaching and learning across our system. It builds upon established frameworks focusing on school engagement, student well-being, continuous improvement, and inclusive practices for students with diverse learning needs. This Vision for Instruction focuses on enhancing cognitive engagement, a vital component of effective learning. Although St Robert's is already well underway with evidence-based instruction, we looked forward to partnering with MACS and other schools in our region on this Journey to align practices across the system. Following our Classroom Mastery professional learning day with Knowledge Society, we embarked on the next phase of this program with teacher coaching to ensure fidelity and consistency in using these routines across the school. To support our implementation of this coaching, Kirsten from Classroom Mastery visited our school in July. She trained our in-school internal behaviour coaching team of Chloe, Margot, Jenny and Rebecca. During this visit, Kirsten visited our classrooms to observe and provide coaching to teachers. These coaching visits focused on Exit Routines and Cue to Start. Following this visit, our internal coaches continued the classroom observations and coaching. As part of our annual cycle, staff completed the Mandatory Reporting modules online in May, fulfilling a key Child Safe requirement. Additionally, staff participated in Level 2 and 3 First Aid Training, which included a dedicated session on Anaphylaxis. To maintain compliance, staff attended two mandatory Anaphylaxis briefings throughout the year, facilitated by our Learning Diversity Leader. In Term One, our Junior team, supported by our Mathematics Leader and Principal, attended the Teaching for Impact in Mathematics (TIM) Series. This professional learning supported our teachers and leaders to get the most from the new Ochre Education materials for F-2. The TIM Series supported our teachers and leaders in building more high-impact instruction in our classrooms and accelerating student learning.

Expenditure And Teacher Participation in Professional Learning	
Collaboration within the mission of our Catholic school involves fostering connections with our broader Faith communities. Our Leadership Team participated in Network Days organized by MACS throughout the year. At the same time, our Principal and Deputy attended the Geelong network, focusing on professional development and strengthening relationships within the community. In Term Four, we introduced the new MACS Code of Conduct for staff. A briefing was held, and copies were provided to all staff members. This ensured that everyone was fully aware of the expectations surrounding behaviour, with a strong emphasis on maintaining a safe environment for our schools and students. Our English Leader, Jenny Coverdale, began her Master's Degree in 2024 and will graduate during the 2025 school year.	
Number of teachers who participated in PL in 2024	25
Average expenditure per teacher for PL	\$694.00

Teacher Satisfaction

2024 MACSIS Staff Survey results demonstrated exceptional success across school climate, staff-leadership relationships and instructional leadership domains.

With approximately 39 staff members,

94% of staff felt that collegial relationships within the school are strong (MACS average 79%)

97% of staff felt the attitudes of their colleagues were positive (MACS average 79%)

91% of staff felt working with St Robert's Leadership motivated them (MACS Average 69%)

100% of staff felt that the school leadership was working in the best interest of the school (MACS average 83%)

97% of staff felt that the Leadership Team communicates a vision for learning and teaching at St Robert's.

Teacher Qualifications	
Doctorate	0
Masters	4
Graduate	2
Graduate Certificate	1
Bachelor Degree	16
Advanced Diploma	4
No Qualifications Listed	11

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	36
Teaching Staff (FTE)	30.4
Non-Teaching Staff (Headcount)	22
Non-Teaching Staff (FTE)	12.99
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 2024, St Robert's continued to ensure opportunities for families to be present onsite at school and engage in school-wide events to support the holistic well-being of students. Families were invited to several school activities to build a sense of belonging amongst students and families within our school community. This was an area of continued development following the MACSIS 2024 data demonstrating that creating a culture of connection between home and school is essential. The following events highlighted the myriad of opportunities for families to connect within the school environment:

- Our Foundation Playground Session, which was held in January for our new Foundation students, cultivated a strong connection between new and existing families within our school community.
- Our Fish and Chip Family Picnic was a wonderful gathering of our school community and highlighted our families' sense of connection and gratitude. Kelly Club Sports wonderfully supported it to keep students active and engaged.
- Mother's Day Muffin Morning and Father's Day Breakfast was an excellent opportunity to celebrate the special people in our lives and mingle and celebrate amongst our community.
- Our Prayers in Pyjamas Evening was an excellent opportunity for our Foundation - Year 2 families to gather in a relaxed environment and engage in activities with their families.
Grandparents Day filled the school with parents, grandparents and special people. Moving into house groups and completing activities created a buzz around learning environments and showcased the vibrant community culture that St Robert's possesses.
- Our Book Week Parade was a vibrant display of costumes and craftsmanship, with families supporting students around the oval as students showcased their outfits. Our Year 6 students demonstrated exceptional leadership in organising and executing the
- Tabloid Sports Day, fostering strong engagement within the school community. Our Whole-School Athletics Day, hosted at Landy Field, allowed students to participate in a range of sporting events, promoting teamwork and healthy competition throughout the day.
- The Sacramental Programs offered a meaningful occasion for families to unite and support their children in deepening their connection to the Catholic faith.
- The Year 6 Aviation Morning showcased students' STEM learning, inviting families to explore the expo and experience the students' aircraft creations in flight.
- The Year 6 Graduation Dinner, held for the first time at GMHBA Stadium in response to feedback from parents, was a memorable occasion that allowed families to celebrate their children's achievements in their final year of primary school. The venue and formal aspects of the event received heartfelt appreciation from both staff and families.

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We look forward to continuing to engage proactively with families throughout 2025. St Robert's is a place of connection and belonging. We are grateful for our community's many opportunities throughout the year to come together, creating a strong partnership between children's home and school environments.

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