



SCHOOL PERFORMANCE INFORMATION 2025 HOLY ROSARY DOUBLEVIEW

1. Contextual Information

HOLY ROSARY SCHOOL, DOUBLEVIEW

At Holy Rosary School, every child is **valued, known and heard**. Inspired by Jesus Christ, we nurture each child's God-given potential, empowering them to discover their strengths, build meaningful friendships, do good for their world, and flourish in a joy-filled childhood.

Our Catholic faith and Dominican heritage guide us through the values of **Truth (Veritas), Love and Knowledge**. We seek truth with courage and integrity, foster a community of love where everyone belongs, and pursue knowledge through evidence-informed teaching and a deep commitment to lifelong learning.

We believe children flourish when they experience strong relationships, develop confidence in their abilities, and are empowered to have a voice in their learning. Grounded in the science of positive psychology, we intentionally create environments where every child experiences belonging, competence and autonomy. These foundations support wellbeing, resilience and high levels of achievement.

Our professional educators combine contemporary research with proven teaching practices to ensure every child is challenged, supported and inspired to succeed. Through explicit teaching, purposeful inquiry, rich learning experiences and responsive support, we cultivate curious thinkers, creative problem-solvers and compassionate leaders.

As a community, we strive each day to **Make Jesus Real** through our words, actions and relationships. We are a place of exploration, imagination and discovery, where children are encouraged to wonder, create, serve and grow.

Located in Doubleview and connected to **Our Lady of the Rosary Parish**, Holy Rosary is a vibrant Catholic primary school serving students from Pre-Kindergarten to Year 6. The school enjoys a strong reputation for educational excellence, faith formation and family partnership. Together with our families, we are forming young people who know they are loved by God, confident in their gifts, and ready to make a positive difference in the world.

"And you will know the truth, and the truth will set you free." (John 8:32)

SCHOOL CHARACTERISTICS

Holy Rosary School is a co-educational Catholic primary school operating under the auspices of Catholic Education Western Australia (CEWA). The school serves a diverse and engaged community drawn predominantly from Doubleview and neighbouring suburbs.

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The school provides a comprehensive curriculum aligned with the Western Australian Curriculum and CEWA requirements. Learning programs are designed to meet the needs of all students through high-quality teaching, targeted intervention, enrichment opportunities and a strong commitment to student wellbeing.

Holy Rosary places significant emphasis on:

- Faith formation and Catholic identity
- Academic excellence and evidence-informed teaching
- Student wellbeing and positive education
- Student voice and leadership
- Community engagement and service
- Inclusive education and personalised learning

Throughout 2025, the school continued to strengthen its focus on explicit teaching, data-informed practice, student wellbeing and the development of positive learning partnerships between students, staff and families.

The school's commitment to nurturing the whole child ensures that students are equipped with the knowledge, skills, values and dispositions necessary to thrive both now and into the future. Based on its mission and vision, Holy Rosary remains dedicated to creating a learning environment where every child experiences success, belonging and opportunities for growth.

2 Teacher standards and qualifications & 3 Workforce composition

STAFF QUALIFICATIONS BY GENDER (2025)

Highest Qualification Level	Female	Male	Total
Master Degree / Master's Degree	4	2	6
Bachelor Degree (including Honours)	33	2	35
Graduate Diploma	1	0	1
Graduate / Post Graduate Certificate	1	0	1
Diploma / Higher Diploma / Advanced Diploma	3	0	3
Certificate IV	5	0	5
Certificate III / Certificate	11	0	11
Qualification In Progress / Other	1	0	1
Total Staff	59	4	63

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Staff may hold multiple qualifications. For reporting purposes, employees have been counted according to their highest recorded qualification. Currently no employees identify as First Nations.

ANNUAL REPORT STATEMENT

Holy Rosary School employs a highly qualified and experienced staff committed to excellence in Catholic education. The teaching and support workforce includes staff holding Master's degrees, Bachelor degrees, Graduate Diplomas, Diplomas and nationally recognised Certificates. The workforce comprises 63 staff members, including 59 female employees and 4 male employees, with the majority of staff holding university-level qualifications. This diverse range of qualifications supports the school's commitment to high-quality teaching, learning and student wellbeing.

4. Student Attendance at School

STUDENT ATTENDANCE RATES 2025

Cohort	Attendance Rate (%)
Whole School (Years PP-6*)	92.7%
Kindy	90.1 %
Pre primary	92.7%
Year 1	92.9 %
Year 2	93.0%
Year 3	92.1%
Year 4	93.3%
Year 5	93.3%
Year 6	91.6%

All attendance is managed in accordance with this framework

<https://www.hrs.wa.edu.au/media/pages/families/0fa5504bf5-1706836422/holy-rosary-school-attendance-policy.pdf>

ABORIGINAL STUDENT ATTENDANCE

No Aboriginal and Torres Strait Islander identifier was included in the attendance dataset supplied. Consequently, an Aboriginal student attendance rate cannot be calculated from this report alone

ANALYSIS OF SCHOOL IMPROVEMENT PLAN ACHIEVEMENT USING NAPLAN DATA (2025)

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The 2025 NAPLAN results indicate that Holy Rosary School continues to demonstrate strong academic performance and is making positive progress towards the strategic priorities identified in the School Improvement Plan. Particular strengths were evident in Reading, Spelling and Numeracy, reflecting the school's sustained commitment to evidence-informed teaching practices, explicit instruction and the use of student achievement data to inform teaching and learning.

The school's focus on developing teacher expertise in the Science of Learning and the implementation of structured literacy approaches has contributed to consistently strong student outcomes. Across the assessed year levels, the majority of students achieved within the Strong and Exceeding proficiency levels, with performance generally above state and national benchmarks. These results suggest that the school's emphasis on providing a rigorous and responsive curriculum is having a positive impact on student achievement.

A key priority of the School Improvement Plan has been the use of data-informed decision making to identify student needs and implement targeted interventions. NAPLAN data demonstrates that students requiring additional support were effectively identified and provided with differentiated learning opportunities. Similarly, students performing at higher levels were challenged through enrichment opportunities, resulting in continued growth across achievement bands.

The school's investment in evidence-based literacy practices has been particularly evident in Reading and Writing outcomes. Improvements in reading achievement across cohorts suggest that explicit teaching of phonological awareness, phonics, vocabulary, fluency and comprehension strategies is supporting student growth. Writing remains an area of ongoing focus, with NAPLAN data indicating continued opportunities to strengthen students' ability to compose extended and sophisticated texts across a range of genres and purposes.

Numeracy results reflect the successful implementation of whole-school approaches to mathematics instruction. Students demonstrated strong conceptual understanding and problem-solving skills, supporting the strategic goal of developing confident and capable mathematicians. The continued use of structured mathematics programs, common assessments and collaboratively planned teaching sequences has strengthened consistency in instructional practice across year levels.

The school's commitment to fostering high levels of student wellbeing and engagement also remains evident in the data. Research consistently demonstrates the strong relationship between student wellbeing and achievement, and Holy Rosary's intentional focus on belonging, competence and autonomy continues to provide conditions that enable students to flourish academically and personally. The positive culture of learning evident throughout the school supports students to engage confidently with academic challenges and strive for personal excellence.

Analysis of longitudinal NAPLAN data indicates that Holy Rosary is maintaining a trajectory of strong academic performance while continuing to improve outcomes for individual students and cohorts. While celebrating areas of strength, the school recognises the importance of continuous improvement and will continue to focus on accelerating growth for all learners, particularly in writing and higher-order problem-solving. Future improvement initiatives will continue to be guided

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by student achievement data, contemporary educational research and the school's commitment to ensuring every child is valued, known and heard.

Overall, the 2025 NAPLAN results provide evidence that Holy Rosary School is successfully progressing the goals outlined in its School Improvement Plan. The data reflects a culture of high expectations, professional excellence and a collective commitment to achieving the best possible outcomes for every student.

Further analysis is detail at

<https://www.hrs.wa.edu.au/media/pages/families/85208b1a94-1764834110/acm-and-treasurer-report-2025.pdf>

6. Parent student and teacher satisfaction

A full survey of all staff, student from Year 2 up to Year 6 and parents was undertaken. Over 50% of parents responded. The overwhelming response was a happy community and suggestions for improvement were included in the school improvement plan.

Further analysis is detail at

<https://www.hrs.wa.edu.au/media/pages/families/85208b1a94-1764834110/acm-and-treasurer-report-2025.pdf>

7. School Financial information

Refer to ACM report for the treasurer's summary and www.myschool.edu.au

8. Secondary outcomes

Not applicable

9. Post school destinations

Not applicable as primary school

10. School improvement and planning

A full review of the Catholic School Improvement Plan was undertaken

Further analysis is detail at

<https://www.hrs.wa.edu.au/media/pages/families/85208b1a94-1764834110/acm-and-treasurer-report-2025.pdf>