



# Our Lady of the Rosary Catholic Primary School Waitara

## 2012 Annual Report



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## **1. Message from Our School Community**

### **1.1 Message from the Principal**

2012 was a very important year for Our Lady of the Rosary as our whole community prepared for and engaged in the formal Tier 1 and Tier 2 School Review processes.

Staff, students and parents were involved in a number of important discussions during the first half of the year looking back over the last four years, affirming the strengths of our school and having input into our Strategic Direction for the next 3-5 years. Key recommendations were made in the three main areas of Catholic Life and Mission, Teaching and Learning and Pastoral Care.

It was a busy time but a very worthwhile time, talking to and reading about what key stakeholders think about our wonderful school.

### **1.2 Message from the Parent Body**

2012 has seen the parent body of Our Lady of the Rosary, Waitara continue to support the school in many ways. There has been a range of initiatives organised by the parents to foster and support the strong sense of community that exists here. Activities included our Welcome Barbecue for Kindergarten and new families at the beginning of the year, family barbecues after our Parish/School weekend Masses, celebrations for Mothers' Day, Fathers' Day and Grandparents' Day, School Discos, the Blokes and Buddies BBQ, Men in the Morning sessions, Year 3 Challenge Ranch camp and our 'Hot August Night', Parent Cocktail Party.

Our P&F also supports initiatives of the school through fundraising and 2012 saw the final stages of the new Playground Project with the construction of this playground including the installation of an amphitheatre, climbing and imaginative play equipment, a reading circle and digging area and new shrubs and garden areas in the lower playground. It was a major exercise involving a number of years of planning and preparation and its completion has been enthusiastically received by all students in the school. Our P&F Association has also supported the implementation of our technology plan with their assistance given to the purchase of our first ipads during 2012.

2012 also saw our parent body become involved in 'The Dish' project, which is a community project where the homeless are supported with meals and hospitality. Over 40 families joined this team in this first year which was a wonderful example of how we live out the Mercy values of Compassion and Service throughout our school.

Our Lady of the Rosary has a strong commitment of parent involvement throughout the school and we work closely to build on our strong sense of community.

*P&F President 2012*

### **1.3 Message from the Student Body**

2012 was a important year because the new playground was built downstairs with lots of fun equipment and areas to run around in with new gardens and areas where you can sit and talk together. At OLOR we all try to follow our PBL rules carefully as they remind us how to behave, how to treat others and that we are all responsible for our words and actions. We had lots of opportunities to think of those in need and Year 6 led many fundraising initiatives such as our 'Water Day' activities during Lent 2012, Mini Vinnies and the Peru fundraiser.

Our performing arts concert at the end of the year was a fantastic evening and we all got to sing, dance, act and have fun on the big stage.

*Year 6 School Captains 2012*



## 2. School Profile

Our Lady of the Rosary Catholic Primary School Waitara is a Kindergarten to Year 6 primary school located in the Broken Bay Diocese on Sydney's North Shore.

The school was established by the Sisters of Mercy in 1898. In 1991, the school was re-located from the Pacific Highway to the new parish site in Yardley Avenue. During 2009, the parishes of Our Lady of the Rosary, Waitara and Our Lady Queen of Peace, Normanhurst were amalgamated into the Hornsby Parish. Students are primarily drawn from Westleigh, Normanhurst, Thornleigh, Waitara and Hornsby.

The school enjoys a positive profile in the community with a reputation for excellence in teaching with a strong focus on pastoral care and the arts. We celebrate the richness of our diversity, welcoming over forty nationalities into our community.

### 2.1 Student Profile

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
190	179	174	2	369

\*Language background other than English

### 2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
26	0	0	26

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.



## 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2012 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 92%.

## 2.5 Teacher Satisfaction

As part of our formal School Review, staff were involved in a process of discernment around OLOR's strengths and areas for development across all areas of the school. Staff at OLOR are enthusiastic learners and valued the opportunity for continued professional development in English with particular focus on the structure of the Literacy block and supporting our EAL learners in the mainstream classroom. Teachers found the many opportunities to work together at Grade and module level in planning teaching and learning sequences very valuable and productive. Staff appreciate the continued resourcing of technology throughout the school and with the introduction of ipads in Term 2 there were many opportunities to develop resources and share knowledge.

The PBL framework was seen to be a very positive process encouraging positive, respectful behaviour throughout the school. Our strong faith tradition has been further enhanced by our work around the Mercy charism.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	93
2	93
3	96
4	96
5	95
6	95

The average student attendance rate for 2012 was 94%.

**Management of non-attendance:** In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise



- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.

The Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.7 Student Satisfaction

Students continue to respond very favourably to the Positive Behaviour for Learning framework with many opportunities for 'Reason to Smile' stickers. The language of PBL has become firmly embedded throughout our school, with parents finding it useful in home situations. Students respond very positively to our weekly awards, Principal's Morning Tea celebrations each Term and opportunities to work together in Mercy House teams during Multi-cultural Day and our Feast Day celebrations.

Students enjoyed the many opportunities to represent the school academically, in the sporting arena and through the performing arts. In the student review questionnaire, students singled out Art and Music for special mention. They are also keen participants in the Premier's Reading Challenge each year with over two-thirds of the school taking part in this optional activity.

Kindergarten and Year 5 particularly enjoyed the 'Buddy' program and there were additional opportunities for the Year 6 students to work with their old 2011 buddies who were now in Year 1.



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

A strong Mercy tradition exists at Our Lady of the Rosary, emphasizing the values of respect, integrity, compassion, hospitality and service, a legacy of the Sisters of Mercy who established and ran the school from 1898 until 1979. As a constant reminder of our Mercy charism, the Mercy Cross, was erected at the front of the school, along with the Our Lady of the Rosary school prayer.

The rich cultural diversity that makes up our school continued to be acknowledged through prayer and liturgical celebrations, especially the Harmony Day liturgy and connecting the Mercy Day celebrations with Multicultural Day. This day reminded us of our heritage and the richness of our community in our differences.

Servant leadership is developed in all students and formalised by Year 5 in a program of physical, emotional and spiritual support for Kindergarten and their families.

The school is strongly committed to creating a community in which all members experience a sense of welcome and belonging based on genuine Christian hospitality. The stone walls of both the Church and school buildings are important symbols for both the school and Parish community as 'living stones making a spiritual house' (1 Peter 2: 4-9). The school and the Parish continue the tradition of working together with parents to form children as living stones making up the spiritual building which is the community of the Church.

#### 3.2 Religious Life of the School

During the course of 2012 staff, parents and students were involved in numerous liturgical celebrations centred around the Church's liturgical calendar including the commemoration of Holy Week and Easter and the Feast of Our Lady of the Rosary, as well as those commemorating other significant events through prayer and celebration such as our Opening and End of the School Year Masses, the Year 6 North Shore Cluster Mass, Harmony Day, Anzac Day, Mothers' Day, Grandparents' Day, Fathers' Day, Parish Family Masses, the Diocesan Mission Mass, Remembrance Day and Year 6 Graduation. Staff and classes had the opportunity to be involved in meditation prayer experiences facilitated by the Youth Minister from our nearby St Leo's Catholic College, Wahroonga.

The Parish's comprehensive sacramental program (Reconciliation, Holy Eucharist and Confirmation) was supported by Diocesan curriculum modules in the relevant Grades (Years Two and Three).

Our main Social Justice annual fundraiser was supporting Caritas' Lenten Project Compassion. This program was school-wide with the Year Six and the Social Justice Team facilitating. In addition, we raised money for special projects in communities of Peru through the selling of handicrafts and our Year 6 students were inducted to the Mini Vinnies organisation. The Mini Vinnies group participated in a Winter Sleepout in Term 3 and organised Winter donations, Christmas hampers and a Giving Tree in Term 4 for the parish Saint Vincent de Paul group.

Prayer is a very important and regular part of every day for the children and staff. Children engage in a variety of prayer experiences and there is dedicated time each week for staff prayer which is always well attended. Prayer experiences have included weekly school prayer at assembly, daily classroom prayer, weekly staff meeting prayer and staff prayer reflections. When a significant Feast Day occurs on the liturgical calendar, allocated grades shared a prayer reflection with the school at the end of week assembly.



Our Lady of the Rosary school has continued to develop a strong relationship with our Cathedral Parish, evidenced by the liturgy planning team which includes the Religious Education Co-ordinator (REC) and the Parish Priest. To further immerse the students in the religious life at the school, the primary classes attended Mass weekly and the infants fortnightly and Parish/School Family Masses were held for Years K-6 on Saturday nights throughout the year. These provided valuable opportunities for students, their parents and teachers to share responsibility with other parishioners for liturgical ministries such as reading, Eucharistic ministry, processions and choir. It has helped to cement strong partnerships between parish and school.

Students in Year 6 formed school leadership groups. These fostered responsibility and leadership skills. The Social Justice Team worked closely with the Religious Education Co-ordinator to organise the various initiatives throughout the year. The Liturgy Team assisted the Religious Co-ordinator in facilitating Masses and liturgies. Both of these teams were supported by the Technology Team who looked after the computer system in the Cathedral.

To engage the students in the Mercy tradition, the Year 6 students went to Mercy Mission Education Centre at Monte Sant Angelo, North Sydney to develop an understanding of what it means to be a Mercy Leader. During this day, the students listened to the story of Catherine McAuley, the foundress of the Sisters of Mercy and Sister Murphy, Sister Desmond and Sister Casey (represented by our colour houses), and reflected on what "Leadership in Mercy" means to them. The students then presented a Mercy morning to their Mercy Colour Houses to share the story of Catherine McAuley and their house patron. Reference to the Mercy charism was reflected and incorporated into the daily life and actions of the school and students. The Termly Principal's Morning Tea focused on students who displayed certain Mercy values consistently throughout the Term. To immerse the students in the Mercy story, teachers incorporated this into the RE modules where appropriate.

In 2012 we provided opportunities for parents to come to pray together. We had several Lenten parent prayers which were very well attended and with the arrival of our Parent Pastoral Liaison Co-ordinator there were opportunities for parents to gather in prayer several times a Term.

### 3.3 Catholic Worldview

'At Our Lady of the Rosary, our Catholic Worldview informs the way that we live, learn and teach. We believe that God's love for each of us is central to our relationships'. This belief encourages the staff and students in their commitment to Social Justice initiatives and builds on the focus of our Positive Behaviour for Learning Framework where our school rules call us to Respect Self and Others, Respect Learning and Respect the Environment.

Staff and students valued the opportunities to develop their personal spirituality through prayer experiences involving meditation.

### 3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

The REC continued to work with classroom teachers to co-operatively plan lessons in Religious Education which were either modelled or team-taught. During 2012, the REC and classroom teachers worked with an Education Officer - Mission Services from the Catholic Schools Office to develop learning sequences for modules of work. Also during 2012 new staff were supported in their implementation of RE modules to integrated the Mercy charism, where applicable.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

The Pastoral Care Policy and practices at Our Lady of the Rosary are aligned with the Diocesan Pastoral Care and Student Discipline Policies and are expressed through the implementation of the Positive Behaviour for Learning Framework (PBL). PBL is a whole school approach to behaviour management that adopts proactive strategies for defining, teaching, and supporting appropriate student behaviours to create positive school environments. During 2012, staff continued the team approach to the implementation of PBL throughout the school. Our school rules of Respect for Self and Others, Respect Learning and Respect Environment reflect our Mercy values and heritage. Each fortnight our focus was on one school rule with lessons taught in class and links to home life encouraged. Positive behaviours were written about in the newsletter with helpful hints to carry it through to home. It was pleasing to hear the common language of PBL becoming the language of the playground. Dialogue continued about how we celebrate success as a community. In 2012, once a term, the Principal's Morning Tea continued to publicly acknowledge and celebrate a nominated member from each class who is a good role model to all through their words and actions.

### 4.3 Pastoral Care of Families

A long term commitment was made by the P&F to work on further developing the community life of the school. During our 2012 School Review the sense of community at OLOR was identified by all as one of our strengths. Many current initiatives were acknowledged as being of great community benefit, such as the Support Pantry and the Class Parent Network with associated social events and gatherings. In 2012 the main parent social evening event took the form of a cocktail party, 'Hot August Night.' A commitment to whole school events was perceived to be essential in order to become one strong Catholic community.

The Principal, Assistant Principal, Special Needs Team, ESL teacher and class teachers work closely with families providing support to parents and children as required. There are many opportunities to communicate school happenings and parents are always welcome. The counsellor for the North Shore Cluster of Schools has her office at OLOR and is available to support children and families through a referral process.

2012 saw the employment of a School Pastoral Care Parent Liaison Co-ordinator who became a valuable resource supporting new families to the school and other families as required. Our Co-ordinator organized the Seasons program, supporting children experiencing grief and loss, and led a small team who ran the program.

### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.





#### 4.5 Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

With our formal School Review taking place it was an opportunity to look even more closely at teaching and learning across the school.

During 2012 we continued with our major focus on Literacy as we consolidated our understandings around best practice in English. Staff were involved in a number of ongoing initiatives:

- Staff had the opportunity to meet formally and informally with a Primary Education Officer – Literacy. New and beginning teachers received additional support as they developed programs and evaluated student learning. The school English Scope and Sequence was refined with programs becoming more reflective and needs-based.
- There was continued alignment with all classes demonstrating common practice within the structure of the Literacy block. Grade and module meetings and discussions focused on the teaching/learning activities that students completed in Literacy group sessions. The Principal, Assistant Principal and two teachers attended the ALEA (Australian Literacy Educators' Association) Conference held in Sydney during the July school holidays.
- Linking in with our Literacy work all staff attended a SDD which developed our understandings of EAL (English as an Additional Language) learners throughout our school. Additionally, our EAL Co-ordinator attended a 4 day National EAL Conference in Cairns and brought back valuable insights.
- With the purchase of the first ipads, 7 teachers attended the IWB Conference, this year held in Homebush. Staff also regularly attended Techie Brekkie mornings before school where they had the opportunity to share resources and ideas.

### 5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN



Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2012 cohort, there were 53 students in Year 3 and 51 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *MySchool* website (<http://www.myschool.edu.au/>).

### Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	3.8	3.8	26.4	18.9	47.2	100
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	1.9	1.9	15.1	47.2	34.0	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0.0	0.0	15.1	22.6	30.2	32.1	100
<b>Gr. &amp; Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0.0	3.8	9.4	13.2	24.5	49.1	100
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0.0	3.8	18.9	22.6	32.1	22.6	100

As indicated in the table all students in our Year 3 cohort were at or above the National minimum standard. It is very pleasing to note that the percentage of students achieving at Band 6 was significantly above State and National figures in every test area. Band 5 results were also significantly higher in most areas, the only exception being Reading which is probably explained by the excellent 47% in Band 6 for Reading. With over 80% in Bands 5 and 6 for Writing it points to strong Literacy development in the early years. These results in Literacy are pleasing in light of the focused professional development in which we have been involved in around key parameters of the Literacy Block in daily English lessons. The few students in Band 2 are supported with their own learning plans to maximize their learning.

There has been a very strong focus on the explicit teaching of basic skills over the last few years and this focus will continue with more emphasis on analysis of all student data with professional learning around differentiation of the learning to meet student needs more fully.

While results are also pleasing in Numeracy with over half (55%) in Bands 5 and 6, there will be a continued focus on explicit teaching of the basic skills in all areas.



### Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	2.0	3.9	17.6	33.3	19.6	23.5	98
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	2.0	0.0	27.5	31.4	29.4	9.8	98
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	2.0	3.9	21.6	23.5	29.4	19.6	98
<b>Gr. &amp; Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	5.9	11.8	7.8	33.3	17.6	23.5	94
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	2.0	9.8	21.6	31.4	11.8	23.5	98

It is pleasing to note that the combined percentage of students achieving at Bands 7 and 8 was above the National and State in every test area. In the top band, Band 8, there was a significant difference in many of the subjects, with 23.5% of OLOR students in Band 8 for Reading, which was double the National figure of 11%. Similarly in Numeracy 23.5% of OLOR students achieved in Band 8 compared to a National figure of 9.6%.

There was increased growth across all areas with some students appearing to have made more significant gains than some other students. These results in Literacy are pleasing in light of the focused professional development in which staff have been involved in around key parameters of the Literacy Block in daily English lessons. An area to future focus, on closer analysis of the data in Mathematics, will be students' skills in Number, unpacking multiple step problems.

About one third of the cohort is achieving at Band 6 level in each subject area. By analyzing a range of data and looking more closely at the needs of students, in 2013 we will be able to map more accurately the development of students' learning across a continuum. This in turn will allow us to differentiate learning so students' needs are better met.

### 5.3 Extra Curricula Activities

Students at Our Lady of the Rosary had the opportunity to participate in many extracurricular events and activities including:

Year 6 Diocesan Public Speaking Competition;

Year 6 Cluster Debating;

Maths Olympiad;

Gateways Enrichment Program for Years 5 and 6 students with a focus on Art and English;

Da Vinci Decathlon;

Drama Club;

Taekwondo;

Band;

Instrument tuition – flute, clarinet, saxophone, trumpet, trombone, violin;

Choir;



Active After Schools Sports;

A3 Choral Festival for Years 5 and 6;

ICAS Competitions; and

Celebrations for Book Week, Multicultural Day, Feast Day.

A highlight of 2012 was our own Performing Arts Evening in late November where every child in the school was a star on the big stage.

#### **5.4 Professional Learning**

With Tier 2 of the School Review process in 2012, staff were involved in a number of workshops developing our Strategic Direction and focus for the next 3-4 years.

Five whole school Staff Development Days were held in 2012.

Term 1: Review of school policies and School Improvement Goals for 2012.

Term 2: Scope and Sequence in English.

Term 3: Teaching EAL Students in Mainstream Classrooms.

Term 3: OLOR Strategic Directions 2013- 2015.

Term 4: Key Components of Student Data Analysis and handover.

Other major professional learning opportunities included:

Beginning teachers attending NST workshops in Numeracy and Literacy.

Four staff attending ALEA Conference in Sydney in July 2012.

ESL Co-ordinator attending 4 day EAL conference in Cairns.

Seven staff attending IWB Conference in August 2012 in Sydney.

Staff training in First Aid and WHS.

Principal and Assistant Principal involved in Leading Learning initiative.

Principal, Assistant Principal and Religious Education Co-ordinator attending professional learning days related to their associations.

Special Needs team attendance at LST days and relevant workshops.

Staff twilight meetings focusing on meditation and spirituality.



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

In 2012:

- greater consistency in practice was evident across the Literacy block. In some classes it was observed a very strong alignment to more focussed, relevant literacy teaching/learning activities thus better meeting student learning needs;
- greater use was made of the data that was collected, with better analysis of results;
- our 'Positive Behaviour for Learning' Framework impacted positively on every area of school life;
- students had more access to class laptops and, with the introduction of ipads, students were able to use them well in Literacy groups;
- there were many opportunities to highlight our Mercy values and incorporate them into school life; and
- students had opportunities to be involved in many additional schoolwide activities.

### 6.2 2013 Priorities and Challenges

In 2013 it is planned that:

- there will be a schoolwide focus on the analysis of data and differentiation of content so that students' needs are well met. This will involve participation in such programs as Best Start, The Differentiation Project, Empowering Teachers of Mathematics Project;
- with this heightened awareness and use of data there will be class meetings each Term between the class teacher, Special Needs teacher and Principal where results are summarized, students' learning is discussed and a plan for future intervention and support mapped out;
- with this focus on differentiation there will be additional support to teachers through the appointment of a Learning Extension Co-ordinator who will assist teachers in meeting the needs of their more able students;
- students will be involved in such initiatives as Lighthouse Learning (a Maths extension program); Gateways with a focus on Stage 2 in 2013 and other relevant competitions;
- we will expand the PBL Framework to include KidsMatter;
- we will continue to look for opportunities to promote our rich, cultural diversity throughout the school;
- we will continue to support teachers in their use of technology with a particular focus on the resourcing and use of ipads; and
- there will be a deepening of our understanding of the meaning of Discipleship.



## 7. Parent Participation

### 7.1 Introduction

During 2012 parents participated in:

- OLOR Parents and Friends Association;
- Class Parent Network;
- Classrooms assisting in Literacy Groups; and
- The school canteen.

### 7.2 Parent Satisfaction

As part of the formal School Review process of 2012 parents had the opportunity to complete a questionnaire and or be part of a parent panel forum discussing the school and the way forward.

Consistent themes came forward from different groups. The wonderful welcoming community was often mentioned. The strong sense of partnership between the school, parish and parents was also commended.

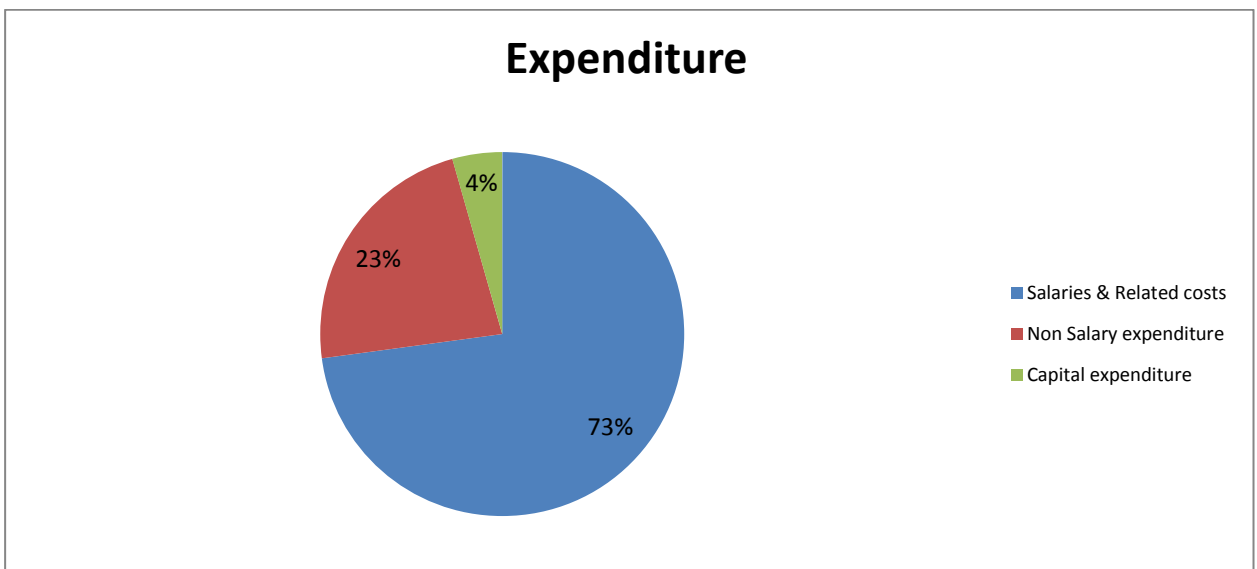
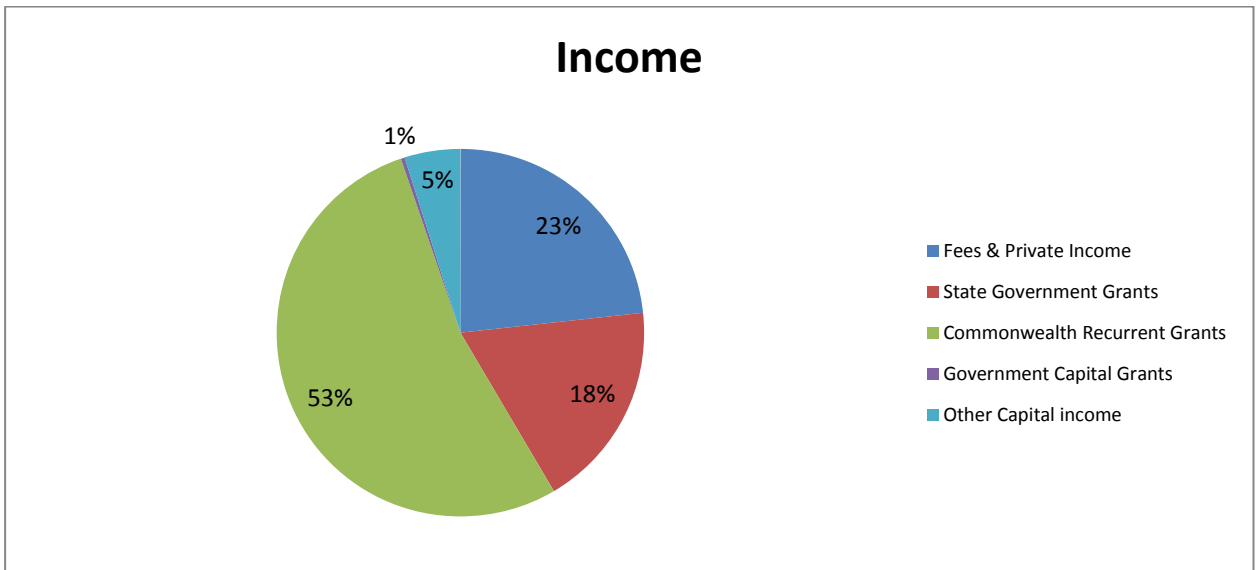
Key strengths were highlighted as:

- dedicated staff who have enormous energy and enthusiasm;
- fantastic facilities;
- focus on Literacy;
- many good systems in place eg PBL, focus on Spirituality and link to Parish; and
- way we embrace the diversity in our multi-cultural environment.



## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.