



Our Lady of the Rosary Catholic Primary School Waitara

2013 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

2013 saw us move into a new 3 year cycle of school improvement as we formalised our Strategic Direction for 2013-2015 following our Formal School Review of 2012.

In the area of Catholic Life and Mission, focus will be to further develop and understand our call to Discipleship and how this is lived out through our engagement in prayer, liturgy and scripture.

Learning and Teaching is our core business and we nominated the key areas of data analysis and differentiation as we strive to meet students' learning needs. Our integration of technology throughout the school will also enhance the learning environment and assist the students to be discerning, creative thinkers of the 21st century.

In the area of Pastoral Care we will become a KidsMatter school, building on existing positive behaviours to foster and encourage a happy, safe community where positive mental health and wellbeing of all is our priority.

Our students have many opportunities to succeed and to develop their gifts and talents.

At OLOR we very much value the strong partnership that exists between Parish, school and families as we celebrate all that makes us a special school community.

1.2 Message from the Parent Body

2013 has seen the parent body of Our Lady of the Rosary, Waitara, continue to support the school in many ways. There have been many initiatives organised by the parents to foster and support the strong sense of community that exists here. Activities included our Welcome Barbecue for Kindergarten at the beginning of the year, Whole School Easter Celebration and BBQ, celebrations for Mothers' Day, Fathers' Day and Grandparents' Day, School Discos, the Blokes and Buddies BBQ, Men in the Morning sessions, Gingerbread Night, Year 3 Challenge Ranch camp and our very enjoyable 'Back to School, Parent' Trivia Night. Our involvement in 'The Dish' project went from strength to strength with many OLOR families keen to be involved. Parents also assisted in classes during the English Block each morning.

Our P&F also supports initiatives of the school through fundraising and 2013 was the year of our Spring Fair. This event happens every 2 years and is a tremendous example of families working together for many months preparing and organising stalls and events around this big day. Through this fundraising, plans are being prepared for the refurbishment of the Infants Playground to make it a more interactive and exploratory space.

Our P&F Association has also supported the school's technology plan with assistance being given to purchase more iPads so that each class has its own bank.

Our Lady of the Rosary has a strong commitment of parent involvement throughout the school and we work closely in partnership with the school team.

P&F President 2013



1.3 Message from the Student Body

In 2013 we loved having iPads to use in our classrooms. We used them in English Groups and also when we were showing how our PBL rules help us to work together so that OLOR is a happy place. Sometimes we made up stories or cartoons about things that happen at school.

Each grade organised an assembly concert where they shared work they had completed over the term. In Year 6 we pretended we were in Parliament.

Everyone has been trying hard to follow our PBL rules and in Term 3 we started to think about how we could be bucket-fillers and the difference we can make when we treat people with respect and tell them why they are special.

In November we were very excited to have our Spring Fair. It's always a fabulous day with lots of rides, great food and lots of things to do. The choir and band performed and some teachers even went in the Dunk Machine and were soaking wet.

OLOR is a busy place and we are very lucky to have PE, Art and Music teachers as well as our class teachers. We have lots of opportunities to be involved in these areas throughout the school.

Year 6 School Captains 2013



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 2013:

Girls	Boys	LBOTE*	Indigenous	Total
167	184	172	2	351

*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 2013 was 95%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 96%.

2.5 Teacher Satisfaction

The staff are people of deep faith who take opportunities to pray together and integrate the Mercy charism into the life of the school.

At the end of 2013 staff were invited to reflect on the successes of the year. They were most appreciative of the professional development opportunities in English through the Differentiation Project, extra planning time, opportunities to unpack the Literacy continuum and detailed analysis of data. While they mentioned they were working harder, they were very positive in their comments, e.g. 'my English Block is now real quality' and 'I am now always mindful of what the data is saying.' They appreciate the support given through class meetings where students' needs are discussed and strategies suggested. 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 purchase of additional iPads they enthusiastically shared knowledge and learnings with each other.

They embraced the KidsMatter concept enthusiastically, commenting on the strong sense of community evident here and their commitment to positive wellbeing of all.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95
1	95
2	94
3	96
4	92
5	96
6	96

The average student attendance rate for 2013 was 95%.

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; and
- 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 work and play together under the PBL Framework of explicit teaching of positive behaviour and which is reinforced with 'Reason to Smile' stickers. The introduction of the 'bucket-filler' concept was well received. 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. Students are particularly enthusiastic about Art and Music and Maths Enrichment classes. We had many primary children keen to join the choir and our new Band company was very positively received with numbers increasing steadily. The Kindergarten and Year 5 particularly enjoyed the 'Buddy' program and there were additional opportunities for the Year 6 students to work with their old 2012 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. To engage the students in the Mercy tradition, each class was taught a Mini-Mercy module where they reflected on what "Mercy at OLOR" means to me. The Year 6 students presented a Mercy morning to their Mercy 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 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.

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 Parish and school community as 'living stones making a spiritual house' (1 Peter 2: 4-9). The Parish and school continue the tradition of working together with parents to form children as members of the community of the Church.

3.2 Religious Life of the School

During the course of 2013 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, Multicultural Day, Parish Family Masses, the Diocesan Mission Mass, Remembrance Day and Year 6 Graduation. To foster the faith formation, our staff joined together for an afternoon of meditative prayer experiences facilitated by the Youth Minister from our nearby St Leo's Catholic College, Wahroonga. Year 5 also had time at St Leo's for a meditation prayer experience which focused on Leadership and serving others.

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 6 and the Social Justice Team facilitating. In addition, we raised money for special projects for the communities of the Philippines after the earthquake devastation, 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. Year 6 also raised and donated money to Catholic Mission.

Prayer is a very important and regular part of every day. Students 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. To acknowledge a significant Feast Day on the Liturgical calendar, allocated grades shared a prayer reflection with the school at the end of weekly assembly.



Our Lady of the Rosary school has continued to develop a strong relationship with our Cathedral Parish. 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 selected Saturday evenings throughout the year. It has helped to continue the 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.

On 20 February, our school leaders were invited to participate in the first Mercy Summit held at St Kevin's, Eastwood, a gathering of staff and student leaders from all the primary schools in the Mercy tradition of the North Sydney and the Parramatta Sisters of Mercy. Throughout the day the students heard the stories of current Sisters of Mercy, their lives and mission. They left with a challenge, to promote Mercy at OLOR. The student leadership team decided to demonstrate outreach to the local residents of McQuoin Park (our neighbouring nursing home) by organising the Year 5 students to visit weekly. It was a wonderful experience for the Year 5 classes and it clearly demonstrated the Mercy values of service, hospitality, compassion and respect that we try to follow daily. The student leaders presented their work at the second Mercy Summit held on September 11.

In 2013 we provided opportunities for parents to come to pray together. We had several Lenten parent prayers which were very well attended, parents attended Diocesan prayer events and they were always invited to join in the prayer Liturgies and Masses during school time.

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 and introduction to such experiences as Godly Play and Lectio Divinia.

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. During 2013, 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 in the area of student discipleship. Also during 2013 new staff were supported in their implementation of RE modules to integrate the Mercy charism, where applicable.

Our Catholic Life and Mission strategic plan was supported by the professional development of the staff in the area of discipleship. Areas of focus were an 'unpacking' of discipleship, ways to connect with the Sacred Scriptures, assessment in Religious Education and personal reflection on discipleship.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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 2013, 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 2013, 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.

During 2013, two staff members attended the Broken Bay Diocesan Pastoral Care and Wellbeing Conference to become more familiar with using the DBB Framework for whole school wellbeing and improvement. The Assistant Principal was a member of a Diocesan Team who met regularly to develop a Wellbeing Survey in line with this Framework, for parents and for students in Stage 3.

In 2013, two staff members attended the briefing for KidsMatter. Staff had the opportunity to meet with the Primary Education Officer – Student Wellbeing for professional Learning around Component 1 of KidsMatter. A KidsMatter Action team was formed and teachers began teaching students the concept of being a 'Bucket Filler'. In line with the National Action Against Bullying Week, the school completed a four week campaign against bullying.

As technology continues to grow and develop, it was recognised that the students at OLOR need to be equipped with the skills to be more cyber safe. The students in Years 5 and 6 took part in a Cyber Safety workshop, run by the Australian Communication and Media Authority (ACMA) which involved the students completing scenarios around cyber safety.

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. 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 2013 the main parent social evening event took the form of a Trivia Night in the Light of Christ Centre. There was also the biannual OLOR Spring Fair held on the St Leo's oval that was a great Parish, school and local community building event. A commitment to whole school events enables us 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 students 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.



Our School Pastoral Care Parent Liaison Co-ordinator continues to be 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 and Procedures](#) which is implemented by all schools in the Diocese.

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

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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

After our formal School Review of 2012 we developed a strong strategic direction for the next three years with a focus on improving student outcomes with attention to analysis of data and differentiation taking us into 2013. We continued with our major focus on English as we consolidated our understandings around best practice.

Staff were involved in a number of ongoing initiatives:

- they were involved in Diocesan Professional Development around the implementation of the new English Syllabus. This continued with our Literacy leaders attending PLC throughout the year and reporting back to staff;
- they had the opportunity to meet formally and informally with a Primary Education Officer – Literacy to deepen understandings and discuss data;
- a formal process of class meetings was commenced once a Term with the Principal and Special Needs Co-ordinator and class teacher where data was discussed and strategies suggested, tried out and critiqued;
- teachers were supported by Instructional Walks observing their practice with discussion and feedback given;
- there was continued alignment with all classes demonstrating common practice within the structure of the English block. Grade, module meetings and discussions focused on the teaching/learning activities that students completed in English group sessions;
- linking in with our Literacy work, three staff members worked closely with a Primary Education (Project Officer / Special Needs) on a government sponsored project MSSD. The aim was to work on building the students' comprehension strategies. From this a whole school approach was developed explicitly teaching these strategies and plotting students on the Literacy continuum to meet their needs;
- with the focus on differentiation, a number of staff attended the Northern District G&T Conference in July developing understanding and furthering their skills; and
- as each room has an IWB, staff attended professional learning sessions to upskill teachers in the development of rich tasks using ActivInspire software. Teachers also attended a number of PD sessions around the implementation of iPads into the classroom.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of 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 Communities. 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 2013 cohort, there were **(53)** students in Year 3 and **(46)** 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 *My School* 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
Reading	State	2.8	9.7	16.3	24.6	18.7	27.9	96.3
	National	2.8	8.7	17.3	23.5	22.6	23.2	95.3
	School	0	2	6	20	24	48	100
Writing	State	2.0	5.5	15.2	23.1	37.0	17.2	96.1
	National	3.1	5.2	14.3	28.8	29.9	16.7	95.0
	School	0	0	0	8.7	41.3	50	100
Spelling	State	4.4	5.6	17.6	22.8	24.3	25.3	95.5
	National	4.2	9.2	17.2	24.9	23.0	19.5	93.9
	School	0	0	16.7	10.4	35.4	37.5	100
Gr. & Punct.	State	3.2	7.5	14.2	20.7	23.7	30.7	96.4
	National	2.8	7.2	14.8	22.3	24.0	27.1	95.3
	School	0	0	6.3	12.5	25	56.3	100
Numeracy	State	2.8	8.3	21.5	28.7	24.8	14.0	96.5
	National	2.3	9.9	23.9	30.4	20.6	11.0	95.8
	School	0	2.1	16.7	22.9	41.7	16.7	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 Writing and Numeracy. With over 90% in Bands 5 and 6 for Writing and over 70% in the top 2 bands for Reading 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 around key parameters of the English Block. 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 to focus on individual needs of students.

While results are also pleasing in Numeracy with over half (58%) in Bands 5 and 6, there will be a more detailed analysis of students' Mathematical needs in 2014 as our school begins the EMU (Extending Mathematical Understanding) process.



Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	1.8	9.4	22.6	28.9	22.1	15.3	97.0
	National	1.9	9.9	23.4	30.0	21.9	10.9	96.2
	School	0	4.4	8.9	28.9	28.9	28.9	100
Writing	State	6.3	8.8	32.3	29.7	15.2	7.8	93.1
	National	6.4	11.8	28.1	31.8	15.0	5.1	91.7
	School	0	2.2	15.6	40	26.7	15.6	100
Spelling	State	5.5	8.1	21.1	27.3	24.7	13.2	94.4
	National	5.0	11.7	23.1	27.9	19.5	10.9	93.1
	School	0	6.7	17.8	31.1	31.1	13.3	100
Gr. & Punct.	State	4.6	9.3	21.8	22.3	23.1	19.0	95.8
	National	3.3	10.5	22.7	28.3	21.2	12.0	94.8
	School	0	2.2	22.2	20	31.1	24.4	100
Numeracy	State	5.1	15.1	25.7	26.4	13.0	14.8	94.0
	National	4.7	15.4	26.4	26.7	15.7	9.3	93.4
	School	0	4.7	14	37.2	23.3	20.9	100

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 28.9% of students in Band 8 for Reading, which was almost triple the national average of 10%. Similarly, in writing, 15.6% of students achieved in Band 8 compared to the National figure of 5.1% while in Grammar, and Punctuation and Numeracy students doubled the National figures in Band 8.

There was increased growth across all areas with some students appearing to have made more significant gains than others. The results in literacy are pleasing in light of the focused professional development that staff have been involved in around key parameters - English.

An area of future focus, on closer analysis of the data in Mathematics, would be students' skills in number and an unpacking of multiple step problems. This fits well with our decision to give greater attention to the pedagogy of Mathematics in 2014.

By analyzing a range of data and looking more closely at the needs of students we, as a staff, will continue to map more accurately students' learning. 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;
- Maths Olympiad;
- Havefunonline Maths Competition for Years 4, 5 and 6;
- Lighthouse Learning;
- Gateways Enrichment Program for Years 3 and 4 students with a focus on Dance, Robotics, Science and English;
- Da Vinci Decathlon;
- Drama Club;
- Taekwondo;
- Band;



- Instrument tuition – flute, clarinet, saxophone, trumpet, trombone, violin;
- Choir;
- Active After Schools Sports;
- ICAS Competitions; and
- Celebrations for Book Week, Multicultural Day, Feast Day.

A highlight of 2013 was our own Performing Arts Evening in December, with a Christmas theme, where every child in the school was a star on the big stage.

5.4 Professional Learning

In 2013, professional development focused around our School Improvement Plan Goals that were developed out of the Strategic Plan for 2013-2015.

Five whole School Development Days were held in 2013.

Term 1: Review of school policies and School Improvement Goals for 2013.

Term 2: Diocesan Staff Day introducing new Syllabus documents for Mathematics and English.

Term 3: KidsMatter – Component 1.

Term 4: Spirituality, meditation and the scriptures.

Term 4: Key Components of Data Analysis and Transition.

Other major professional development opportunities included:

- Beginning teachers attending NST workshops in Literacy and Numeracy;
- Staff training in First Aid and WHS;
- 3 teachers working on MSSD Project for whole year around best practice in comprehension with ongoing CSO support;
- Stage 3 teachers involved in ETM (Empowering Teachers of Mathematics) Project, joint initiative research project with CSO and Sydney University for whole year;
- 4 teachers attending 3 day G&T Conference in July in Sydney;
- Principal and Leadership Team involved in Diocesan Leading Learning initiative;
- Principal attended ACEL Conference – Canberra October 2013;
- 10 teachers trained in Google Apps;
- Whole staff development around flipcharts on IWBs; and
- 8 staff attended day workshops around the integration of iPads in the classroom.



6. Strategic Initiatives

6.1 2013 Priorities and Achievements

In 2013 achievements were noted in the following areas:

There was strong consistency in practice in English with all classes working through a daily dedicated literacy time. Parent helpers were utilised in some classrooms assisting and supporting the class teacher during reading group time.

Class meetings and Instructional Walks took place each Term with discussions around what the data was saying and where to next. Greater use was made of data by everyone.

Involvement in the CSO Differentiation Project had far-reaching effects across the whole school. All teachers began using the Literacy Continuum to plot student achievement in comprehension and reading. Programs became reflective of the information in the continuum with teaching/learning activities aligned.

Our 'Positive Behaviour for Learning' Framework impacted positively on every area of school life and KidsMatter was embraced enthusiastically as all endeavoured to be 'bucket-fillers'.

Students had regular access to class laptops and iPads with them consolidating skill development across many areas.

There were many opportunities to highlight our Mercy values and incorporate them into school life.

The understanding of being a disciple was elaborated upon as students developed their faith.

Students had opportunities to be involved in many additional schoolwide activities.

6.2 2014 Priorities and Challenges

In 2014 it is planned that:

- the schoolwide focus on data analysis will continue with strong integration with programming, teaching and differentiation of content so that students' needs are well met, especially in English;
- student data will be collated electronically so that each child has an ongoing data file that allows for triangulation of data and better analysis of trends;
- the comprehension and reading focus will be expanded to include vocabulary development and Writing;
- with this heightened use of data, class meetings will continue each term between the class teacher, Special Needs Co-ordinator and Principal;
- with this focus on differentiation the Learning Extension Co-ordinator will assist teachers in meeting the needs of their more able students with a special focus on Mathematics;
- students will be involved in relevant G&T initiatives such as Mindset and Gateways with a focus on Stage 2 in 2014 and there will be opportunities for other relevant competitions;
- KidsMatter will be an over-arching commitment to foster the positive mental health and wellbeing of all;
- the number of iPads will be doubled so that each class will have their own bank to utilise across the whole day;
- we will continue to look for opportunities to promote our rich, cultural diversity throughout the school; and
- we will maintain our commitment to Social Justice initiatives throughout the school and there will be a deepening of our understanding of prayer, scripture and Liturgy through creative spiritual experiences.



7. Parent Participation

7.1 Introduction

During 2013 parents participated in:

- Parents and Friends Association and committees that organise community events;
- the Spring Fair, which occurs every 2 years;
- Class Parent Network;
- the Dish initiative;
- Men in the Morning, Blokes and Buddies BBQ;
- classrooms assisting in Literacy Groups; and
- the school canteen.

Additional activities outlining parents' participation may be found on the School's website.

7.2 Parent Satisfaction

Parents have given feedback through discussion, survey and interviews.

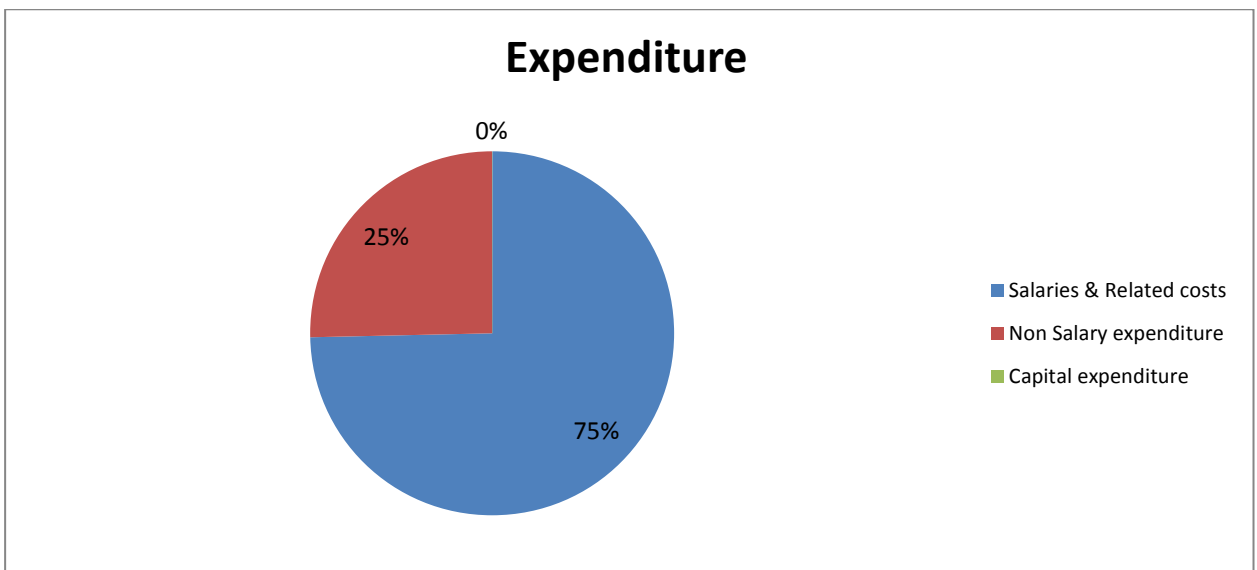
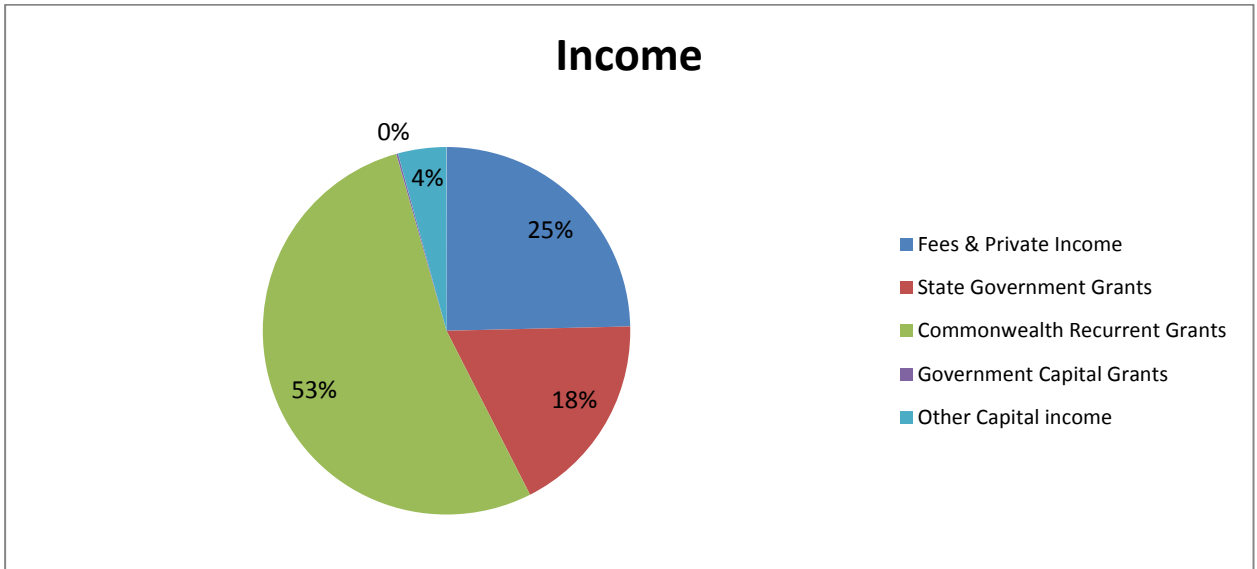
Consistent themes are noted:

- wonderful welcoming community;
- strong focus around embracing diversity in our multi-cultural environment;
- strong sense of partnership between the school, Parish and parents;
- many good systems in place eg PBL, KidsMatter, focus on faith;
- dedicated staff who have enormous energy and enthusiasm;
- good academic results;
- strong focus on Literacy; and
- fantastic facilities.



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.