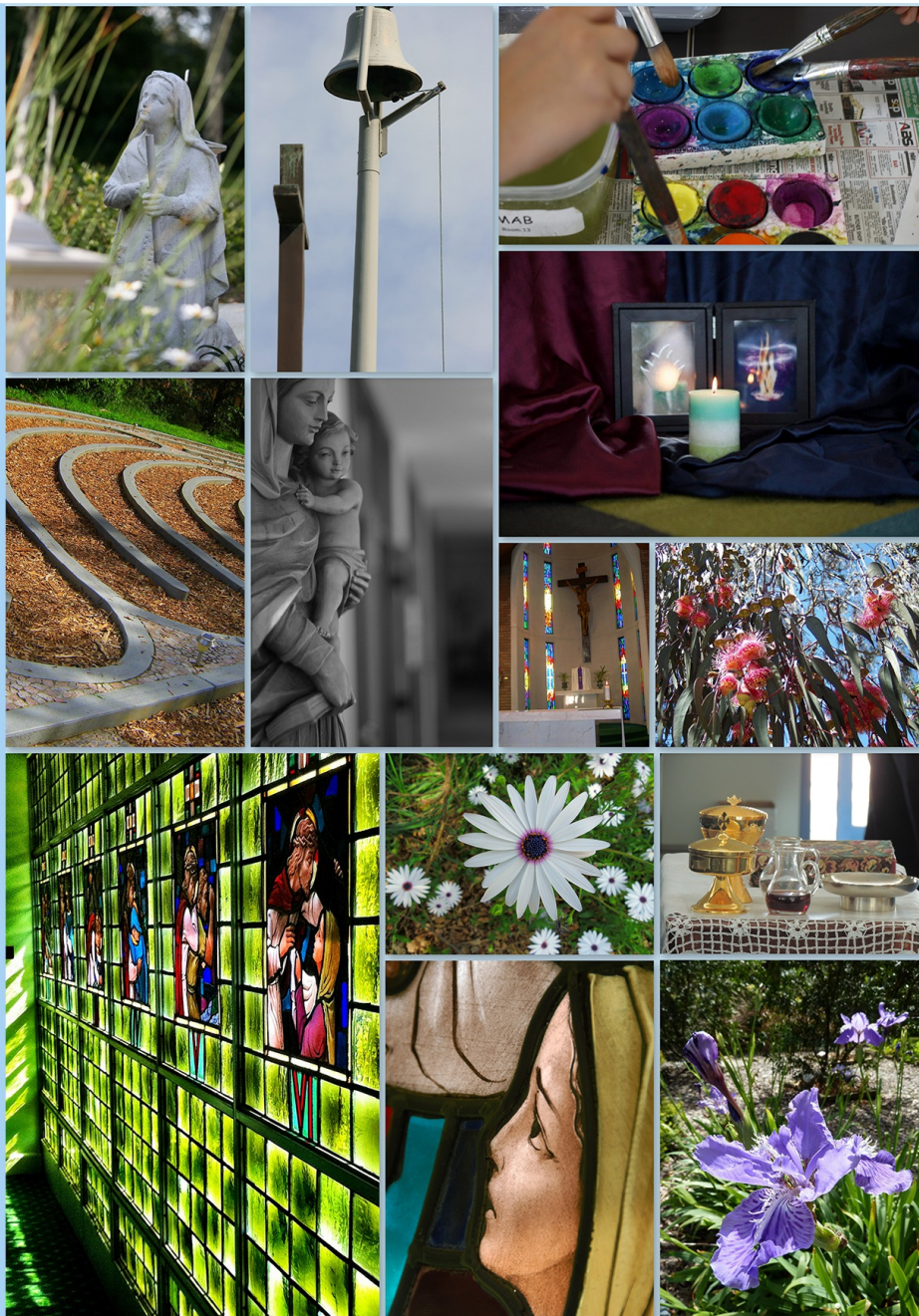


2015

annual school report



Our Lady of the Rosary Catholic Primary School, Waitara

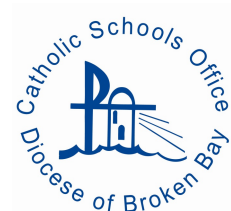
Private Bag 3000, Hornsby 1630

Principal: Mrs Jacinta Crowe

Phone: (02) 9489 7000 Fax: (02) 9487 4027

Email: olorw@dbb.catholic.edu.au

www.olorwdbb.catholic.edu.au



ABOUT THIS REPORT

Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

I am very pleased to present to you the Annual School Report for 2015.

This has been another significant year at Our Lady of the Rosary with many achievements.

Some highlights have been our commitment to the core business of learning and teaching; consolidation of our work in English incorporating a strong focus on vocabulary development; sustained learning in Mathematics through Extending Mathematical Understanding (EMU); development of Project Based Learning in Stage 3; integration of technology throughout the school which has enhanced learning; expansion as a strong *KidsMatter* school which has highlighted our safe, happy environment; and fostering witness to our faith.

In this year of the ANZAC centenary, we were very honoured with the presence of His Excellency General The Honourable David Hurley AC DSC (Retired), Governor of NSW, and his wife, at our commemoration ceremony as we unveiled our new ANZAC garden memorial and remembered former student, Trooper Jason Brown.

We have continued to build on our successes as we have strengthened our partnerships with parish and parents.

We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

In 2015, the school and parent bodies of Our Lady of the Rosary, Waitara have continued to work closely together. Many initiatives organised by parents foster and support the strong sense of community that exists here. Parents are invited to our welcome barbecue for Kindergarten, whole school Term 1 BBQ, the *blokes and buddies* BBQ, celebrations for Mother's day, Father's day and Grandparent's day, school discos, *men in the morning* sessions, gingerbread night and the trivia night. Parents and Friends (P&F) meetings have been opportunities to learn more about the school through various presentations. Many are involved on the roster for *The Dish* initiative.

2015 saw the Country Fair take place in November after months of preparation. It is a marvellous community event with most families involved. It was a wonderful success with our P&F supporting the school with funds for more iPads and Chromebooks, reading and mathematics resources, as well as playground development.

We have parents working and engaged in the school in many ways, in classrooms assisting in the English block, in the canteen and with costumes, and this partnership is valued greatly.

Student Body Message

At Our Lady of the Rosary we work hard to follow our *Positive Behaviour for Learning* (PBL) school

rules: respect self and others, respect learning and respect the environment. As a *KidsMatter* school we are bucket-fillers and try to live out our Mercy values of hospitality, respect, integrity, compassion and service. Year 5 and 6 especially like being buddies to Kindergarten and Year 1 students. A highlight of 2015 was our moving ANZAC Centenary service where we remembered Trooper Jason Brown and those who have died in war. We have many opportunities with our sporting carnivals and gala days, excursions and incursions, band, choir, drama club, taekwondo, liturgies and parish/school masses. We have a strong commitment to social justice and we knitted scarves for the homeless, visited the elderly at McQuion Park and did fundraising for the needy. In 2015 we loved our Art classes and learned lots of new Science as well. All classes have iPads and laptops.

Each grade organised an assembly where they sang, danced and shared work they had completed. Year 5 and Year 6 were in their own musical with lots of solo parts and everyone came together for our carols evening.

Parish Priest's Message

Hornsby Cathedral Parish is proud of Our Lady of the Rosary Catholic Primary School. As the Administrator of the Parish for Bishop Peter, I am involved in the day to day life of the school.

The principal is vital to the school and links well with the parish community. She is a member of the Parish Missionary Council and reports at each meeting on the religious, educational, social and pastoral activities of the staff, students and families.

At the liturgical level, all students attend Mass and celebrate the major liturgical feasts. Other celebrations including Harmony day, ANZAC day, our feast day and other events in the secular calendar are brought to life in a pastoral or liturgical way. Students are able to see that their spiritual and secular lives are woven together.

I am very conscious of the effort that our teaching and ancillary staff put in to be the best for the students at Our Lady of the Rosary. They witness to this by living their own faith and sharing this with the students.

Our Lady of the Rosary Catholic Primary School is on a missionary footing for evangelisation.

(Very Rev) Robert Borg
Dean and Administrator
Hornsby Cathedral Parish

School Features

Our Lady of the Rosary Catholic Primary School Waitara, is a Catholic systemic co-educational school.

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.

In 2015, students at Our Lady of the Rosary had the opportunity to participate in many extra-curricular events and activities including:

- Year 6 diocesan public speaking competition
- Maths olympiad
- *Have Sum Fun Online* Mathematics competition for Years 3, 4, 5 and 6
- *Mindset* enrichment Mathematics program
- *Gateways* enrichment program for Years 3 and 4 students with a focus on Science and Technology, Dance, Visual Art and Writing
- *Da Vinci Decathlon*
- Drama club
- Taekwondo
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone, violin
- Choir
- International Competitions and Assessments for Schools (ICAS)
- Celebrations for Book Week and OLOR feast day
- Multicultural day featuring consular assistance from the Philippines, multiage class activities, Bollywood dance performance, a beautiful liturgy and wonderful concert where many students performed national songs, dances and dramas
- Carols evening.

A highlight of 2015 was our Stage 3 musical, *Antshillvania*, with matinee and evening performances in November.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
161	187	177	348

* Language Background Other than English

We have a strong commitment to assisting students where English is not their first language. Programs are in place to support the needs of English language learners.

We have over 44 nationalities represented throughout our school, and celebrate and affirm this rich diversity.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 95.58 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
96 %	95 %	96 %	97 %	96 %	96 %	93 %

Managing Student 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 NSW Education Act (1990) 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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	7	32

* This number includes 14 full-time teachers and 11 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	25
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Policy, procedures and curriculum best practice
Day 2	English - Writing and representing
Day 3	Spirituality - Joy of the Gospel

Whole staff, small group or individual professional learning was undertaken in the following areas:

- Early career teachers - English and Mathematics
- First aid and WHS training

- Stage 3: Project based learning
- Regular collaboration on data analysis and differentiation
- Mathematics
- CSO Wellbeing conference
- Introduction to new History syllabus
- *Cultures of Thinking*
- *Joy of the Gospel* and staff meeting reflections
- Writing and representing with in-class modelling and coaching.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

As a Catholic school founded in the Mercy tradition under the stewardship of the Diocese of Broken Bay, we are committed to engendering a community that reaches out to people in need.

An important school improvement goal for 2015 was to build on the way we make authentic discipleship responses in Religious Education modules, through liturgies and the range of social justice initiatives in which the school engages.

The 2015 school year commenced with a themed mass, "We are living stones making a spiritual home" (1 Peter 2: 4-9). The stone walls of both the Cathedral and school are viewed as important symbols that constantly remind us of our mission as Catholic disciples. This mass set a platform for staff, students and community to authentically and consistently reach out to others in need.

Examples of outreach initiatives in 2015 include developing student/staff/parent connectedness to the following social services that support the needy:

- The Dish (an outreach van supporting the needy in our local area): the Stage 3 knitting club knitted scarves for our friends at The Dish. Stage 3 students also prepared special treats and cards for these friends.
- The Hornsby Ku-ring-gai Women's Shelter (two toiletry pack drives)
- Hornsby Catholic Parish Community Meal
- Project Compassion (Caritas)
- Sock it to Poverty (Mission Australia)
- Mercy Mission (for the mission in Candela, Peru)
- Winter sleep-out (Mini Vinnies)
- Visits to McQuoin Park nursing home (Year 5)
- Christmas Hampers (St Vincent de Paul)

During 2015, all were involved in key liturgical celebrations including the commemoration of Advent, Holy Week and the feasts of Our Lady of the Rosary, Saint Mary of the Cross MacKillop and All Saints. As well, we celebrated masses, prayer and liturgies for many significant events including opening and end of school year, multicultural day, Mother's day, Grandparent's day, Father's day, Remembrance day and Year 6 graduation. As the Cathedral school, we hosted the Diocesan schools' staff mass and the Diocesan mission mass.

Particular mention is made of our ANZAC day centenary liturgy that paid tribute to Trooper Jason Brown (former student of OLOR, killed in Afghanistan). In this moving liturgy, in the presence of his family, our student leaders revered Jason's beret, listened to his sister's beautiful tribute and prayed and sang in solidarity. It was a day we will all remember forever.

Professional Learning was provided for all staff on *The Joy of the Gospel* (Pope Francis' 2013 encyclical). This included three staff meetings and a combined schools' staff development day at St Leo's Catholic College.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2015 teachers were involved in key curriculum initiatives that developed understanding of contemporary educational thought and encouraged consistency of practice through professional learning, educational conversation and reflection.

Teachers continued to unpack, program, implement and become more familiar with the curriculum from the Mathematics and English syllabus documents that were introduced in 2014. There was a whole school focus on the Writing and Representing strand in English. Teachers continued to analyse student data, using this information to explicitly teach literacy skills and plot students on the Literacy Continuum. It was noted that there was strong consistency of practice across the English block with class teachers working together to develop quality, differentiated tasks. There was additional teacher support in the early years with a Literacy support teacher working in Years 1 and 2. This meant that three teachers worked with sixty Kindergarten students across each morning, that is, an additional teacher working with the two class teachers.

Teachers worked closely with the Special Needs coordinator, the Learning Enrichment teacher and the English as an Additional Language (EAL) teacher to identify students who needed adjustment plans to support their learning. The EAL teacher worked in a number of classes in a co-teaching role, supporting both teachers and EAL students.

Staff implemented the new Science and Technology syllabus with an emphasis on working technologically and scientifically. Teachers reported great enthusiasm from the students and increased confidence in themselves.

The Creative Arts syllabus and school scope and sequence were revised with teacher learning focused around the strands of Visual Arts, Drama and Dance. Digital copies of student work were gathered for display and record keeping.

Project Based Learning was implemented in Stage 3 with teachers participating in professional learning based around this pedagogy.

Some staff attended introductory professional learning on the new History and Geography syllabus documents that will be implemented in 2016. All teachers worked together to explore

some of the new emphases of these documents and developed a draft scope and sequence incorporating these study areas.

There was a continued commitment to Mathematics. An additional specialist teacher and leaders were trained in Extending Mathematical Understanding (EMU) and together with the formerly trained EMU specialist, supported teachers in the development of their Mathematics knowledge. There was a whole school commitment to the Mathematics Assessment Interview (MAI) with teachers noticing pleasing student growth and continuing to use this data to inform their teaching.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	87.50 %	52.20 %	0.00 %	10.70 %
	Reading	81.20 %	48.20 %	2.10 %	11.00 %
	Writing	77.10 %	46.80 %	0.00 %	7.40 %
	Spelling	56.20 %	41.20 %	2.10 %	14.80 %
	Numeracy	51.00 %	33.50 %	2.10 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63.40 %	35.90 %	0.00 %	16.60 %
	Reading	68.30 %	33.50 %	0.00 %	18.10 %
	Writing	48.80 %	19.10 %	2.40 %	17.60 %
	Spelling	58.50 %	32.60 %	4.90 %	15.30 %
	Numeracy	51.20 %	27.80 %	4.90 %	15.80 %

NAPLAN Comments

It was pleasing to note that the percentage of students achieving in the top two bands was

significantly above the national percentage in every test area. This trend has been seen over many years at Our Lady of the Rosary. Over the past few years, as we have developed consistency of practice across the English block, we have seen an upward trend in our results in English. The percentage of students in the top two bands in Year 3 Reading has increased from 72% in 2013 to 81% in 2015. In Year 5 Reading we have seen similar improvement in the top two bands, from 37% in 2013, to 53% in 2014, to 68% in 2015). Grammar and Punctuation data has remained consistently high in Year 3; Year 5 has improved from 53% in 2014 to 63% in 2015. There has been a big improvement in Writing in Year 5, from 21% in the top two bands in 2014 to 48% in 2015. The strong focus on vocabulary development through weekly Tier 2 words in each class, and shared reading practice with attention to language skills in all classes, has made a significant difference and given us much to celebrate. These results support the emphasis we have given to developing strong comprehension skills in English.

Our Special Needs team and EAL teacher work closely with all teachers especially supporting those students in most need. As results indicate, we have few students in the lowest bands. This is pleasing as it indicates that most students are progressing well and that extra support is working well for our at risk students.

An analysis of Mathematics shows an upward trend in Year 5 results from 40% in 2014 to 51% in 2015 in the top two bands. There has been commitment from teachers in deepening their own mathematical knowledge through professional learning around key learning strategies linked to the Extending Mathematical Understanding (EMU) program. This has led to a school wide focus on making more use of mathematical resources, such as bead strings and bead kebabs, to build whole number understandings. Mathematical Assessment Interview (MAI) data has shown pleasing growth and this has brought an increased confidence in Mathematical tasks, including those related to NAPLAN. Further analysis of Mathematics data shows a need for greater attention to the vocabulary of Mathematics and more instruction in the breaking open of two and three step problems. These areas will form the basis of future professional learning with teachers.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Our Lady of the Rosary's Pastoral Care policy and practices are aligned with the diocesan Pastoral Care policy and are expressed through the implementation of the *KidsMatter* framework. In 2015, the school continued its commitment to being a *KidsMatter* school. The staff met with the CSO Education Officer (Student Wellbeing) for professional learning around component 2 of the *KidsMatter* framework. The *KidsMatter* action team met to make decisions regarding the implementation of the framework throughout the school. Teachers continued to teach students the concept of being a 'bucket filler' and the notion of using the lid of your bucket. This idea protects individuals from others dipping into their bucket and teaches resilience. Our Pastoral Care parent liaison coordinator continued to be a valuable resource, supporting new families to the school and other families as required. Our coordinator organised the *Seasons for Growth* program, supporting children experiencing grief and loss and the resilience building program, *Goodbye Mr Scary*.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The Behaviour Management policy and practices at Our Lady of the Rosary are aligned with the *Diocesan Behaviour Management and Student Discipline Policies* and are expressed through the implementation of the *Positive Behaviour for Learning* (PBL) program. 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 2015, staff continued the team approach for the implementation of PBL throughout the school. Our school rules of respect for self and others, respect learning and respect the environment, reflect our Mercy values and heritage. Each fortnight, the school focused on one of these rules, with lessons explicitly taught in class. This PBL focus is included in the weekly newsletter with helpful hints for the home. It was pleasing to hear the language of PBL becoming consistent in playground and at home. In 2015, the principal's morning tea each term continued to publicly acknowledge and celebrate a nominated member from each class who had lived out the PBL school rules and Mercy values.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the [Pastoral Care Policy for Diocesan Systemic Schools](#) and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Our Lady of the Rosary's anti-bullying policy and practices are aligned with the [Diocesan Pastoral Care and Anti Bullying Policies](#) and available on the school website. In line with the National Action Against Bullying Week, the school completed a four week concentrated campaign against bullying in Term 1 with a repeat of the focus in Week 1 each term. Students from Kindergarten to Year 6 attended a Power of One performance to reinforce the messages of 'Bullying, no way' and 'Say no to bystanders'. During 2015, 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. Stage 3 students participated in the Cybersmart program run by the Australian Government's Office of the Children's eSafety Commissioner. Local police school liaison personnel spoke to Stage 2 and 3 students and Stage 3 parents around the importance of cybersafety and safe and appropriate use of social media.

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related

policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The school's Mercy values of respect, hospitality, integrity, compassion and service, our Positive Behaviour for Learning focus areas and our commitment to the *KidsMatter* framework, are all strong initiatives that work together to build, promote and foster respect and responsibility at Our Lady of the Rosary.

Students throughout the school are reminded of the Mercy values daily, with respect underlying all behaviours. With many families arriving from overseas, living out the value of hospitality is critical for students and parents alike as families are welcomed and supported into the life of our school. All are reminded to be people of integrity and stand up for what they know is right and just. Our focus on compassion and service speak to the heart of what it means to be a disciple of Jesus.

All Year 6 students take on roles and responsibilities throughout the school working in teams of three or four students developing ideas and supporting teachers. These student leadership teams are in the areas of liturgy, library, media, environment, art, sport and technology. Our house leaders oversee social justice initiatives and our vice captains lead PBL discussions, often with role plays of situations at whole school assembly. All Year 6 students look forward to these opportunities and carry out duties responsibly.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

In 2015 key improvements were noted in the following areas:

- A Staff Development Day and resulting whole school focus on Writing and Representing saw increasing sophistication in content and description. There is now strong evidence of agreed practice strategies in English.
- Teachers took part in Science and Technology learning, developing units including Working Scientifically and Working Technologically strands.
- There was whole school learning in Maths with EMU focused activities and support for parents with video demonstrations on the school's parent portal.
- There was learning for Stage 3 teachers around Project Based Learning; units were developed which gave students opportunities to be involved in more collaborative problem-solving.
- *KidsMatter* framework was extended as we completed Component 2, incorporating a social and emotional tool that enabled deeper insight into students and their behaviour.
- All strands of Creative Arts received strong learning focus with students and teachers reporting renewed enthusiasm and effort in teaching of these core areas.
- Stage 3 students performed in a full scale musical, *Antshillvania*, which included 12 solo singing roles.

Priority Key Improvements for Next Year

Key improvement areas for 2016 have been identified as:

- Continue to strengthen the process of *learning to write* with a focus on editing, spelling and vocabulary development.
- Continue to investigate Project Based Learning in Stage 3 and introduce Chromebooks to Year 6 to support this focus.
- Continue to broaden the relevance and use of iPads.
- Introduce the *Cultures of Thinking* framework through a Staff Development Day (SDD) and implement throughout the school.
- Develop understanding of new syllabus documents for History and Geography; plan units of work to trial in 2016; and incorporate thinking routines into these new units.
- Closely analyse MAI data and link with other data to note trends and areas for

development with a focus on warm-up activities.

- Broaden class meetings to include EAL teacher and Assistant Principal.
- Expand *KidsMatter* with emphasis on component 2, student social and emotional learning; organise related parent education sessions. Parents and students will complete surveys to give us insight into the way forward.
- Involve students, staff and parents in developing understanding around the *Jubilee Year of Mercy* and implications for us as disciples of Jesus.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Each year, parents' opinions are sought through P&F meetings, class parent meetings, 'Cuppa with the principal' sessions, enrolment and parent/teacher meetings, and formal surveys at the end of each year.

Consistent strengths have been identified across all forums.

- A strong majority of respondents referred to the very warm, welcoming community with appreciation and commendation about how we embrace diversity in our multi-cultural environment. Families appreciate the efforts made by the P&F to organise events and enjoy coming to whatever is on.
- Parents value the strong partnership that exists between the school, parish and families and appreciate their children having opportunities for creative, meaningful liturgies.
- They acknowledge the many good systems in place e.g. PBL and *KidsMatter*.
- Many commend the excellent staff as highly skilled with tremendous energy, enthusiasm and dedication.
- They value the good academic results, with the strong focus on English and Mathematics, as well as the commitment to creative pursuits through Art and our Performing Arts concerts.
- They love the fantastic facilities.
- The opportunities for community outreach are appreciated by many.

Student Satisfaction

Information is gained from students through class meetings, principal discussions, yearbook reflections and playground discussions. Students' feedback indicated that their fellow students follow our PBL rules well; many mentioned receiving 'Reason to smile' stickers and that it is important to fill your own and other people's 'buckets' as part of the *KidsMatter* focus. Students respond very positively to our weekly awards and principal's morning tea celebrations each term.

Students enjoy opportunities to work together in multi-age groups and Mercy House teams during feast day celebrations. The highlight is having the chance to be buddies for younger students (Kindergarten with Year 5, Year 1 with Year 6) so that these relationships continue into the second year. Students enjoyed 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 Mathematics enrichment classes are often listed as good things. Many primary students are keen to join the choir and band numbers continue to increase steadily. They love playing on the oval and being surrounded by a bush environment.

Teacher Satisfaction

Staff at Our Lady of the Rosary are a mixture of very experienced and early career teachers. They work closely together, and enjoy learning and celebrating together. They see the value of the *KidsMatter* framework and have enthusiastically embraced the Wellbeing weeks each term. In 2015 the staff appreciated opportunities to focus on unpacking the new Science and Technology syllabus and to work collaboratively to develop units. They also enjoyed revisiting Creative Arts lessons and celebrated the joy they saw as students developed new skills.

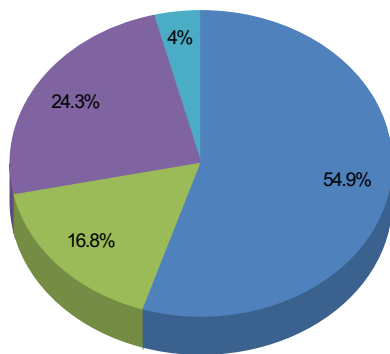
Staff continue to be appreciative of the professional learning opportunities available and the extra planning time given. Teachers found the many opportunities to work together at grade and module level in planning teaching and learning sequences to be valuable and productive. Staff appreciate the continued resourcing of technology throughout the school.

The staff take opportunities to come together as a faith community and are very supportive of the parish. They were very positive about the chance to further explore the key themes of the *Joy of the Gospel* message.

SECTION ELEVEN: FINANCIAL STATEMENT

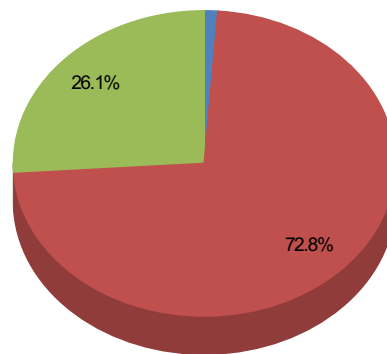
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.8%)
- Fees and Private Income (24.3%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (72.8%)
- Non-Salary Expenses (26.1%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,241,294
Government Capital Grants	\$0
State Recurrent Grants	\$686,506
Fees and Private Income	\$993,165
Other Capital Income	\$163,114
Total Income	\$4,084,078

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$43,960
Salaries and Related Expenses	\$2,820,774
Non-Salary Expenses	\$1,009,644
Total Expenditure	\$3,874,378