

2017 Annual School Report

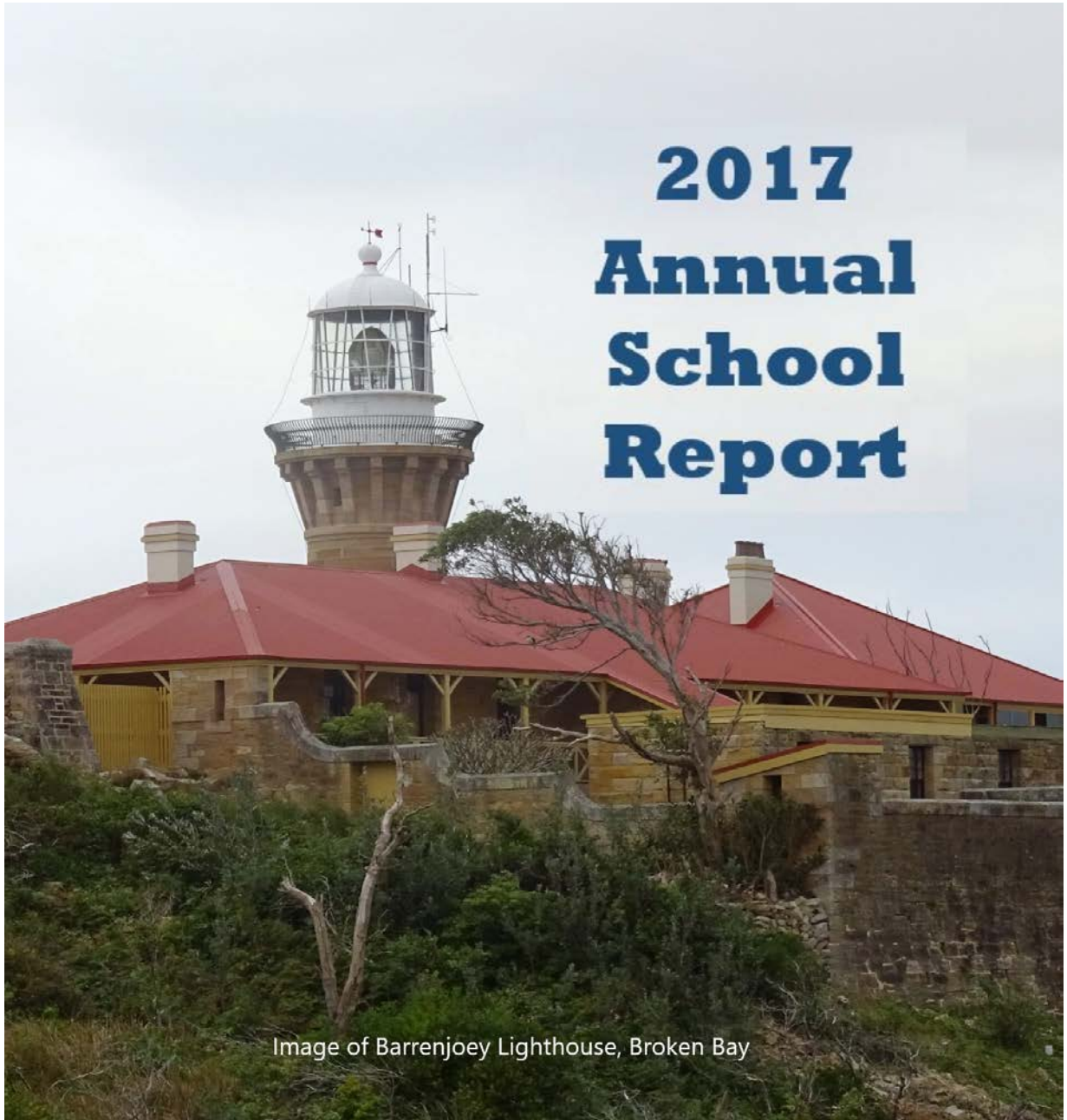


Image of Barrenjoey Lighthouse, Broken Bay



Our Lady of the Rosary Catholic Primary School, Waitara

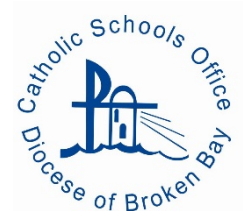
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ABOUT THIS REPORT

Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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](#).

Principal's Message

I am very pleased to present to you the Annual School Report for 2017.

2017 has been another significant year at Our Lady of the Rosary as we have been through the formal process of Tier 2 Review that occurs every 6 years. In the areas of Attendance, Staff Accreditation, Finance, Child Protection, WHS and Behaviour Management, there was a review of policies and procedures. Additionally we reflected on learnings and developments in the key areas of Catholic Mission, Learning and Teaching and Pastoral Care and, with input from other professionals, looked forward to our goals towards 2020. Another highlight during the year has been our commitment to and integration of technology with the expansion of Chromebooks across Stage 3, enhancing class learning and giving us a strong platform for Project Based Learning across Stage 3.

As a Catholic school our commitment to faith and expression of that faith is what sets us apart. We are a school in the Mercy tradition and our related Gospel values of Respect, Hospitality, Integrity, Compassion and Service are integral to who we are and who we strive to be. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

In 2017, the school and parent body of Our Lady of the Rosary, Waitara have continued to work closely together. Many initiatives, organised by parents, foster the strong sense of community that exists here. Parents are invited to our *Welcome Barbecue* for Kindergarten, 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 Bingo Night. Our P&F meetings have been opportunities to learn more about the school through various presentations and our P&F has supported keynote speakers in the areas of resilience building, parenting and cybersafety.

Many of our parent community are involved on the roster for *'The Dish'* initiative.

2017 saw the Spring Fair take place in November, after months of preparation. It is always a marvellous community event with many families involved. It was a wonderful success with the P&F supporting the school with funds for more chromebooks, literacy resources and furniture in our Stage 3 classrooms.

We have parents working and engaged in the school in many ways, in classrooms and in the canteen, to name a few, and this partnership is valued greatly.

Student Body Message

At Our Lady of the Rosary we work hard to follow our 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 each day by how we treat each other and how we look out for each other. Year 5 and 6 especially like being buddies to Kindergarten and Year 1 students. We have many opportunities with our sporting carnivals and Gala Days, excursions and incursions, Band, Choir, Chess, Taekwondo, liturgies and Parish/School masses. We have a strong commitment to Social Justice and, in 2017, we took part in Mercy Leadership Days and visited the elderly at McQuion Park and did fundraising for the needy. In 2017 we loved our Art classes and learnt lots of new Science and History and Geography as well.

Each grade organised an assembly where they sang and danced and shared work they had been completing. Our Stage 3 musical was *Pirates of the Curry Bean* and at the end of the year our Christmas concert was a fun night led by composer, Andrew Chinn where everyone had the opportunity to sing and dance on the big stage..

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 to 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. The 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

SECTION TWO: SCHOOL FEATURES

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 Catholic systemic, co-educational school, Kindergarten to Year 6, 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. Our multicultural day is one of the highlights of our year as students learn about different cultures and share their heritage through story, music, drama and dance.

We believe it is very important to teach our students to be communicators, collaborators, creative thinkers and problem solvers. Our Stage 3 students worked together in the second half of 2017 in Problem Based Learning Groups, investigating real world problems in the area of Geography and linking into our religious education consideration of Pope Francis' encyclical 'Laudato Si'. This culminated in a wonderful showcase at the end of Term 3 where students showcased their learning to families and significant others. This working in collaborative teams continued into term 4 as students worked on a Robotics unit together.

In 2017, 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

Have Sum Fun Online Mathematics competition for Years 3, 4, 5 and 6

Mindset enrichment Mathematics program

Gateways enrichment program for Years 5 and 6 students with a focus on STEM, Dance and Robotics

Da Vinci Decathlon

Social Skills lunchtime club

Taekwondo

Coding weekly lessons for a term

Mindfulness sessions for a term

Sporting Schools Grants for Soccer, AFL and Gymnastics

Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone,

Choir

ICAS competitions

Celebrations for Book Week and OLOR feast day

Stage 3 musical 'Pirates of the Curry Bean' involving 92 students on stage involved in singing, dancing and dramatic role play with 12 solo singing roles and 26 solo speaking parts

Whole School Christmas concert led by Christian composer and storyteller, Andrew Chinn.

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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
145	178	166	323

* 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 all classes as we unpack the English Syllabus and EAL scales.

We have over forty nationalities represented throughout our school and we celebrate and affirm our 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 2017 was 96.27 %. 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 %	96 %	96 %	96 %	97 %	97 %	96 %

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 [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	22
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	22
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	28
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	6

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	Mathematics Analysis and link to the Syllabus
Day 3	Cultures of Thinking through the context of Religious Education

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

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

The 2017 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 an important symbol that remind us of our mission as Catholic disciples and our commitment to authentically and consistently ‘reach out’ to others in need.

Examples of ‘outreach’ initiatives in 2017 included:

- Project Compassion – Caritas
- ‘Sock It to Poverty’ – Mission Australia
- ‘The Hornsby Ku-ring-gai Women’s Shelter’
- Hornsby Catholic Parish Community Meal
- Candela Mercy Mission - Peru
- The Winter Sleep-out – Mini Vinnies
- Weekly visits to McQuoin Park Nursing Home (Year 5)
- ‘The Dish’ (ie an outreach van supporting the ‘needy’ in our local area) – Year 6 students prepared muffins and cards for ‘friends’ at ‘The Dish.’
- Choir singing to residents of The Grange
- Christmas Hampers – St Vincent de Paul

During 2017, all were involved in acknowledging key liturgical seasons of the Church Year such as Advent, Lent and Easter. We celebrated Masses, prayer and liturgies for many significant events including Opening and End of School Year Masses, Harmony Day, Multicultural Day, Mothers’ Day, Grandparents’ Day, Fathers’ Day, Parish/Family Masses, Anzac Day, Feast of Our Lady of the Rosary, Feast of Saint Mary of the Cross MacKillop, Remembrance Day, All Saints Day and Year 6 Graduation. Grades led prayer assemblies for feasts such as The Annunciation, Ascension and Pentecost and prayed for those preparing for the Sacraments of Reconciliation, First Eucharist and Confirmation. We joined as a parish community for Mass with St Leo’s College and Hornsby Parish parishioners on Ash Wednesday and for the Feast of the Assumption. As the Cathedral school, we hosted the Diocesan Schools’ Staff Mass and the Diocesan Mission Mass.

Teachers were involved in ‘grade planning’ and ‘whole staff planning’ to develop authentic RE modules for their classes. Professional Learning was provided for all staff to integrate Cultures of Thinking understandings into the teaching of religious education and this was the focus of a Staff Development Day and staff meetings each term. Eight members of staff also attended intensive CSO professional learning opportunities where they learnt more about the scriptures and were encouraged to deepen their personal relationship with God through prayer and reflection.

Stage 3 students researched and integrated aspects of *Laudato Si* (Pope Francis’ recent environmental encyclical) into their Geography unit of study. Year 6 students also started the process of Soul Journaling, reflecting on their relationship with God.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 2017 teachers were involved in key curriculum initiatives that developed understanding of contemporary educational thought to encourage consistency of practice and provide opportunities for professional learning and educational conversation and reflection.

Teachers continued to engage with key points from the Cultures of Thinking framework and developed understanding and confidence by focussing on *The Understanding Map* and the questions we need to ask to encourage and foster deeper thinking. With further unpacking of the syllabi for Geography, History and Science, teachers found many opportunities to incorporate these more 'open' questions and used a range of thinking routines into lessons and class tasks.

There was a continued commitment to Mathematics with the training of an EMU Specialist for the Middle Years with opportunities for a daily Stage 2 focus group and small group morning sessions twice a week. Teachers continued to analyse student data and worked closely with school Maths leaders linking the Maths Assessment Interview data with the Maths Syllabus. Teachers benefited from having time to explore the 'big ideas' across particular Maths strands and to make links and connections to problem-solving activities for the students.

Teachers worked closely with the Special Needs Co-ordinator, the Learning Enrichment teacher and the English as an Additional Language (EAL) teacher to identify students who needed adjustment plans for their learning. The EAL teacher worked in a number of classes in a co-teaching role, with both teachers supporting teachers and EAL students in these classes. There was additional teacher support in the early years with a Literacy Support teacher working in Kindergarten, Years 1 and 2 assisting those needing more intensive support in reading development.

Project Based Learning was implemented in Stage 3 with teachers working together during the second half of the year integrating Geography and Science units.

Staff at OLOR have a strong commitment to professional learning and they continued to have opportunities to develop and refine their skills throughout 2017. Professional Learning input was extensive with staff supported in the following ways:

- First Aid qualifications updated for 8 staff
- All staff undertaking Child Protection Modules and WHS Training
- CSO 2 day Faith Formation for 8 teachers
- Google workshops
- Writing workshops
- Teacher/Librarian Conference
- Conferences for Principal and Assistant Principal
- Training of EMU Middle Years Specialist
- World G&T Conference in Sydney
- ALEA Conference in Melbourne
- Orff course for Music teacher
- PE Skills Conference for PE teacher
- Cluster PLC meetings each term in areas of Numeracy, English, Wellbeing, Geography/Science/History, E-learning and workshops for Early Career Teachers.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	76.60 %	55.50 %	2.13 %	10.50 %
	Reading	76.60 %	51.60 %	2.13 %	10.00 %
	Writing	59.57 %	44.60 %	0.00 %	7.50 %
	Spelling	78.72 %	45.60 %	2.13 %	13.10 %
	Numeracy	68.09 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	71.43 %	34.40 %	0.00 %	17.50 %
	Reading	74.29 %	37.00 %	0.00 %	14.60 %
	Writing	48.57 %	15.80 %	0.00 %	19.40 %
	Spelling	42.86 %	34.30 %	8.57 %	14.10 %
	Numeracy	48.57 %	27.90 %	0.00 %	14.60 %

NAPLAN Comments

It is worth noting that the percentage of students achieving in the top two bands was significantly above the National percentage in every test area. This pleasing trend has been seen over many years at Our Lady of the Rosary. Our analysis notes good progress.

For the past few years we have worked on consistency of practice across the English block. With this focus we have seen our results in Year 3 Reading steadily improve and maintain that growth with 77% in the top two Bands in 2017. In Year 5 Reading, we are now seeing that improvement also in the top two bands (from 37% in 2013, to 77% now in 2017).

Grammar and Punctuation data has remained consistently high in Year 3 and also in Year 5, showing even more improvement in 2017. Analysis of the 60% in Year 3 and 49% in Year 5 in the top bands for Writing has us committed to making sure our best students continue to improve further with more sophistication in editing. Our focus will be on unpacking key aspects of punctuation, cohesion and sentence structure and, through feedback to students, ensuring they see the difference small changes can make.

Our Special Needs team and EAL teacher work closely with all teachers supporting those students in most need, and as results indicate, we have only a couple of students in those lowest bands in a couple of areas. This is very pleasing as it indicates that extra support is working well for high at risk students.

An analysis of Mathematics shows an upward trend in Year 3 results from 44% in 2016 to 68% in 2017 in the top two bands. This cohort has been involved in EMU intervention strategies from their first days of school and it was pleasing to see their developing confidence and competence. There has been commitment from teachers in unpacking and deepening their own mathematical knowledge through professional learning around key learning strategies linked to the Extending Mathematical Understanding (EMU) program. In Year 5 with results with 50% in the top bands we note that the unpacking of two and three step problems can still be challenging for some and as mathematical language becomes more sophisticated some of our students need a more extensive mathematical vocabulary. Further analysis of the Mathematics data does show a very pleasing increase in the growth of students' mathematical understanding from Year 3 to Year 5 with over 75% of all students tested indicating excellent growth. This indicates a growing confidence at this higher level of Mathematics.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

Our Lady of the Rosary's Pastoral Care policy and practices are aligned with the Diocesan Pastoral Care policy.

In 2017, the school continued its commitment to *KidsMatter* with the Wellbeing Team meeting regularly as the staff continued to work through the elements of *KidsMatter Component 2* extending our knowledge and reflecting on our practice. Parent workshops around the Social Emotional Learning (SEL) continuum were held and led by CSO Education Officers. In addition to this, both staff and parents had the opportunity to attend workshops focussing on resilience run by Michael Grose, and *The Resilience Doughnut*. Parent Workshops were also held on cybersafety and anxiety. All sessions were well attended and it is pleasing to note that feedback was positive and has provided another link between home and school.

All children at Our Lady of the Rosary were plotted onto the SEL continuum and PDH lessons adapted to focus on teaching skills across the continuum. This data, along with PBL data and teacher observations, has given relevant information on how best to support our students in the areas of Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decisionmaking. In Term 3, classes attended mindfulness lessons with feedback overwhelmingly positive and well received by both staff and students. Students were challenged and interested to improve.

Teachers continued to teach students the concept of being a 'BucketFiller' and the notion of using the lid of your bucket, if needed. This idea protects individuals from others dipping into their bucket and teaches resilience.

Our Pastoral Care Parent Liaison Coordinator is a valuable resource supporting families and students as required. She organised the *Seasons for Growth* program and the resilience building program, *Goodbye Mr Scary*. Teachers in Year 4 taught the social skills program, *Rock 'n Water* and this was implemented across the grade with pleasing success, giving both students and their teachers a common platform and language to foster and build strong relationships.

Our school rules of Respect for Self and Others, Respect Learning and Respect of the Environment have a PBL weekly focus and continue to help build a respectful, welcoming school community. Weekly Awards and The Principal's Morning Tea each term continue to acknowledge positive behaviours and efforts.

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2017 key improvements were noted in the following areas:

Evidence of *Cultures of Thinking* routines across many KLAs.

Analysis of *The Understanding Map* and teachers becoming more aware of the questions they ask students to encourage their thinking.

One-to-one Chromebooks for all students in Year 5 and 6.

Teachers and students in Years 2-6 confident using the Google Platform.

Whole school PL in Maths around the 'big ideas' across the Multiplication and Division strand.

Strong evidence of agreed practice strategies in English. Strong ongoing support from specialist teachers in classrooms.

Stage 3 classes demonstrate strong skills with their Project Based Learning units in Geography and Science.

All students plotted on Social and Emotional (SEL) Continuum as part of *KidsMatter* Component 2 framework.

Specialist Gymnastics teaching.

Strong participation in Creative Arts.

Teachers' growth in confidence and skill preparing liturgies and Masses.

Stage 3 students perform in a full scale musical '*Pirates of the Curry Bean*' with significant solo singing and acting roles.

Parent education in areas of spelling, resilience, cybersafety, anxiety and workshop with well known parent educator, Michael Grose.

Priority Key Improvements for Next Year

Key improvement areas for 2018 have been identified as:

Introduce multi-age classes to Stage 3 – 3 classes of 5/6 - and work as a collaborative team.

Extend Project Based Learning in Stage 3 from Term 2 with parent showcase events each term..

Swap teacher ipads for chromebooks so as to develop staff expertise and skill.

Unpack *CSO Learning Principles* with staff and link into *Cultures of Thinking* work. Use questions brainstormed from *The Understanding Map* to encourage deeper thinking and learning in classes.

Continue to develop proficiency in analysis of data.

Continue to strengthen the process of *learning to write* with focus on punctuation, cohesion and sentence structure.

Investigate the importance of feedback to students and refine practices in this area.

Closer analysis of MAI data and linking with other data to note trends and areas for development with focus on open-ended tasks.

Continue to utilise the Social and Emotional Learning (SEL) Continuum by plotting all students and highlighting areas for skill development. Introduce Zones of Regulation to all classes.

Involve students, staff and families in celebrating 120 years of Catholic education at OLOR from humble beginnings in 1898.

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, at enrolment and parent/teacher meetings and through surveys at the end of each year.

Consistent strengths have been identified across all forums.

Many respondents referred to the warm, welcoming community with appreciation and commendation about how we embrace diversity in our multi-cultural school. Families appreciate the efforts made by the P&F to organise community events.

They value the strong partnership that exists between the school, parish and families. Parents like the school commitment to technology and their children becoming creative users of IT. They also value the focus on parent engagement in home learning tasks through the grade weebly.

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.

Meaningful liturgies, social justice initiatives and fantastic facilities were also highlighted.

Student Satisfaction

Information is gained from students from class meetings, Principal discussions, Yearbook reflections and surveys about their learning each term. The students are respectful, caring and thoughtful and respond very positively to our weekly awards, 'Reason to Smile' stickers 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, but the highlight is always having the chance to be buddies for the younger students. These relationships continue into the second year with Year 1 and Year 6 meeting at various times through the year. Students enjoyed the many opportunities to represent the school academically, in the sporting arena and through the performing arts.

Students are particularly enthusiastic about their collaborative learning in PBL, enrichment opportunities and grade Art classes with many primary students also keen to join the choir and band as numbers increase steadily for both. They love playing on the oval, being near the bush and exploring our new playground areas.

Teacher Satisfaction

Staff at Our Lady of the Rosary are a mixture of very experienced and those in their first five years of teaching. They enjoy working and learning together, being part of a team and enjoy celebrating and being together. They see the value of the *KidsMatter* framework and have enthusiastically embraced the Wellbeing Weeks each term.

They 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, very valuable and productive. Staff appreciate the continued resourcing of technology throughout the school.

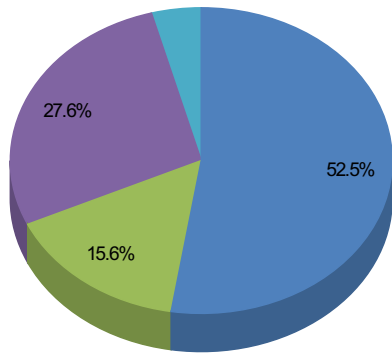
In 2017 the staff found great satisfaction in the work with the new syllabus documents for Science, Geography and History and have continued exploring *Cultures of Thinking* concepts to utilise in their lesson planning across these subject areas. They enjoy this focus on collaboration and problem-solving.

The staff take opportunities to come together as a faith community and are very supportive of the Parish community.

SECTION ELEVEN: FINANCIAL STATEMENT

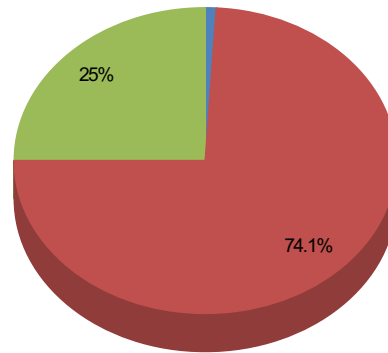
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.6%)
- Fees and Private Income (27.6%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.2%)

Expenditure



- Capital Expenditure (0.9%)
- Salaries and Related Expenses (74.1%)
- Non-Salary Expenses (25%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,085,771
Government Capital Grants	\$0
State Recurrent Grants	\$620,800
Fees and Private Income	\$1,097,776
Interest Subsidy Grants	\$0
Other Capital Income	\$166,983
Total Income	\$3,971,330

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$35,554
Salaries and Related Expenses	\$2,857,462
Non-Salary Expenses	\$964,374
Total Expenditure	\$3,857,390