

2018 Annual School Report



Our Lady of the Rosary Catholic Primary School, Waitara

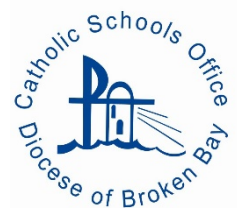
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ABOUT THIS REPORT

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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

I am very pleased to present to you the 2018 Annual School Report. During 2018 we celebrated a special milestone at Our Lady of the Rosary school, 120 years of Catholic education. During the year, we reflected on the courage of the Mercy Sisters who started the tiny school back in 1898 and remembered students, staff, families, parishioners and clergy who have played significant roles in the development of our school to what it is today. At our September celebrations we were thrilled to host many 'old' families and staff who shared anecdotes of their time here. We continue to give strong focus to the key areas of Catholic Mission, Learning and Teaching and Pastoral Care. As a school we joined the NPDL (New Pedagogies, Deep Learning) Global Partnership helping students to develop their skills of Collaboration and Character. This was enhanced by the integration of technology and the expansion of Chromebooks across Stages 2 and 3. As a Catholic school our commitment to our faith and expression of that faith are what sets us apart and during 2108 we explored more ways of developing meaningful prayer. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

In 2018, 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, Open Classrooms, Stage 3 Showcase, Men in the Morning sessions, Gingerbread Night and the Cocktail Night to highlight a few. Our P&F meetings have been opportunities to learn more about the school through various presentations and last year our P&F has supported keynote speakers in the areas of Growth Mindset and Dr Justin Coulson, discussing Happy Families. Many of our parent community are involved on the roster for 'The Dish' initiative. The P&F continues to support 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 Mercy values each day by how we treat each other. Year 5 and 6 especially like being buddies to Kindergarten and Year 1 students. We have many opportunities with sporting carnivals, Gala Days, excursions and incursions, Band, Choir, Italian and Mandarin lessons, Taekwondo, liturgies and Parish/School masses. We have a strong commitment to Social Justice and, in 2018, we took part in Mercy Leadership Days and fundraising for the needy. We especially love our Art classes and have learnt lots of new Science and History and Geography as well. We attended Enrichment classes in Science, Maths, Literature and Problem-Solving. Grades organised assemblies where they danced, sang and shared classwork. Our end of year concert traced 120 years of music from 1898 to 2018 with Kinder leading us through a Teddy Bear's Picnic, an appearance from Queen Victoria, and music from ABBA, the Beatles and Justice Crew, where everyone had the opportunity to sing and dance on the big stage.

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. It was established by the Sisters of Mercy in 1898 and in 1991, the school was re-located from the Pacific Highway to Yardley Avenue. It is part of Hornsby Cathedral Parish and 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 and learning with a strong focus on Pastoral Care and the Arts. We support the acquisition and development of strong literacy and numeracy skills with additional support across the Early Years and a focus on data and meeting the learning needs of the individual student. We have a strong Arts program with specialist Music and Art teachers and Dance Club. Our Mercy values of Respect, Hospitality, Integrity, Compassion and Service underpin all we do. We celebrate the richness of our diversity, with over forty nationalities in 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 and in 2018 OLOR joined an international global community of schools investigating *New Pedagogies Deep Learning* (NPDL). NPDL investigates the importance of the 6Cs (Character, Collaboration, Communication, Critical Thinking, Citizenship and Creativity) as we prepare our students for the future. Our Stage 3 students worked together in 2018 in Problem Based Learning Groups, investigating real world problems across all areas of the curriculum and in Term 2 presented a wonderful showcase about their history learning to families and significant others. In 2018, 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, Debating, Have Sum Fun Online Mathematics competition for Years 3, 4, 5 and 6, Taekwondo, lunchtime clubs, Dance Club, Italian and Mandarin lessons, Gateways Cluster program for Years 5 and 6 students with a focus on Art, STEM and Robotics. During 2018 Our Lady of the Rosary became a host school for Gateways Enrichment Days. There were two days each term, one for students in Years 1-3 and one for students in Years 4-6. At each day our students came together with 'like' minds to explore higher order thinking activities around the topics of Science (Term 1), Mathematics (Term 2), Language and Literature (Term 3) and Problem Solving (Term 4).

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
126	152	150	278

* Language Background Other than English

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 2018 was 94.68 %. 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
95 %	96 %	95 %	95 %	94 %	95 %	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 [Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	27
Number of full time teaching staff	14
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	Policies and Procedures related to programming, differentiation, WHS and CPR.
Day 2	Analysis of Mathematics data related to Mathematical Assessment Interview (MAI) and links to NSW Mathematics Syllabus and Growth Point development.
Day 3	Broken Bay Principles of Learning and New Pedagogies for Deep Learning

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 fostering a community that reaches out to people in need. The 2018 school year commenced with a themed Mass around 120 years of Catholic Education at Our Lady of the Rosary school. The many examples of 'outreach' initiatives in 2018 included: Project Compassion – Caritas 'Sock It to Poverty' – Mission Australia, 'The Hornsby Ku-ring-gai Women's Shelter', Hornsby Cathedral Parish Community Meal, Candela Mercy Mission – Peru, 'The Dish' (an outreach van supporting local 'needy') where Year 6 students prepared muffins and cards for 'friends' at 'The Dish'. Christmas Hampers for St Vincent de Paul and the school community raised money for the Drought initiative, 'Fiver for a Farmer'.

During 2018, 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, Remembrance Liturgy on February 5 for 120 years of Catholic Education where 120 year badges were given to the school community. Masses for 120 year celebrations were on September 21 and 23, with special guests and morning tea and viewing of memorabilia on 21st and a family picnic day after Mass on 23rd. Harmony Day, Multicultural Day, Mothers' Day, Grandparents' Day, Fathers' Day, Parish/Family Masses, Anzac Day, Feast of Saint Mary of the Cross MacKillop, Remembrance Day, All Saints Day and Year 6 Graduation were other important liturgical occasions. 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, Year 6 Leaders' 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 around assessment and integration of different ways of praying into the teaching of religious education. Three members of staff also attended an intensive CSO professional learning opportunity, *Sweeter than Honey*, where they learnt more about the scriptures and were encouraged to deepen their personal relationship with God through prayer and reflection. The process of Soul Journalling, where reflection time is given to the deepening of a personal relationship with God, was introduced to Year 5 students and expanded upon with Year 6 students.

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 2018 teachers were involved in key curriculum initiatives that developed understanding of contemporary educational practice and provided opportunities for professional learning and educational conversation and reflection. Teachers engaged with key points from the Broken Bay Learning Principles document and linked this into their explorations around *New Pedagogies Deep Learning* (NPDL). Teachers explored the competency areas of Character and Collaboration and workshopped in Stage groups how to incorporate these dimensions into their units of work, particularly in History and Geography. There was a continued commitment to Mathematics with opportunities for a Stage 2 focus group meeting three times a week 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. Four teachers attended a 12 week Grammar Course and worked closely with other teachers, leading them as they analysed writing samples of student work and discussed areas for development. 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. This 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 across all units with teachers planning together and organising a Showcase for parents in Term 2. Stage 3 took part in an interschool debating competition during Term 2. Staff at OLOR have a strong commitment to professional learning and they continued to develop and refine their skills throughout 2018. Professional Learning input was extensive with staff supported in the following ways: First Aid qualifications updated for six staff. All staff undertaking Child Protection Modules and WHS Training, CSO 2 day Scripture Conference, *Sweeter than Honey*, attended by three teachers, Google workshops, Writing workshops Teacher/Librarian Conference, Conference/Retreat for Principal, courses for Music teacher and Art teacher, Cluster PLC meetings each term in areas of Numeracy, English, Wellbeing, Geography/Science/History, E-learning and workshops for Early Career Teachers. We also employed PE Specialist teachers through a sporting company to teach students each term the fundamental skills of Physical Education in areas such as Gymnastics, Ball Skills and Athletics.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	87.18 %	53.20 %	0.00 %	8.60 %
	Writing	71.79 %	41.90 %	0.00 %	10.00 %
	Spelling	89.74 %	46.60 %	0.00 %	12.50 %
	Grammar	82.05 %	53.10 %	2.56 %	11.00 %
	Numeracy	79.49 %	39.20 %	2.56 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	74.19 %	38.60 %	3.23 %	12.60 %
	Writing	41.94 %	13.70 %	3.23 %	23.40 %
	Spelling	58.06 %	34.50 %	16.13 %	13.60 %
	Grammar	48.39 %	35.50 %	3.23 %	14.30 %
	Numeracy	54.84 %	27.60 %	6.45 %	14.00 %

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 2018.

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 2018. 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 2018 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 2018.

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 2018, the school continued its commitment to KidsMatter with the Wellbeing Team meeting regularly and encouraging staff to extend their knowledge and reflect on practice. Parent workshops around the Social Emotional Learning (SEL) continuum were held and, in addition to this, both staff and parents had the opportunity to attend workshops focussing on Positive Mindset and Raising Happy Families, a workshop conducted by Dr Justin Coulson. 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 some PDH lessons focused on teaching skills related to the continuum. This data, along with PBL data and teacher observations, gave relevant information on how best to support our students in the areas of Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision-making. In Term 3, K-Year 2 classes attended mindfulness lessons with feedback overwhelmingly positive and well received by both staff and students. Students were challenged and interested in developing strategies to enhance their emotions and become more resilient. Teachers continued to teach students the concept of being a 'BucketFiller' and how to affirm and support others. Students were encouraged to keep a Gratefulness Journal throughout the year building a sense of hope and thankfulness. Our Pastoral Care Parent Liaison Coordinator is a valuable resource supporting families and students as required. Teachers in Year 3 and Year 4 were trained and taught the Social Skills program, *Rock 'n Water* and this was implemented across the grades 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 2018, key improvements were noted in the following areas:

Module Meetings focussed on analysis of writing samples as teachers introduced 'Bump Up Walls' showing skill development in various aspects of the writing process.

One-to-one Chromebooks for all students in Years 3, 4, 5 and 6.

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

Strong evidence of agreed practice strategies in English with all students attaining expected growth in Naplan in Year 5 Reading and commendation given for student growth being 'significantly above the growth at 'like' schools'.

Strong ongoing support from specialist teachers in classrooms.

Stage 3 classes demonstrate strong skills with their Project Based Learning units in all units across the year.

All students plotted on Social and Emotional (SEL) Continuum.

Specialist PE teaching in areas of Gymnastics, Ball Skills and Athletics.

Strong participation in Creative Arts.

Integration of Broken Bay Learning Principles into school vision and direction.

Orientation to New Pedagogies Deep Learning framework and inclusion into grade units of work.

Stronger alignment to the history of our school through our 120 year celebrations.

Priority Key Improvements for Next Year

Key improvement areas for 2019 have been identified as:

Further embedding of Diocesan Learning Principles and New Pedagogies for Deep Learning into the learning throughout the school. Continue to unpack the importance of how good questioning transforms learning.

Extend Project Based Learning into Stage 2 as well as Stage 3 with parent showcase events across several terms.

Continue to develop proficiency in analysis of data.

Continue to strengthen the process of learning to write. Writing Bump Walls to be formed from new writing guidelines. Investigate the importance of feedback to students and refine practices in this area.

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. Focus on NPDL competencies of Character and Collaboration and utilise available rubrics to indicate development in these areas.

In Pastoral Care utilise the simple message of BE KIND and develop activities throughout the year to support this initiative.

Introduce Student Representative Council (SRC) across the school. .

Continue with specialist PE teachers and extend for whole year.

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 multicultural 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 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, Music, Band, Choir and our Performing Arts concerts. In 2018 they also valued the specialist PE program offered. Meaningful liturgies, social justice initiatives and fantastic facilities were also highlighted.

Student Satisfaction

Student satisfaction information is gained from students from class meetings, Principal discussions, Yearbook reflections and surveys each term about their learning. The students are respectful, caring and thoughtful and 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, but the highlight is always having the chance to be buddies for the younger students. During 2018 the students enjoyed the many opportunities to celebrate our 120 year anniversary. Some of their highlights were Gateways opportunities, representing the school at Debating and in the sporting arena and through the performing arts. Students are particularly enthusiastic about their collaborative learning in PBL and confidently presented to peers and family and friends. They are enthusiastic about grade assemblies, concerts and grade Art classes with many primary students also keen to join the choir and band as numbers increase steadily for both. Year 6 students value the opportunity to be leaders throughout the school in a number of key areas.

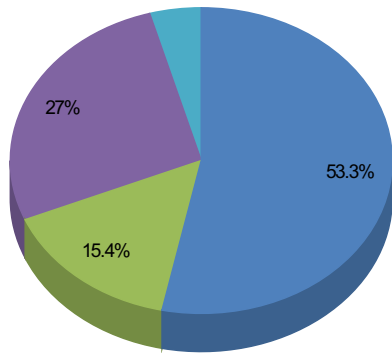
Teacher Satisfaction

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 social and emotional learning using the SEL continuum. 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 2018 the staff were energised through their introductory work with the Broken Bay Learning Principles and NPDL. They found the rubrics useful and enjoyed the collaboration in incorporating them into class units. Their reflections on our SIP goals are purposeful and considered, with good suggestions of their own future needs, as contemporary educators.

SECTION ELEVEN: FINANCIAL STATEMENT

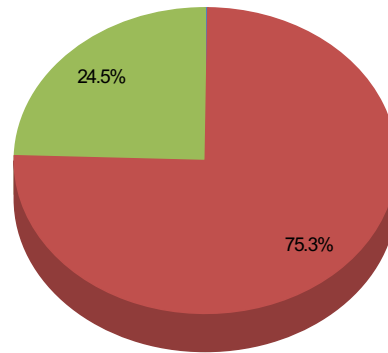
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (53.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.4%)
- Fees and Private Income (27%)
- Interest Subsidy Grants (0%)
- Other Capital Income (4.4%)

Expenditure



- Capital Expenditure (0.2%)
- Salaries and Related Expenses (75.3%)
- Non-Salary Expenses (24.5%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,014,957
Government Capital Grants	\$0
State Recurrent Grants	\$581,711
Fees and Private Income	\$1,019,296
Interest Subsidy Grants	\$0
Other Capital Income	\$164,884
Total Income	\$3,780,848

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$8,050
Salaries and Related Expenses	\$2,752,441
Non-Salary Expenses	\$895,541
Total Expenditure	\$3,656,032