



2020

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

23 Yardley Avenue, WAITARA 2077

Principal: Mrs Jacinta Crowe

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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 Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

I am pleased to present the 2020 Annual School Report. At Our Lady of the Rosary we give strong focus to the key areas of Catholic Mission, Learning and Teaching and Pastoral Care. As a Catholic school, our commitment to our faith and expression of that faith are what sets us apart and during 2020 we continued to celebrate special occasions through zoom liturgies with various grades representing the school community in the Cathedral wherever possible. We are a school in the Mercy tradition and our related values of Respect, Hospitality, Integrity, Compassion and Service are integral to who we are and who we strive to be. We foster strong relationships and look out for each other. We saw students develop increased resilience as they embraced new ways of keeping healthy and safe in our school environment. We have a strong commitment to excellence in learning and teaching and during 2020 we took the opportunity to embrace other ways of incorporating technology into our learning and work with students. The integration of devices and programs built confidence and competence. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

During 2020, the school and parent body at Our Lady of the Rosary have continued to work closely together. We commenced the year with a significant donation to assist with the installation of energy efficient lighting throughout the school. This project was completed before students returned for the new year. We hosted a large enthusiastic gathering at our Welcome Barbecue for Kindergarten where families mingled, and relationships were fostered. Parents assisted at Open Day by providing hospitality, leading tour groups and presenting at information stations. While many of our normal initiatives were put on hold because of COVID restrictions, as a P&F, we proactively kept in touch with families through our Class Parent Network, encouraging people to connect via Zoom and communicate regularly with each other through our grade communication channels. Many of our parent community are involved with 'The Dish' initiative, which provides outreach in the local community. During 2020 the need for this support rose dramatically and while we weren't able to mingle with this group, parents were extremely generous in cooking for the increased numbers and packaging the food to make it easier and safer to distribute. The partnership between school and families is greatly valued.

Student Body Message

During 2020 school was quite different as we had the experience of Home-Based Learning for a few weeks but this gave us opportunities to become more skilled as we communicated remotely and connected with each other through Google Classroom and Zoom. We even did PE lessons via Zoom. We led the zoom weekly assembly and we celebrated many special school celebrations through Zoom liturgies or grade videos and reflections. We became more aware of the Maths around us through our Maths Enrichment Day where we investigated the patterns in our school environment and worked together collaboratively to solve mathematical challenges. Stage 3 benefited from a week of leadership challenges and activities that saw us reflect on what it means to be grateful, how we can be people of Mercy and how important it is to work as a team, in a fun-filled day of Motiv8 Sports. Year 6 students were very pleased to be able to hold their graduation ceremony as they celebrated many of the milestones of their primary years. While it wasn't possible for our usual end of year concert, we prepared items that were videoed to make a concert video which was sent home to families.

School Features

Our Lady of the Rosary Catholic Primary School Waitara is a Catholic systemic, coeducational, Kindergarten to Year 6 school, located in the Broken Bay Diocese on Sydney's North Shore for over 120 years. It was established by the Sisters of Mercy in 1898 and is part of Hornsby Cathedral Parish with students 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. We support the acquisition and development of strong literacy and numeracy skills, with additional support provided in classrooms across the Early Years to monitor development. We have an ongoing focus on data analysis as we meet the learning needs of the individual student. Our experienced Special Needs team work closely with class teachers adjusting the curriculum as required. We have a strong Creative Arts program with specialist Music and Art teachers. With over half of our families speaking additional languages at home, we are a very diverse community. Throughout each year we look to create opportunities to celebrate the richness of our diversity. Our Stage 3 students develop leadership and empathy skills by being buddies across their final two years of primary school. Students in Year 5 look forward with great excitement to supporting the Kinder students, with this connection continuing as they move to Year 6 and Year 1. Each year, all Year 6 students take on leadership responsibilities across different areas of the school and support teachers in these areas. In 2020, there were Year 6 Student Leaders in the areas of Social Justice, Mission, PBL, Library, Media, Creative Arts, Sustainability and Recycling. We believe it is very important to teach our students to be communicators, collaborators, creative thinkers and problem solvers and with this in mind we are part of 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. All students have been learning how to be collaborators and our Stage 2 and 3 students demonstrate this well working in Learning Groups. During 2020 Our Lady of the Rosary continued to host *Gateways* Enrichment Days. There were two days in Term 1, one for students in Years 1-3 and one for students in Years 4-6 where our students came together with 'like' minds from other schools to explore higher order thinking activities around topics related to Science. With COVID restrictions the days scheduled for other terms became online sessions with interaction through Zoom and a number of our students took part in these opportunities.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
137	145	150	282

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.30%. 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
95.97	95.00	95.04	95.69	95.44	94.76	95.18

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	25
Number of full time teaching staff	14
Number of part time teaching staff	7
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

Day 1 - Policies and Procedures related to programming, differentiation, WHS and CPR.

Day 2 - Mini Certificate of Gifted Education (COGE) – conducted by UNSW

Day 3 - Diocesan wide Staff Development Day – unpacking *Towards 2025 Strategy on a Page*

Other Key Initiatives:

CPR and Asthma Accreditation updated for staff; NPDL Backward Design Unit Planning day and linking into international NPDL webinars and regional zoom sessions; Online training for curriculum based websites; Child Protection Module and online SALT modules; Input and planning around new Religious Education units for class teachers; 2 day workshop Mini Certificate of Gifted Education undertaken by all staff.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 2020 school year commenced with a themed Mass, as we continued our Kindness focus with our theme being Reach Out to others with Kindness at OLOR. This theme became the focus for many activities throughout the year. Outreach initiatives in 2020 included: The Dish (an outreach van supporting the needy in our local area), Project Compassion (Caritas), Mercy Mission (for the mission in Candela, Peru), letters written by Stage 3 students to the residents of McQuoin Park Aged Care and Jersey Day (St Vincent de Paul). Hampers of food and warm clothing were assembled for The Feast of the Sacred Heart, as well as Christmas food hampers (St Vincent de Paul). Families also contributed gifts to the Christmas Giving Tree (St Vincent de Paul).

During 2020, we were involved in acknowledging key liturgical seasons of the Church Year such as Advent, Lent and Easter. We celebrated limited Masses together - Opening Mass, one Grade Mass, Feast of the Sacred Heart (Stage 3 only) and Year 6 Graduation. Flagship celebrations such as Mothers' Day, Fathers' Day, Grandparents' Day, Harmony Day and End of Year Thanksgiving were celebrated using the Zoom platform. Videos were made for the first three of these celebrations, each made up of special messages from the students of OLOR to their loved ones. The Stage 3 Mission Team led prayer assemblies via Zoom and

for the first week of Lent, Remembrance Day and first week of Advent. Class liturgies were held to honour Ash Wednesday and Saint Mary of the Cross MacKillop.

Teachers were involved in 'grade planning' and 'whole staff planning' to develop authentic RE modules for their classes, under the RENEWRE model. Professional Learning was provided for all staff around reduced outcomes to deepen the learning and RE experience for students. During COVID, teachers engaged in online learning with students, utilising RE modules and the Understanding Faith website.

Students from all the Stages entered The Bishop's Art Prize organised by Broken Bay Diocese and one of our Year 5 students won first place in the Stage 3 section with her animation video interpretation of Matthew 11:28. She reflected on the challenges of 2020 with drought, bushfires and COVID as we were encouraged to remember God is always near. In addition to this, one of our Stage 1 students also received an Honourable mention with his Stop Motion video interpretation of Jesus Feeds the 5000 (Matthew 14:13).

Curriculum, Learning and Teaching

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.

In 2020, all teachers completed the Mini Certificate of Gifted Education. The aim of this professional development was to build a joint understanding of contemporary differentiation and how to successfully apply this learning in our contextual setting. The teachers worked collaboratively to develop differentiated programs in Science and Technology, History and Geography. These programs were implemented in Term 2, 2020.

As a result of the COVID 19 pandemic the focus of teaching and learning for class teachers, learning support teachers and the EAL/D teacher was on modifying our programs to accommodate home-based learning and this commenced in Week 9 Term 1. Teachers engaged in professional development using the applications of Zoom, *SeeSaw* and *Google Classroom*.

Our Kindergarten, Year 1 and Year 2 students used *SeeSaw* as their main form of communication between students, parents and teachers. Differentiated activities were set by the class teacher at each student's point of need. Teachers taught explicit lessons using the video feature and quickly learnt the necessary skills to engage our youngest students. Our Year 3 to Year 6 students used *Google Classroom* to access the curriculum. Teachers uploaded teaching and learning activities using this platform and gave students feedback on their work to continue and support academic growth. Our learning support teachers provided individualised Zoom lessons for students and supported class teachers with appropriate materials for these students. The EAL/D teacher created a specialised program that was accessible to all EAL/D students. With over 50% of our school population having English as their Second Language it was important to continue to target these students to give them opportunities at home to develop their oral language fluency. Our specialist Art, Music, Library and PE teachers also provided an online home-based program that was easily accessible for all students. School returned to our new normal in the second half of Term 2 and our students returned to face-to-face learning with many things returning to normal. Our students were back in classrooms. Professional learning for teachers returned to face to face sessions with weekly staff meetings. To engage with our community, we commenced weekly Zoom assemblies and liturgies.

Interviews were held by Zoom for our prospective Kindergarten 2021 families. We engaged with our prospective Kindergarten students through five online Zoom playgroup sessions where the preschool students were involved in activities involving storytelling, letter identification, sequencing activities, rhyme, song and craft.

Teachers continued to engage with the key focus areas from the *New Pedagogies Deep Learning* (NPDL) Framework with a focus on Collaboration and Character. Students in Stage 2 and Stage 3 collaboratively worked together in small groups. Students were able to share their learning with their parents via *Google Classroom*.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

Our Lady of the Rosary's Pastoral Care Policy and practices align with the Diocesan Pastoral Care Policy. In 2020, the school continued its commitment to improve student Social and Emotional Learning (SEL) through various programs. OLOR's Positive Behaviour for Learning rules of Respect for Self and Others, Respect for Learning and Respect of the Environment activities are explicitly taught each week in the classroom. The weekly awards and The Principal's Award each term, continue to acknowledge positive behaviours and effort. The Wellbeing Team meet regularly to analyse PBL data and discuss how to support children in need through mentor support, behaviour goals and classroom support.

Each term there was a Wellbeing focus theme. These were advertised in the school newsletter allowing parents to take part in developing these concepts and to further build the school and home connection. During 2020, teachers experimented with the Smiling Minds Program that takes a mindfulness based social and emotional learning approach, integrating mindfulness theory and research into the SEL frameworks that we use. Teachers continued to teach students the concept of being a 'Bucket Filler' and how to affirm and support others. Our Mercy values were also key principles during 2020 and they helped to guide the way the school operated through the way we respect each other, show compassion, hospitality, integrity and service to others, particularly as we supported families through some of the challenges that COVID-19 brought to the community.

In 2020, we trialled a program called URStrong, a skills based program that teaches children how to put a voice to their feelings, create healthy friendships, build a solid foundation for future relationships and practise a step-by-step approach for putting out common 'Friendship Fires' (conflict-resolution). Two teachers completed the teacher training and came back to staff, sharing their knowledge and training to allow the program to become school based.

Teachers in Year 3 and Year 4, continued to teach the Social Skills program, Rock 'n Water across the grades with pleasing success, giving both students and their teachers a common platform and language to foster and build strong relationships. Stage 3 students worked with The Gratefulness Lady focusing on their wellbeing through a program where students were assisted to find gratitude in our lives. Sessions each week encouraged students to reflect on their feelings and emotions and journal on the positive difference they can make.

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 2020, key improvements were noted in the following areas.

- One-to-one chromebooks for all students in Years 3, 4, 5 and 6 with teachers and students in Years 3-6 very confident using the Google Platform.
- With the movement to Home-Based Learning, additional use was made of internet based curriculum programs and platforms such as *Google Classroom* and *Seesaw*. This enabled staff and students to refine their technology skills, become more innovative in their use of potential sites and to provide 'realtime' feedback on work being attempted.
- Opportunities were created that allowed families to be linked into the learning and celebrations through zoom assemblies and playgroups as well as student videos researched and produced at school.
- With the completion of *Mini COGE* course, staff were able to utilise this knowledge into further refinement of differentiation especially in relation to students with high potential.
- Teachers work closely with Learning Support Team building evidence of differentiated learning for those on individual learning plans.
- Students plotted on the Social and Emotional (SEL) Continuum and schoolwide investigation of the *URStrong* program.
- Integration of *NPD* Framework into grade units of work for primary classes with rubrics for Collaboration and Character competencies.

Priority Key Improvements for Next Year

Key improvement areas for 2021 have been identified as:

- Exploring *Towards 2025* and the Student Achievement strategy around what it means to see a year's growth for each student by investigating the importance of feedback to

students and refining practices in this area as well as reflecting on how good questioning transforms learning and continuing to develop proficiency around the analysis of data.

- Using the lens of the *Mini COGE* course to build strong differentiation practices into all areas of learning.
- Revisiting agreed practice during the English Block with focus on shared text, explicit guided reading sessions and related activities.
- Continuing to strengthen the process of learning to write especially in the area of sentence structure.
- Developing Writing bump walls regularly as students' proficiency and writing sophistication develops.
- Utilising the *NPDL 6C* rubrics to teach the students to be competent communicators, collaborators and critical thinkers.
- Implementing all elements of the *URStrong* program across the grades as well as giving parents access to online tools.
- Organising additional lunchtime activities to foster co-operation and teamwork.
- Introducing Student Representative Council (SRC) to the school to highlight student voice.

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 other avenues. Parents are very involved in all aspects of the school and their input is valued and affirmed. During 2020, parents had the opportunity to complete a number of survey instruments.

Consistent strengths identified across all forums included:

- Welcoming, supportive community that fosters a sense of belonging, with acknowledgement about how we embrace diversity in our multicultural school.
- Committed, professional staff.
- A focus on student achievement and strong academic results.
- Children are happy and feel safe at school.
- Green spaces and outdoor play areas; excellent facilities.
- School commitment to technology and its integration in education.
- Focus on wellbeing and social justice.
- Strong specialist programs in Music, Art, PE, Band and Choir.
- Valuing of the strong partnership that exists amongst school, parish and families.

Student satisfaction

Student satisfaction information is gathered from students in 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 the Principal's Award celebration each term. Older grades loved the opportunity to collaborate in a team and research and produce the historical videos and another highlight is always having the chance to be buddies for the younger students. The Maths Enrichment day received fantastic feedback as students explored mathematical concepts in new and different ways. During 2020, the students took part in additional surveys. Collation of the survey information indicated that the students consistently responded more positively than the norm to questions about relevance of school, support given at school and rigour of tasks. They tried hard in their learning, felt consistently encouraged at school and felt teachers were responsive to their needs. Reflecting back over the Home-Based Learning experience, they

all had missed their friends but felt that they had learnt lots of new skills and enjoyed having a quieter time with their families where they did other things, such as go for bushwalks, play board games and read more.

Teacher satisfaction

Staff at Our Lady of the Rosary are a mixture of experienced teachers and those in their first five years of teaching. Last year teachers completed several surveys which gave good input into how they felt about school life.

In 2020, all staff completed a two day Gifted course across a weekend and found it extremely beneficial and pertinent to the classroom. Additionally, they found the time to update and reflect on religious education units also valuable with rich learning around key concepts. They continue to be appreciative of all professional learning opportunities available, the extra planning time and commitment to resourcing that occurs across KLAs. They enjoy working and learning together, being part of a team and celebrating together and found the strong relationships that they have with each other so important with the challenges that they faced with COVID in 2020. Teams collaborated together with various ones taking the lead to sort through the complexities of COVID learning. 75% of the staff indicated that they would give the highest rating of recommendation for the quality of education and positivity within our school environment. They work hard but it is heartening to see how much they love their job.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,090,139
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$578,736
Fees and Private Income ⁴	\$966,263
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$184,469
Total Income	\$3,819,607

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$90,910
Salaries and Related Expenses ⁷	\$2,844,587
Non-Salary Expenses ⁸	\$894,253
Total Expenditure	\$3,829,750

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT