



2022

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 at local school level and 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 2022 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. Our commitment to our faith and expression of that faith are what sets us apart. 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 and as the year progressed it was wonderful to be able to come together as a school to celebrate and to invite families into the school again and foster our strong sense of community. As part of the system of Catholic Schools Broken Bay, we are developing understandings and processes around the 'Towards 2025' strategy. We continue to have a strong commitment to excellence in learning and teaching and, during 2022, we analysed teaching practices considering contemporary best practice as we continued to meet the diverse needs of children in our classes. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

During 2022, we commenced the year optimistically with hopes and plans of bringing our school community back together after the challenges of 2021. We hosted a large enthusiastic gathering at our Welcome Barbecue, parents assisted at Open Day by providing hospitality, leading tour groups and presenting at information stations, Mother's Day celebrations went well with a delicious breakfast to commence proceedings and a Bingo Night was well supported by families. The P&F organised two parent webinars during the early part of the year – Brett Lee on Cybersafety and Justin Coulson on 'Practising the Best Parenting Style.' While we couldn't meet in person both webinars were well supported by parents. 'The Dish' initiative continued strongly and the class parent networks started organising functions again.

After starting the year with zoom parent and teacher meetings it was great to be face-to-face for the midyear parent/teacher interviews. Parents welcomed opportunities to visit school in grade groups at the end of Term 1 and then to be more involved as the year progressed. The return of Men in the Morning was greeted with the biggest crowds ever. The partnership between school and families is greatly valued and something we work to strengthen each year.

Student Body Message

In 2022, we were excited to be able to start doing normal things again. We were able to have normal assemblies, grade assembly concerts, incursions and excursions and Multicultural

Day celebration and our End of Year Concert. Parents eventually came back into the school to visit classrooms and see our work. A highlight of our year was the weekly STEM lesson for each of the primary classes where we used Microbits, Coding and other resources to become problem-solvers and innovative inventors. We had so much fun and learnt a lot. In Term 4 we designed and made Christmas decorations using a 3D printer and they looked great. In Term 3 we really enjoyed working collaboratively with each other in groups as we investigated our History units. Stage 2 and Stage 3 had Showcase evenings where we presented our learnings and final products to parents. We love many things about our school, the technology we use, Art and Music and GotGame and being able to play on the oval every day at lunch, being involved in Social Justice activities and how URStrong reminds us how to be good friends. 2022 turned out to be a great year for everyone.

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 and part of Hornsby Cathedral Parish. It was established by the Sisters of Mercy in 1898, over 120 years ago.

The school enjoys a positive profile in the community with a reputation for excellence in teaching and learning, excellent facilities and 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 foster development. We have an outstanding Creative Arts program with specialist Music and Art teachers and choirs and band ensembles. 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 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 1 and Year 6. Each year, all Year 6 students take on leadership responsibilities across different areas of the school and support teachers in such areas as Mission, Library, Media, Sustainability, Sport and Art.

During 2022, we continued with class representatives being part of the Student Representative Council (SRC). They discuss the happenings in the school and, after their own class meetings, make suggestions for improvements. We welcome their ideas as we believe it is essential to teach our students to be communicators, collaborators, creative thinkers and problem solvers.

A highlight of the year was our first Multicultural Day in 3 years where students dressed in the national costume or colours of their ancestors, were involved in a number of immersive cultural experiences across the day and concluded with a special concert where students showcased their own culture. The return of our End of Year Concert was also joyous as students learnt songs, dances and dressed up excitedly to perform on the big stage.

Our transition to Kindergarten program returned with preschoolers attending playgroup sessions throughout Term 3. During these sessions we integrated music, story and drama as we explored numeracy and literacy concepts. These sessions were optional but we averaged 20-25 families online at each session. In Term 4 our face-to-face orientation mornings allowed our prospective Kinders were becoming familiar with us and their new environment.

It was wonderful to hear the busyness of school life in our corridors again as friendships were rekindled and learning conversations were fostered and encouraged.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
181	159	188	340

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2022 was 89.80%. 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
91.10	89.20	89.60	91.20	88.60	90.40	88.50

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 Quality Assurance and Improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	29
Number of full time teaching staff	14
Number of part time teaching staff	9
Number of non-teaching staff	6

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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

All teachers were involved in many professional learning opportunities during the year.

The focus of three of our staff development days during 2022 were:

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

Day 2 - Introduction to new K-2 Mathematics and English Syllabi

Day 3 - Diocesan wide Staff Development Day – ‘Towards 2025’ strategy

Additional professional learning opportunities included –

Whole staff attendance at Safeguarding Compliance Module; online ACU Mathematics Masterclasses; First Aid Training for 8 staff; Staff Mercy Spirituality Day; PETA Inference webinars; Learner Diversity Modules: new Religious Education units training K-2; Training in Microsoft TEAMS.

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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 2022 school year commenced with a themed Mass focusing on kindness, with our theme being, "Putting Words into Action for God." A number of 'outreach' initiatives took place throughout 2022 including Project Compassion – Caritas 'For All Future Generations' – Mission Australia and Crazy Sock Day (Catholic Mission). Hampers were assembled for St Vincent de Paul at Christmas and for the St Vincent de Paul Winter Appeal at midyear, with donations being presented in our Feast of the Sacred Heart Mass. Families also contributed gifts to the Christmas Giving Tree (St Vincent de Paul).

Ongoing Covid restrictions limited our ability to interact in person with the residents of McQuoin Park. As an alternative, Stage 2 and Stage 3 students wrote letters to the residents of McQuoin Park.

During 2022, we were involved in acknowledging key liturgical seasons of the Church Year such as Advent, Lent and Easter. We celebrated an increased number of masses and liturgies as a whole school community, including Opening Mass, Harmony Day, Ash Wednesday, ANZAC Day, Mother's Day, Feast of the Sacred Heart, Feast of the Assumption, Multicultural Day, Grandparents' Day, Remembrance Day, Year 6 Graduation and Thanksgiving Mass. Grandparents' Day was initially acknowledged through a zoom liturgy aligned with the Feast of St Anne and St Joachim with a whole school mass celebrated later in the year. Parish/Family Masses were hosted once per term by different grades across the school. Class liturgies were celebrated for the Feast of St Mary of the Cross MacKillop. The Stage 3 Mission Team led prayer assemblies during Lent and Advent and for The Feast of the Annunciation and the Feast of Christ the King. As the Cathedral school, we hosted the Diocesan Schools' Staff Mass and the Diocesan Mission Mass. The Year 6 Leaders' Day was held via zoom.

Teachers were involved in a number of Religious Education Professional Learning Communities (PLCs) with the introduction of the new K-2 Religious Education Curriculum and it being implemented across Kindergarten. Staff meetings and planning were held across the year including deepening teacher understanding of liturgy preparation and prayer. Formation experiences included a Staff Spirituality Day held at the Sisters of Mercy Conference Centre in North Sydney, where teachers immersed themselves in our rich Mercy charism and toured the Mercy Heritage Centre, the Chapel and explored the Archives.

Students entered The Bishop's Art Prize with the theme 'Courage'. Three of our students won prizes in categories of Dance, Short Film and Drama and were acknowledged at the Showcase Night.

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.

The commencement of 2022 saw a return to normal school life for students and staff. Across the year excursions and incursions were reintroduced with Year 5 going to their Leadership Camp at Milson Island and Year 6 travelling to Canberra in June as marvellous memories were made.

During 2022, teachers at OLOR deepened their curriculum knowledge and worked at improving student outcomes by focusing on the Continuous Improvement Cycle (CIC) Framework. Our school leadership team worked with an educational consultant around Leading Improvement. After analysis of available data, as a school, we concentrated on the explicit teaching of comprehension with a focus on Inference. Staff took part in various professional development opportunities around reading strategies and developed a deeper knowledge of syllabus content as they focused on developing a variety of differentiated teaching and learning opportunities and adjustments to meet each child at their point of need. The work on improving student outcomes helped us focus on developing a deeper understanding of data and its analysis.

OLOR was one of three schools in the Broken Bay Diocese to trial the new K-2 English Syllabus and Mathematics Syllabus documents in Year 1. The units of work were supplied by the Department of Education and new resources were purchased which included decodable readers and rich literature to support this implementation. This provided our staff with extensive insight to the new K-2 curriculum. Throughout the year teachers took part in a number of staff meetings and webinars highlighting the key concepts of the new K-2 syllabus documents.

Staff also participated in Mathematics professional learning where each staff member completed a series of master class webinars run by the Australian Catholic University. The webinars featured topics such as differentiation, fractions and decimals, multiplicative thinking, catering to high and low achieving students and critical thinking. These sessions allowed teachers to reflect on their practice and apply new learnings in their classrooms.

Weekly STEM sessions were introduced for students in Years 3-6. The main aim of these classes was to develop students' soft skills in the areas of collaboration, critical thinking and

problem solving. We purchased a variety of new and innovative resources that allowed the students to think critically and devise new ways of solving problems. Primary students were also involved in an incursion, STEMPUNKS, where students were encouraged to be creative and innovative problem-solvers.

With six Early Career Teachers on staff, these teachers received support from both leadership and experienced teachers in developing their practice. Several of them were working on their accreditation process with two teachers gaining accreditation at Proficiency.

Overall, it was a successful year at OLOR, with many opportunities for growth and improvement for all.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	89%	52%	0%	12%
	Reading	94%	54%	0%	11%
	Writing	86%	50%	0%	7%
	Spelling	86%	48%	3%	15%
	Numeracy	69%	34%	3%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	55%	31%	6%	14%
	Reading	64%	39%	3%	11%
	Writing	46%	25%	3%	18%
	Spelling	58%	37%	3%	14%
	Numeracy	55%	25%	3%	16%

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 2022.

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Our Lady of the Rosary's Pastoral Care Policy and practices align with the Diocesan Pastoral Care Policy. In 2022, the school continued its commitment to improve student Social and Emotional Learning (SEL) through various programs. With a return from HBL it was noted that a number of students appeared to have missed the many social opportunities of being at school so we focused some time on developing skills of negotiation and co-operation. Students were plotted on the SEL continuum and through this data teachers were able to identify needs of students in their class with relation to maturity, resilience and independence therefore allowing them to target lessons to support the needs of their students.

Each fortnight OLOR's Positive Behaviour for Learning rules were explicitly taught through a range of activities in the classroom. Classes took turns changing the PBL display each fortnight. The weekly awards and The Principal's Award each term, continue to acknowledge positive behaviours and effort. The Wellbeing Team met twice a term to analyse the PBL data and discuss how best to support children through behaviour goals and classroom support. Throughout the year, there was a Wellbeing Week focus each term, advertised in the school newsletter, promoting parent discussion, engagement and further strengthening the school and home connection.

The Buddy Program is important in developing connection between our older and younger students. Each year our Year 5 students become buddies of Kinder students and the Year 6 students continue their relationship with Year 1 students. With the return to school these relationships were able to be continued. At the end of the year the Year 6 students write a special story for their buddy and present it to them. The strong bond between them is very special.

We continued to implement the *URStrong* program, as teachers were provided with a step-by-step guide for teaching students how to build and maintain positive friendships. Underpinning the program are the '4 Friendship Facts' that became part of each class mantra for how we interact with others. All classes took part in a *URStrong* webinar where they were encouraged to role play and discuss various playground situations.

Our Year 6 students all become student leaders and are encouraged to take responsibility throughout the school in areas such as Social Justice, Sustainability and the Environment, Media, Mission, Library, Art and Sport. We try to foster initiative, responsibility and co-operation.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2022, key improvements were noted in a number of key areas.

The Leadership Team worked regularly with an educational consultant to lead improvement in student outcomes at school level. There was a whole school focus on Inference with staff meetings around the key concepts of this skill and teachers being involved in regular discussions reviewing assessments and gathering and analysing data as they used the continuous cycle of improvement framework (CIC) in their teaching focus. Pleasing improvement was reported. With the introduction of the new K-2 English and Mathematics Syllabus documents, Year 1 classes were early adopters of the curriculum offering feedback as it was implemented. Several teachers also joined a diocesan expert group translating new syllabus emphases into classroom practice.

Kindergarten teachers were trained in delivering the new Religious Education Curriculum with favourable comments made around content and new directions.

Primary classes took part in weekly STEM classes developing skills around coding and innovation.

Internal areas of the school were painted in an upgrade of facilities.

The Student Representative Council (SRC) gave priority to student voice initiatives and was positively received as were lunchtime clubs around areas such as Chess, Musical Theatre, Skipping Club and Knitting.

Priority Key Improvements for Next Year

Priority key improvements for 2023 have been identified across a number of areas.

Implementation of the new K-2 Mathematics and English Syllabi will involve staff becoming familiar with documents and requirements as well as utilising new resources.

The new Religious Education curriculum will be undertaken across all K-2 classes with additional professional learning provided.

Collaborative Coaching will commence with the Assistant Principal as Curriculum Leader meeting weekly with each teacher. Our focus will be Mathematics as teachers address student outcomes and growth by planning lessons, adjustments and assessments and analyse the data, through the Continuous Improvement Cycle.

We will foster early learning communication and collaboration with the purchase of new equipment such as outdoor furniture and dominoes and mobile for the Infants Courtyard to set up a 'quiet' play area where students can talk and enjoy being together. Lunchtime clubs will continue with the older grades.

Stage 2 teachers and students will link with the STEM Academy from Sydney Uni in a research project building STEM knowledge and skill across this Stage.

We will revisit agreed practice during the English Block around Shared Reading and differentiated activities in Reading Groups with a focus on individual students' needs.

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, a number of surveys and conversations 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. There was great excitement in being able to return to school functions and parents embraced the opportunities wholeheartedly, visiting classrooms, helping at events and offering hospitality. During 2022, parents had the opportunity to complete a number of survey instruments about school life. Consistent strengths were identified across all forums with mention being made of the importance of the school community in welcoming others and embracing diversity in the spirit of hospitality and respect. They appreciated the strong focus on student achievement, meeting students' individual needs and academic results and the school's commitment to technology and its integration into education. They observed staff as being obviously committed and professional and being approachable and caring in all dealings with families. Mention is often made of the excellent facilities, green outdoor areas and specialist programs in Art, PE, Music, Band and Choir. Programs that develop wellbeing, confidence and communications are appreciated and valued.

Student satisfaction

Student satisfaction information is gathered in class meetings, Principal discussions, Yearbook reflections and surveys each term about student learning. In 2022 our SRC members held their own class meetings and then met twice a term to discuss ideas to improve things at school. They were enthusiastic as they made suggestions about things that were important to them. They wanted more opportunities to be together which made sense when they had been kept separate for so long. They were very keen for lunchtime clubs, liked the variety of things offered and wanted them to continue. Excursions were back on the agenda and for some of these students (Kinder, Year 1 and 2) they went on their first school excursion in 2022. In the same way our End of Year Concert was a new experience for many of our younger students and the joy they showed at having the chance to perform on a big stage was lovely to see. Incursions such as STEMPUNKS and Opera Australia's Cinderella required preparation activities and were very well received. Positive reinforcement in the form

of 'Reason to Smile' stickers, Merit and PBL awards and the Principal's Award and morning tea were all highly valued.

Teacher satisfaction

Staff at Our Lady of the Rosary are hardworking and dedicated and with two classes in each grade there is strong teamwork and a real sense of collaboration amongst them as the young and more experienced share ideas and insights. After two very challenging years workwise, they appreciated the return to 'normal' classes in 2022 and continued to use programs like Google Classroom and SeeSaw that they had focused on during the years before. They continued to be appreciative of professional learning opportunities available, extra planning time and the commitment to resourcing that occurs across all KLAs. They work hard to meet students' individual needs, differentiating learning tasks throughout each day. There is a positive school culture at OLOR with strong partnership evident between school and families. The staff work together, pray together and learn together and are very open to new opportunities to develop contemporary learning experiences. The life of a teacher is an extremely busy one but when they enjoy coming to work they find joy and satisfaction in building and developing our school reputation and in being strong supports and mentors for the students in their care.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants ¹	\$2,826,159
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$750,883
Fees and Private Income ⁴	\$1,389,516
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,466
Total Income	\$4,968,026

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$43,976
Salaries and Related Expenses ⁷	\$3,290,930
Non-Salary Expenses ⁸	\$1,376,369
Total Expenditure	\$4,667,300

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 2022 REPORT