Our Lady of the Rosary Catholic Primary School
Wyoming

2013 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

This Annual Report provides the school, Parish and wider communities with information about the achievements of Our Lady of the Rosary Catholic Primary School, Wyoming, during 2013. This Annual Report highlights the achievements of the year.

2013 has been a productive year. We have made progress in a number of endeavours throughout the year. Professional development that enhances the teaching and learning journey has been a major priority, particularly in the area of Numeracy. The students have been encouraged to strive to do their personal best in a classroom environment where respect, justice and hope prevail. The dedicated staff challenge the children to develop their knowledge, skills and talents through a stimulating contemporary curriculum.

Our mission is to prepare our students to respond in faith to a changing world and to respect and nurture each child.

Our school motto ‘Alive and Aware’ continues to inspire us as we strive to provide an excellent Catholic education for our students.

1.2 **Message from the Parent Body**

The achievements of 2013 would not be possible without the help and dedication of the parents and friends of the school who generously volunteer their time to making the school community the place it is. The parents of Our Lady of the Rosary are an integral part of the school community who together with the staff work to provide the very best learning opportunities for our children. Thank you to the sub-committees of the P&F and the people that organise and run the various school events. The children and staff benefit greatly from the involvement of each and every one of these parents and it is on behalf of the children that we thank you for your help over the year.

*P&F President*

1.3 **Message from the Student Body**

During 2013 the Student Representative Council (SRC) were involved in a number of events for Our Lady of the Rosary. The children were involved in a number of fundraising activities through the Student Representative Council and the Minnie Vinnies. Several sporting and cultural activities were also highlights – OLR Day, Year 6 Mini Fete and our Sporting Carnivals throughout the year to name a few.

*School Captains*
2. **School Profile**

Children of Our Lady of the Rosary Catholic School are drawn from the suburbs of the parish, including Wyoming, Narara, Niagara Park, Lisarow and Ourimbah. Many families have one or both parents commuting to Sydney for work. The school is well respected in the local community. Along with the belief in a strong academic performance, the staff see the school as striving to be a community of faith, based on a belief in God and a Catholic way of life, where Christian values take precedence and are expressed in all areas of school life.

An annual School Improvement Plan for 2013 has focused on areas of school improvement. Religious Education continues to be a high priority. Students’ special needs, giftedness or specific interests and capabilities are all actively supported in environments that promote open, critical thinking and learning. Our Lady of the Rosary is often spoken of by the community as a “family” school. This perception seems to have developed through the “buddy” systems, peer support, emphasis on care of the younger children by the older students and a strong sense of belonging that has developed. Children have the opportunity to be involved in many extracurricular activities which develop their creative, sporting and academic skills.

2.1 **Student Profile**

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>157</td>
<td>157</td>
<td>26</td>
<td>9</td>
<td>314</td>
</tr>
</tbody>
</table>

*Language background other than English

2.2 **Enrolment Policy**

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 **Staff Profile**

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0</td>
<td>0</td>
<td>20</td>
</tr>
</tbody>
</table>
Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.

2.5 Teacher Satisfaction

The school staff is invited regularly to comment and give input on various aspects of school life. Survey responses at the end of the year indicated that Staff appreciated the willingness to learn together and share their talents with each other through professional learning opportunities and staff team meetings. Professional growth and development of teaching and learning are a focus across all Key Learning Areas. This year Numeracy has been the major area of professional learning.

2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95</td>
</tr>
<tr>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>95</td>
</tr>
<tr>
<td>3</td>
<td>95</td>
</tr>
<tr>
<td>4</td>
<td>95</td>
</tr>
<tr>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2013 was 95%.

Management of 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 Education Act 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; and
- 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

The Student Leadership Team and the Student Representative Council have made a successful contribution to the life of the school. Minni Vinnies was an avenue of outreach for the children to those people less fortunate in our local and global communities. The children have been successful in many extracurricular activities. The staff offered Active After School activities that are open to the Years 2 to 6 children.

The children have participated in National Competitions in Mathematics, Computers, English, Science, Spelling and Writing. Their results have been pleasing. Again this year a number of the Years 5 and 6 students were involved in the Mathematics Olympiad.
3. **Catholic Life and Mission**

3.1 **Catholic Heritage**

Our Lady of the Rosary School was established in 1978. During that time the school has worked together with families and the Wyoming Parish to forge strong links to the Catholic family. There is a rich tradition in the Liturgical life of our school. Classroom Liturgies, attendance at Mass, class and school prayer assist our school in forming Catholic discipleship in our children and the wider community.

3.2 **Religious Life of the School**

The school continues to involve students, staff and families in whole school and class Masses and Liturgies. Special days are recognised through prayer at morning assembly.

The sacramental programme sees home, school and Parish working together. Children from the school have received the Sacraments of Confirmation, Reconciliation and Holy Communion this year. The Parish Sacramental Programmes are supported through the school by regular communication with parents regarding upcoming events through the weekly newsletter and morning assemblies. While most of these children are from Year 2 and Year 3, it is wonderful to see that children from older classes are also participating in the Sacramental Programme provided by the Parish and its enthusiastic Sacramental team. The school assists with the Sacramental programme and its planning and celebration.

Children from Year 6 and the school leaders represent the school each year at the Year 6 Central Coast Cluster Mass and the Diocesan Mission Mass. Staff attend the Diocesan Schools Staff Mass at the beginning of the year.

3.3 **Catholic Worldview**

Social justice continues to be a key focus at Our Lady of the Rosary School. The newsletter contains weekly input from the Principal and Religious Education Co-ordinator that support the Catholic worldview. Teachers incorporate the Catholic worldview into their class programs.

The school has participated in fundraising for Project Compassion and Catholic Mission.

3.4 **Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.
4. **Pastoral Care**

4.1 **Diocesan Policies**

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 **School Implementation of Diocesan Policy**

KidsMatter implementation continued this year with its main purpose to promote mental and emotional health strategies across the school. Positive Behaviour for Learning (PBL) operates under the umbrella of KidsMatter and aims to give a uniform approach to ensuring the children have an awareness of the expectation of a positive learning environment for all children at OLR. Behavioural data is regularly monitored to maximise the social and learning environment of the school.

4.3 **Pastoral Care of Families**

Various pastoral groups and opportunities exist for families:

- Care Group provides meals and assistance as needed in times of crisis.
- Pastoral Counselling available to families and individuals.
- Class Parents offering support to families and linking families with school community.
- Seasons for Growth - Supporting students who have experienced loss in their lives, for example, divorce/separation, death.
- Social Skills Support Programs - Building self-esteem of students, managing anger and anxiety.
- Friendship Groups - Assisting children cope effectively with difficult situations; building emotional resilience and problem solving abilities.

4.4 **Resolving Issues**

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 **Work Health and Safety**

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. **Excellence in Teaching and Learning**

5.1 **Quality Teaching and Learning**

Our Annual School Improvement Plan goals for 2013 came under three areas:

**Catholic Mission**
- Improve relationship with God through prayer.
- Increase student knowledge of and participation in formal, informal and types of prayer (including Mass responses).

**Learning and Teaching**
- Continue to improve Mathematical outcomes for all students.
- Improve Spelling accuracy.
- Continue consistency in English Block K-6.
- Prepare for the introduction of the implementation of the Australian Curriculum in English and Maths in 2014.

**Pastoral Care**
- Implement KidsMatter program to promote collaborative involvement and a comprehensive approach to addressing students’ mental health which is tailored to our OLR community.
- Examine programmes that support Social and Emotional Literacy.

Throughout the year we monitored our progress to ensure these annual School Improvement Plan (SIP) goals were achieved. The professional development and learning of OLR staff was related to our SIP goals.

In the area of Catholic Mission the staff developed a prayer Scope and Sequence from Kindergarten to Year 6. This was both formal and informal prayer. The purpose of the goal was to improve the prayer experiences across the grades.

The staff had intensive professional learning on the new English and Mathematics Syllabuses. Staff Development Days and staff meetings were used to immerse ourselves in the outcomes, objectives and content of these new documents for implementation in 2014.

We introduced Mathematics Assessment Interviews (MAIs) across the school in Term 1 using the information gained to direct our teaching and learning in Maths. This data was the catalyst for working across the grades with children who were vulnerable in Mathematics.
5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- 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.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were **(35)** students in Year 3 and **(41)** students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
In 2013, Band distributions at Year 3 indicates that in the five areas of testing, all students achieved at or above the national and state minimum in all areas except Spelling. This indicates that our early identification and in-class support programs are successful in meeting specified targets. Whilst these results are pleasing, we will continue to use the analysis of the NAPLAN results to inform programming in order to target areas of need. In Literacy Spelling will be a focus for teacher professional development in 2014. While continued professional learning in Literacy and Numeracy is also a priority for 2014.

Band distributions at Year 5 again show that in the five areas of testing all students achieved above the national and state minimum. This shows that teachers are effectively challenging students at their point of learning so that all students can achieve higher learning outcomes. It is also noted that there continues to be a need for a strategic focus to improve consistency of practice in Literacy and Numeracy to enhance the learning and skill development of all students, in particular, target the students in Bands 3, 4 and 5.
The analysis of the NAPLAN results will be used as a tool to inform the development of the School Improvement Plan goal for 2014. In line with our Strategic Plan and the Diocesan direction, Numeracy and Literacy will continue to be the major focus of professional development.

5.3 Extra Curricula Activities

Our Lady of the Rosary offered a number of extracurricular activities to children in 2013 with Active After School Care two afternoons each week. The Year 6 children have the opportunity to participate in the Diocesan Public Speaking Competition. Children also have the opportunity to be a member of the school band and access private keyboard lessons. In addition to these activities there was a wide range of sporting opportunities for the children’s participation, including swimming, athletics, cross country, netball, soccer, AFL, touch football to name a few.

5.4 Professional Learning

The ongoing professional development of each staff member is highly valued. In 2013, professional learning has taken many forms including whole school staff development days, subject specific inservices, meetings and conferences as well as a range of professional learning programs provided by the Broken Bay Catholic Schools Office. The school takes responsibility for planning, implementing and evaluating staff professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. Individual staff members take responsibility for their ongoing professional development with some staff enjoying further study through tertiary Masters courses.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

In the priority area of Catholic Mission we were able to:

- increase student knowledge of, and participation in, formal, informal prayers (including Mass responses);
- continue to improve and develop the children’s relationship with God through prayer;
- provide opportunities for teachers to deepen their understanding of the Diocesan K-6 Religious Education (RE) units and to develop meaningful teaching and learning experiences; and
- continue to build community partnerships between school and Parish.

In the priority area Teaching and Learning our focus was on Mathematics teaching and learning and we were able to:

- deepen teachers’ understanding of key Mathematical concepts through our professional development;
- continue to develop teachers’ pedagogical content knowledge in Mathematics with a view to improving student learning outcomes;
- develop teacher skills using assessment data to increase precision in teaching and learning designs;
- develop teachers’ capacity to effectively differentiate teaching plans to meet the needs of the learner;

and in addition -

- develop a deep understanding of the new Mathematics and English syllabuses for implementation in 2014.

In the priority area Pastoral Care/Student Well-being we have been able to:

- continue to develop a strategic co-ordinated approach to pastoral care and student well-being that is balanced across the preventative, restorative and intervention approaches; and
- continue to implement KidsMatter program to promote collaborative involvement and a comprehensive approach to addressing students’ mental health which is tailored to our OLR community. Examine programmes that support Social and Emotional Literacy for the children.
6.2 2014 Priorities and Challenges

The 2014 School Improvement Plan goal focuses are:

- the development of rigor and purpose to assessment in Religious Education.
- continuation of the forging of links between Our Lady of the Rosary School and the Parish.
- a review of the Literacy Plan for the school. A Literacy Teachers’ Coach model will be undertaken by the school offering a deep analysis of all aspects of Literacy throughout the school and includes goal setting, class observations and learning conversations with staff. A focus on assessment of and for learning that is consistent and informs student learning, enabled staff to agree on structures and processes in order to improve teaching and learning. An analysis of student Writing will focus our quality teaching and learning in Literacy. The staff will undertake professional development of the new NSW Science and Technology syllabus during the year;
- the continued development of a strategic co-ordinated approach to Pastoral Care and student well-being that is balanced across the preventative, restorative and intervention approaches; and
- the continued implementation of the KidsMatter program to promote collaborative involvement and a comprehensive approach to addressing students’ mental health which is tailored to our OLR community. Examine programmes that support Social and Emotional Literacy for the children.
7. Parent Participation

7.1 Introduction

Our Lady of the Rosary Catholic Primary School enjoys a high level of parent involvement in all aspects of school life. The school embraces the relationship in partnership in the development of the children. Parents have contributed generously in time and commitment to an array of events, programs and activities throughout the year. The spirit of welcome and hospitality is strongly supported by the work of our Parents and Friends Association. The work of this group of parents has contributed significantly to building community in our school. The P & F are responsible for hosting several social and fundraising projects within the parent community and these events help fund the school to provide quality resources for student learning and well-being. There are many opportunities for parents to be involved in school life at OLR.

7.2 Parent Satisfaction

Parent satisfaction is revealed in a number of ways within the school. It is evidenced in the degree of involvement of parents, attendance at school functions, as well as the feedback received through conversations with parents as they interact with staff. Many parents have taken opportunities to communicate their appreciation for the care, encouragement and support they have received from the staff and leadership team of the school. Our Lady of the Rosary Catholic Primary School enjoys an effective partnership between school and home.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au

The contents of this annual report have been validated by the School’s consultant, Frances Reynolds.