St Rose Catholic Primary School
Collaroy Plateau

2013 Annual Report

Principal: Mrs Josephine Vescio
Address: 8 Rose Avenue
         COLLAROY PLATEAU NSW 2097
Phone:  (02) 9982 1467
Fax:    (02) 9971 5560
Web:   www.srcpdbb.catholic.edu.au
1. Message from Our School Community

1.1 Message from the Principal

The 2013 Annual School Report for St Rose Catholic Primary School, Collaroy Plateau, is a reflection, evaluation and celebration of the events, achievements, developments and challenges that contributed to the continued progress of the school as a learning community committed to quality Catholic education.

This report highlights in particular the launch of KidsMatter, a commitment to ensuring the positive mental health and wellbeing of all members of the school community and the school’s 40th Anniversary celebrations in June.

1.2 Message from the Parent Body

2013 was a very busy year for the St Rose community. We celebrated the 40th Anniversary of the school, and there were many significant contributions made to these celebrations by both school, church, community and parish members. These times allow us to reflect on what is special and unique in our community and our celebrations included a Mass, BBQ and Bush Dance. It was a rewarding experience to share stories and photographs with some of the first students of the school and families in the parish. In 2013 there were a number of changes in membership to the Advisory Board. We continued to grow under the shared leadership model, and aimed to continue to unite the school and church community in our Parish.

1.3 Message from the Student Body

As senior leaders the reasons why we enjoy being part of the St Rose School community are:

- fun and exciting activities planned;
- safe and clean environment;
- choice of extra-curricular activities;
- professional staff;
- small enough so you know everyone;
- friendly atmosphere;
- opportunities for student leadership;
- great canteen; and
- Religious Education.
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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<tr>
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<td>64</td>
<td>0</td>
<td>225</td>
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*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.csodbb.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.

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<th>a</th>
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<th>c</th>
<th>Total</th>
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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 92%.
2.5 Teacher Satisfaction

The staff were surveyed and interviewed and the data gathered showed that the following areas were identified as strengths for 2013:

- 40th Anniversary celebrations;
- inclusive, cohesive and supportive learning environment;
- Book Week Celebrations;
- Professional Learning opportunities in Literacy and Numeracy to improve student outcomes;
- KidsMatter initiative and Parent Education;
- the new inspirational plaques installed around the school;
- the games Playground art donated by the Year 6 families;
- St Rose Talent Quest;
- End of Year Dance Concert;
- Social Justice initiatives that aligned with the Church;
- maintenance of the school ensured an aesthetically pleasing and safe learning space; and
- building of the third Greenwall.

2.6 Student Attendance and Retention Rates

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<th>Year</th>
<th>Average student attendance rate (%)</th>
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<td>K</td>
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</table>

The average student attendance rate for 2013 was 96%.

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

As senior leaders reflecting on the 2013 school year we had many experiences that made learning fun and memorable. These included:

• building the third Greenwall;
• the Dance program;
• buy a Brick to build a church project;
• St Rose Annual Talent Quest;
• Martial Arts program;
• School Discos;
• Sports Carnivals;
• the 40th Anniversary of the school in June;
• the playground artworks and inspirational plaques;
• Band program; and
• Launch of the ‘Buddy bench’.
3. Catholic Life and Mission

3.1 Catholic Heritage

St Rose Catholic School is located in Collaroy Plateau and forms an integral part of the Lakes Catholic Parish. In 1971 the late Father Norman O’Grady founded the school in a small house with one Kindergarten class and an enrolment of sixteen children. A classroom block was completed in 1973, and the first appointed principal took office. By 1976 the school was fully operational with seven classes K to 6. Currently the school has a healthy enrolment each year from families within the parish. The school has no history of religious staff, however there has always been tremendous support from the parish clergy and parishioners.

A significant aspect of our Catholic heritage is the leadership support provided by the St Rose Advisory Board. The Principal and a team consisting of teachers, parents and parishioners meet regularly to support aspects of Catholic Life and Mission from the School Improvement Plan.

3.2 Religious Life of the School

In 2013 leadership of our parish community continued using the model of pastoral leadership provided by Bishop David Walker which follows the Church’s Code of Canon Law. In this model the Deacon has been entrusted with the leadership of our parish community in the role of Co-ordinator of Parish Life. Working alongside the Deacon is the Priest of our Parish, assigned by the Bishop, to serve the community by his pastoral presence and sacramental ministry. The Priests’ Moderator continued to assist the clergy by representing the Bishop to the community.

The Deacon and Priest are regular visitors to the school and are well known by the school community.

On the 16th of June, 2013, the school celebrated its 40th Anniversary. On this date in 1973 the school was officially opened by Cardinal Norman Gilroy. The Anniversary celebrations included Mass in the school grounds presided over by Bishop David Walker. In attendance were Parish Clergy, CSO representatives and many past and present staff, students, parents and parishioners of the St Rose school community. Other activities on this day included: the launching of THE STORY OF ST ROSE OF LIMA CATHOLIC CHURCH & PRIMARY SCHOOL, COLLAROY PLATEAU, researched and written by Bob Moore; tours of the school; displays of photos and memorabilia; barbeque lunch and a bush dance with music supplied by ‘Ducks on the Pond’, a band formed in 1989 by school community members.

Celebrations continued on Monday the 17th of June with students dressing in 70s clothes to acknowledge the significance of the anniversary.
In 2013 we continued to strengthen links between school and church through participation in Sacramental programs. Thirty children participated in the Reconciliation and Eucharist programs to complete the 2012 Sacramental program. Thirty children began the 2013 Sacramental program and were confirmed in September.

The children were afforded many other opportunities to participate in parish life such as: Stage Family Masses once a month; class Reconciliation; Parish Mass each Wednesday; prayer in the church; Grandparents’, Mothers’ and Fathers’ Day liturgies; as well as class liturgies. The seasons of Lent/Easter and Advent/Christmas are times of particular focus on our Catholic Traditions. As well as our usual Liturgies in honour of Holy week this year the students were given the experience of praying the Stations of the Cross using the images and prayers of the Aboriginal version of the journey to the cross. This was a very moving experience for the students.

The staff regularly prayed together each fortnight, to reflect and renew. These prayer opportunities were increased in Lent and Advent to take advantage of the Diocesan Lectio Divina Lenten and Advent program.

On various feast days, such as St Rose of Lima, Mary MacKillop, Assumption and significant days in the life of the church, the school and parish community came together for the celebration of the Eucharist.

The clergy and the parish office staff joined the school community on many occasions for celebrations and significant events in the life of the school.

Students and staff participated in Diocesan Liturgical events such as the Year 6 Cluster Mass, Mission Week Mass, Blessing of Staff in the Parish Mass and the Diocesan Schools’ Staff Mass.

The school supported ministries in the parish as well as any call to assist with outreach, such as St Vincent de Paul and Cana Community; a parish initiated fundraising event for the family of a past student of St Rose who was left a paraplegic in an accident. This event included a mini market which was held at the school in September and received great support from the school community.
3.3 Catholic Worldview

Initiatives that support the Catholic Worldview within the Key Learning Areas at St Rose were evident in the Religious Education modules, Human Society and its Environment, and Science and Technology units that were planned and taught. Religious Education is multi-dimensional. It underpinned all areas of school life and was reflected in all aspects of curriculum and policy development. Learning experiences were planned and implemented accordingly.

A Catholic Worldview underpinned all that we did and was reflected in the following:

- daily prayer and class reflection activities;
- school assemblies led by rostered class who shared their learning in religion/social justice;
- greeting staff and visitors, with ‘May God bless you’;
- senior leadership camps;
- social justice initiatives such as Project Compassion, sponsorship of children in Candela, Catholic Mission, Cana Community, St Vincent de Paul;
- Year 6 Reflection Day; and
- Peer Support Program Training and program.

Once again a highlight in 2013 was our participation in the Broken Bay Peninsula Schools Mission Project. We listened as a guest speaker from Catholic Mission described the plight of the homeless to the children. We also heard recounts of the experiences of students from St Paul’s and Mater Maria who had been on house building expeditions to Cambodia. After this input our school Mission Captains and Liturgy Committee met with student leaders from St Joseph’s Primary School, Narrabeen, and representatives from the Lakes Parish Social Justice group to plan a joint initiative. Our Priest joined us to share with us a story of his friend who is a priest in Korea where he has been sent to a parish in a developing area of Korea where there is no church. With the support of some high school students from St Paul’s and Mater Maria we developed a plan to investigate how we can help build this church in Korea. St Rose School representatives also made a commitment to continue our support of the Mercy Sisters working in Candela, in Peru.

In response to the Mission Project our Priest was invited to both school communities to share information about the organisation. Parishioners and students were keen to assist in providing funds to build the church. The students on the mission team organized a “Buy a Brick’ Mufti-Day and gold coins were collected to buy a brick which was placed on a model of the church.

The annual St Rose Feast Day Talent Quest was held again in 2013 to raise money for the work of the Mercy Sisters in Candela. We were also provided with updates of the situation in Candela through visits and emails from a spokesperson for the Mercy Sisters. We were especially privileged to have one of the Sisters visit the school to share her ‘hands-on’ experience of working and living in Candela. The handmade Peruvian crafts were again sold at school to support the community.

The school is proud of the link we have established with the church in areas of Social Justice and greatly appreciate the support.
In 2013 the students, from Kindergarten to Year 6, also participated in the Peninsula Learning Community of Catholic Schools (PLCCS) photo competition - ‘Catholic Worldview through the lens of a child’. This was an opportunity for the children to reflect on God’s beautiful world in which we are immersed and to present their ideas in a visual format. We were extremely proud of all our entries and claimed many prize winners amongst them.

The opportunity for our students to pray for world peace and harmony also came with their participation in the Sri Chinmoy Oneness-Home Peace Run.

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.

Teachers engaged in the following professional learning programs:

- Staff Development Day and Staff Meeting – ‘Creative Use of Scripture in Classroom’;
- two teachers continued studies for the Graduate Certificate in Religious Education; and
- meetings with CSO RE Consultant providing professional learning around curriculum development.
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

School-based policies that have derived from Diocesan policies include: the Pastoral Care Policy which includes the Behaviour Management Policy and Anti-Bullying Policy and the Occupational, Health and Safety Policy. The Pastoral Care Policy is available to parents and excerpts are regularly inserted into newsletters and referred to at parent forums. The Positive Behaviour for Learning (PBL) approach underpins all aspects of behaviour within the school. Fortnightly reminders of lessons include the reminding and modelling of appropriate learning behaviours. Newsletters and pamphlets with parent information enabled the whole school community to continue to support this initiative. Student Representative Council meetings were conducted regularly each term to enable students to have a voice in decision-making at St Rose. A ‘Rose Bunch’ assembly was held twice a term to acknowledge the students who endeavour to follow the ‘ROSE’ school rules of Respecting Others, Self and the Environment. A ‘social skills’ lunch club was held weekly to support those students experiencing difficulties on the playground.

In 2013 St Rose became a ‘KidsMatter’ school, introducing a mental health and well-being framework for our students. Staff completed professional development in the first two components – ‘Positive School Community’ and ‘Social and Emotional Learning’. We continued to make our school community a positive one with the introduction of:

- the 'Buddy Bench’ – a place to sit for those students who are feeling lonely, telling others they need a friend;
- the display of inspirational quotes from Mary MacKillop, Vision and Mission Statements and ROSE Rules on plaques around the school;
- our Kids Matter Launch Day, where children created their own mask to identify their uniqueness and to recognise that ‘every face has a place’ at St Rose; and
- additional playground games.

4.3 Pastoral Care of Families

A variety of support structures exists for families within the St Rose school community.

Each class has a team of class parents that are referred to by the Principal and administrative staff, should the need arise to support a family. This could take the form of cooking dinners, preparing lunches or picking up or dropping off children at school.

The class teachers, Learning Support team and the Principal all worked closely with parents during the year to provide support as required in relation to academic issues concerning their child. Where necessary, families were referred to local health agencies for professional support. Throughout the year students and families had access to a school counsellor upon referral via the Catholic Schools Office. This year the school counsellor has been of tremendous support to various children who have experienced difficulties.
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

During 2013, the Curriculum domain of the School Improvement Plan focused on Literacy and Numeracy.

Two teachers trained in administering the MultiLit Program at Macquarie University. Selected students across Stages 1-3 were given the opportunity to participate in the individualised program.

Ongoing focus on researching and implementing effective Spelling strategies to enable students to engage more effectively with the Writing process was continued throughout 2013.

The school Homework Policy was revisited to ensure consistency of practice and authenticity of content from Kindergarten to Year 6.

High achieving Stage 3 students who were identified in the areas of Literacy or Numeracy were invited to attend a variety of Peninsula Primary Community of Catholic Schools initiatives including; Mathematics Olympiad Challenge, debating and public speaking. A selection of Stages 2 and 3 students participated in the Tournament of Minds.

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 (26) students in Year 3 and (25) 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/).

Band Distributions (%) – Year 3

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<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
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The Band distribution for Year 3 students demonstrated that in all strands of Literacy 100% of students performed at or above the national minimum standard, with 100% of the entire Year 3 cohort achieving above the national minimum standard in Numeracy.

2013 saw strong results in all four Literacy strands in Year 3. Whilst the Reading and Spelling results were strongest, Writing and Grammar and Punctuation followed closely. In Reading, 76% of students achieved Proficiency (i.e. placement in the top two Bands, Bands 5 & 6), 40% of those in Band 6. In Spelling, 40% of the cohort was in Band 6 whilst 68% achieved Proficiency. In Writing, 84% of students achieved Proficiency, with 32% in the top Band. In Grammar and Punctuation, 80% of students achieved Proficiency with 36% in Band 6.

These results and the consistent gains made over the past three NAPLAN testing periods demonstrate steady growth. The consistency of practice from Kindergarten to Year 6 together with the early intervention strategies which include specific programs which focus on Writing skills, Spelling, Reading Comprehension and Grammar and Punctuation have been successful in meeting specific targets.

Overall Numeracy results for the Year 3 cohort are very strong with 30% of students in the top Band, Band 6, and 92% achieving in the top 3 Bands. No student is represented in the bottom two Bands. These results are consistent with the 2012 results with Numeracy Trend Data showing a 5.3% growth. The positive effects of the Mathematical Assessment Interviews (MAI), differentiated rotational groupings, open-ended tasks and point of need intervention is continuing to be evident in the distribution in the top Bands.
In Year 5, 100% of students performed at or above the national minimum standard in Reading, Writing, Grammar and Punctuation, and Numeracy.

In Literacy, Grammar and Punctuation was the strongest strand with 50% of the cohort achieving in the top Band, Band 8. Spelling results were also strong with 54% of the students in the top two Bands. With the Professional Learning agenda continuing to focus on Spelling strategies, we will expect to see this upward trend continue. In Reading, 27% of the Year 5 cohort was placed in Band 8, with 58% in the top two Bands.

Last year’s target was to have 15%-20% of Year 5 students achieving Band 8 across the four strands of Literacy. This target was met and surpassed with 25% of students achieving Band 8 in overall Literacy.

The Year 5 Numeracy results demonstrate a strong representation of 40% in the top two Bands. No student was represented in the bottom Band. With a 7% higher scaled score than 2012, these results are particularly pleasing. Last year’s target of 15%-20% of students achieving in Band 8 was met and surpassed with 23% of the 2013 cohort in Band 8.

The NAPLAN results for Year 5 indicate that the current teaching programs and intervention strategies are working effectively to support students’ skills and knowledge across all facets of Literacy and Numeracy. These approaches will be continued in 2014 with the expectation that students will continue to develop and extend their skills and understandings in these crucial key learning areas.

Whilst these results are very pleasing, we as a staff at St Rose will continue to use the analysis of the NAPLAN data together with standardised test results, work samples, observations and MAI results to inform programming in order to cater for all student needs.

### Extra Curricula Activities

Student participation in extra curricula activities varied from garden club, to Rock and Water and Art club. In addition the band program continued to grow with the formation of two performance bands- the training and concert bands. In 2014 band membership will be the largest in the history of St. Rose. Senior students participated in the inaugural Netball NSW Schools’ Cup and qualified for the challenge final after being undefeated in the first round of the competition. As part of the Chess program, twenty-five students participated in the annual Northern Beaches Chess Challenge, placing fourth out of fourteen teams, and Mona Vale Chess Tournament, with the team placing well after the rounds.

<table>
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<tr>
<th>Band Distributions (%) – Year 5</th>
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<tr>
<td><strong>Reading</strong></td>
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<td><strong>State</strong></td>
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<tr>
<td><strong>National</strong></td>
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<td><strong>School</strong></td>
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<td><strong>Writing</strong></td>
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<td><strong>State</strong></td>
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<td><strong>National</strong></td>
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<td><strong>School</strong></td>
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<td><strong>Spelling</strong></td>
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<td><strong>State</strong></td>
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<td><strong>National</strong></td>
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<td><strong>School</strong></td>
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<tr>
<td><strong>Gr. &amp; Punct.</strong></td>
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<td><strong>Numeracy</strong></td>
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<td><strong>National</strong></td>
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<td><strong>School</strong></td>
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5.4 Professional Learning

Consultation with the St Rose community, via the School Review Process, resulted in the identification of school priorities and a clear direction for the professional learning for the year. The key educational goals from the School Improvement Plan focused on the areas of Literacy and Numeracy. The school’s Professional Learning Plan aligned both Diocesan and School strategic directions for the year.

The professional learning agenda focused on pedagogy and innovative learning practices to improve student outcomes and to build leadership capacity. The focus on improving teaching and learning was supported and underpinned by an effective professional learning model. This model which incorporates: Input, Reflection, Commit to Action and Feedback, provided the framework for each professional development session.

Professional development opportunities in the form of a Staff Development Day and ongoing staff meetings were provided to familiarise staff with the National Curriculum for English and Mathematics in preparation for implementation in 2014. Teachers also engaged in professional learning meetings to refine and further improve best practice in Mathematics with an emphasis on improving students’ learning outcomes through differentiated Maths groupings informed by analysis of MAI (Mathematics Assessment Interview) growth point results. Throughout the year, three teachers, Stages 1, 2 and 3 received ongoing in-service training as EMU (Extending Mathematical Understanding) leaders and specialist teachers.

The key feature of the Literacy professional learning focused on implementing effective spelling strategies to enable students to engage more effectively with the writing process. The Diocesan Education officer (Literacy) and the Literacy team co-ordinated the professional learning through extending teachers’ pedagogical content knowledge via Collaborative Analysis of Student Learning (CASL) meetings. The Literacy team facilitated the discussion and application of sound pedagogical practices to further improve student learning and engagement in Literacy and deepen the staff understanding of the requirements of the NSW English syllabus K-10.

Professional development was also provided in the identification and most effective and relevant forms of assessment, tracking and reporting strategies across the Key Learning Areas.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The 2013 School Improvement Plans were addressed in the following ways;

**CURRICULUM-TEACHING AND LEARNING**

*Engage learners in relevant experiences that enable growth and success through current pedagogy and consistent approaches.*

To connect learning experiences for all students.

**Evidence of achievement**

- Draft Key Learning Areas scope and sequences developed.
- Continued development of IT as a tool for learning evident in programming.
- The updated Literacy Plan implemented.
- Implementation of enrichment programs.

To provide new learning experiences for students based on insights gained from professional learning.

**Evidence of achievement**

- Formal and documented processes for professional learning feedback in place.

To identify student point of need through a variety of assessment tasks as, of and for learning.

**Evidence of achievement**

- Documented assessment data of all students.
- Updated data tracking record.
- Analysis of data informed point of need learning.
- Modifications embedded in teaching programs evident.

**PASTORAL CARE AND WELL BEING**

*Develop a respectful community, confident and capable in engaging and contributing to the wider community.*

**Evidence of achievement**

- Documented resources and strategies aligned with PBL, PDH and the RE curriculum.
- Fewer reported incidents evident.
- An updated and promoted Pastoral Care policy in place.
- A draft Scope and Sequence aligning PBL, PDH and RE developed.
- Higher levels of student wellbeing reported.
CATHOLIC LIFE AND MISSION

Support our Catholic community to understand, live and respond to their faith in challenging times.

To develop students understandings of Catholic faith traditions in KLA contexts.

Evidence of achievement
• Students connect day to day activities through their faith values.
• Students will connect/reflect their faith values to their school motto.

To implement a joint Social Justice initiative with the Parish.

Evidence of achievement
• A developed and implemented Parish Social Justice initiative.
• Students identify themselves as members of the Lakes Parish.

6.2 2014 Priorities and Challenges

CATHOLIC LIFE AND MISSION

Support our Catholic community to understand, live and respond to their faith in challenging times.

To implement and support staff in their professional learning of Religious Education.

By the end of 2014:
• All staff will have completed accreditation to teach in a Catholic school.
• The role of Shared REC will have been implemented successfully.

To develop students understanding of Catholic faith traditions in KLA contexts.

By the end of 2014:
• The students understand that biblical writings are a type of text.
• Connect/reflect their faith values to their school motto.
• Evidence of correlation within teacher programs.

CURRICULUM-TEACHING AND LEARNING

Engage learners in relevant experiences that enable growth and success through current pedagogy and consistent approaches.

To engage parents to better understand their child’s learning.

By the end of 2014:
• Planned and implemented a comprehensive Parent Education program, meeting the needs of all parents.
• Engaged parents to better understand the new English and Maths Syllabuses.
To connect learning experiences for all students.

By the end of 2014:

• Implemented updated draft Key Learning Area Scope and Sequences
• Concept approach to lessons to make learning engaging and relevant
• Continued use of IT as a tool to enrich learning for students, and is evident in programming.
• Draft program proformas are developed.
• Continued use of implementation of enrichment programs.

To provide new learning experiences for students based on insights gained from professional learning.

By the end of 2014:

• Formal and documented processes for professional learning feedback.
• Updated professional learning model.
• Student feedback from new learning experiences.

To identify student point of need through a variety of assessment tasks as, of and for learning.

By the end of 2014:

• Documented assessment data of all students.
• Use of updated data tracking record.
• Analysis of data for, as and of learning.
• Modifications embedded in teaching programs.

PASTORAL CARE AND WELL BEING

*Develop a respectful community, confident and capable in engaging and contributing to the wider community.*

To continue to develop and implement strategies to support mental health and well-being of students.

By the end of 2014:

• Pastoral Care induction program for new staff.
• Communication and implementation of Pastoral Care Policy to support well-being and good mental health.
7. Parent Participation

7.1 Introduction

Parents involved themselves in the life of the school and by assisting in numerous ways such as:

- attending parent education sessions;
- attending school and class Masses as well as special liturgies;
- assisting in the classroom as volunteer helpers for Numeracy, Literacy and IT;
- assisting at school, Peninsula and Diocesan carnivals;
- co-ordinating Chess tournaments;
- assisting in the library to shelve and cover books; and
- actively contributing to the various roles in the St Rose Advisory Board and P & F.

7.2 Parent Satisfaction

The following areas were identified as areas of strength at St Rose:

- effective communication from the school to the parents;
- parent Education programs;
- extra-Curricular activities for the children;
- supportive pastoral care for families in crisis;
- school’s acknowledgment of student achievements in the areas of sport, academia, arts and most improved, including sporting records broken;
- a place where we all feel we belong;
- strong commitment to maintaining a positive school climate;
- open door policy from all staff including admin team;
- determination to succeed; and
- opportunities for parents to be involved.

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, Anne Duncan.