School Contact Details

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(02) 4332 5594
(02) 4334 5599

Principal

Mr David Fletcher; Mr John Wakely (Acting Principal)
Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can also be obtained from the My School website.
Principal's Message

Our Lady of the Rosary (OLR) Catholic School is a member of The Entrance Parish within the Diocese of Broken Bay. We are proud of the quality Catholic education that we provide. Our school motto of Celebrating Community encourages all to celebrate our Catholic faith and give witness to the Gospel values within a caring and supportive community of parish, parents, staff and children which further guide our children towards Catholic discipleship. Our core values of respect, justice, forgiveness and learning underpin our policies, procedures and practices.

The school continued and further developed the strong relationship with the parish and our Parish Priests. The staff, priests and school leadership team worked tirelessly to provide the best learning opportunities as part of a quality Catholic education provided for our students.

The school has much to celebrate. The dedication of staff, the calibre of the students and the involvement of many parents assure me that we are in a privileged community that will go forward together to meet the contemporary challenges of Catholic education.

Parent Body Message

This year the Parents and Friends Association (P&F) focused on trying to create a whole school community. We, as a community raised much needed funds for our school, but most importantly we tried to bring all the children, parents, grandparents, carers and school staff together as a whole school community.

The P&F meets formally once a term with our principal, assistant principal and Religious Education co-ordinator (REC) to discuss fundraising needs as well as community and social justice events hosted by the P&F and the class parent body. Also discussed are any updates on school programs, staffing changes, school activities, canteen news and so on.

We would like to extend a special thank you to our Acting Principals for their assistance with our school in 2014. Our thanks also go to the teaching and administrative staff for the commitment and professionalism they have demonstrated throughout the year.

Student Body Message

We enjoy going to this school because it is Catholic and we learn about our faith while we are learning different subjects. It’s a happy place to be and it is very easy to make new friends every day. Year 6 buddies also help Kindergarten settle into life in big school.

We have so many opportunities at our school: Japanese, library and Physical Education lessons
with specialist teachers; sports carnivals, gala days, excursions, choir, band, public speaking, debating, and enrichment days. In Years 5 and 6 we also went on overnight excursions to Bathurst and Canberra to help us with our learning about gold and government. All of these things have helped us to enjoy learning and to find out more about ourselves.

The School has also organised a lot of fun events that we have great memories of, especially Crazy Hair day, Games day, the KidsMatter launch day, OLR feast day, movie nights, school discos, talents shows and so much more.

We appreciate the hard work of all of the dedicated teachers and thank them for their support during this year.
School Features

Our Lady of the Rosary Catholic Primary School The Entrance, is a Catholic systemic co-educational school.

The school caters for students from Kindergarten to Year 6 and is proud of the Catholic tradition and education that is provided to its students. The School opened in 1952 and was originally staffed by the Sisters of St Joseph whose work and generosity will always be remembered.

The school is situated on the Central Coast of NSW, is a Catholic community where as disciples of Jesus, living our core values daily, we show respect, grow through learning, forgive others and act with justice. Our school motto Celebrating Community acknowledges the value that we place upon the partnership between school, families and parish. Our three school rules that guide our actions are: 'We are Respectful', 'We are Responsible' and 'We are Learners'. Our school aims to teach appropriate behaviours and provide our students with systems of support to achieve this.

Children attending our school are drawn mainly from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoon Bay, Killarney Vale and Forresters Beach. The School's dedicated and professional staff promote excellence in teaching and learning and provide opportunities for children to achieve their best.

The School caters for the diverse learning needs of the students through differentiating the curriculum and providing a number of specialist programs. Commitment to professional development is a high priority with the staff as they continue to provide relevant, contemporary pedagogy. Teachers facilitate a range of extra-curricula activities for the students. Parents and parishioners are very much appreciated as they volunteer time to support our school. A school chaplain works in conjunction with the pastoral care team to meet the individual needs of children and families.
SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>199</td>
<td>250</td>
<td>23</td>
<td>449</td>
</tr>
</tbody>
</table>

* Language Background Other than English

The school has seen a fluctuation in enrolments of children in Kindergarten over the last few years. While the school is primarily a double stream school with two classes per year level, three Kindergarten classes were enrolled in 2011, 2013 and 2015.

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 94.94%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
</tr>
<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
</tr>
</tbody>
</table>
Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School’s expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>10</td>
<td>38</td>
</tr>
</tbody>
</table>

* This number includes 14 full-time teachers and 14 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>28</td>
</tr>
<tr>
<td>2 Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Mathematical Assessment Interviews</td>
</tr>
<tr>
<td>Day 3</td>
<td>Science and Technology</td>
</tr>
</tbody>
</table>

2014 has seen the school continue to build an authentic PL community. The school's leadership
team provided opportunities at staff meetings, staff development days and at times to suit individual teachers’ point of need, to engage teachers in PL and reflection about how we can improve student knowledge, skills and understanding. Teachers have worked collaboratively to improve their knowledge in the focus areas of reading, Mathematics, the KidsMatter program, and the Positive Behaviour for Learning (PBL) framework. PL has also focussed on the implementation of the new Australian Curriculum in Mathematics, English and Science and Technology.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is ‘experiencing life through the eyes of our Catholic faith’.

Parents and students are constantly reminded of the Catholic identity and mission of the school and of the expectation they will assist in that mission. A strong emphasis is placed on expressing and witnessing Catholic identity through discipleship, prayer, liturgy and Eucharistic celebrations within the school, including:

- maintaining our School Chapel as a sacred place of worship through explicitly taught reverent gestures and the purchase of liturgical resources
- class, school and parish Masses and liturgies
- parish children’s choir
- Reconciliation once a term for classes in Years 3 to 6
- staff prayer at the beginning of staff meetings
- daily prayer in classrooms and at assemblies (including school prayer & song)
- praying the rosary for staff and students, once a week (daily during the month of the rosary)
- prayer spaces prominent in classrooms, the staffroom, chapel and foyer
- the purchase of liturgical resources for prayer, prayer spaces and Religious Education (RE)
- regular attendance at the Diocesan Schools Staff Mass, Mission Mass, Year 6 Cluster Mass and Parish Masses
- organisation of Year 6 Diocesan Cluster Mass at our Parish Church
- priests invited to school assemblies, visit classrooms, special celebrations and social events
- school involvement in parish celebrations, Parish/School Masses, Easter/Christmas liturgies, Sacraments
- staff spirituality / professional learning focusing on the rosary, the Joy of the Gospel, providing engaging and innovative teaching strategies for Religious Education, and providing meaningful liturgical celebrations
- scope and sequence for the teaching of traditional prayers and development of classroom posters for teaching
- class prayer resource folders
- classroom teaching resources for teaching *Sacred Scripture*, for example, scripture boxes, *Godly play*
- Year 6 student leadership team for Mission
- a strong emphasis on awareness raising and fundraising for social justice, for example, Caritas, St Vincent de Paul, Catholic Mission
- all teachers at are accredited to teach Religious Education
- staff members currently completing postgraduate study in Theology/Religious Education.

Staff commit deeply in working together to build a community of disciples of Jesus. As a school community we encourage and support the students in being Christian disciples through ‘living in this world, the way that Christ lived in his’. Modelling the Gospel values such as respect, justice, forgiveness, truth, love and service, lead the staff and students to question 'how' and 'why' we act as we do.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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.

Quality Catholic education is always a major focus at the school, offering students a rich and varied curriculum. This consists of the seven Key Learning Areas (KLAs), as well, instruction which is complemented by specialist teachers in a variety of programs, such as Physical Education, library and Japanese. The 2014 School Improvement Plan (SIP) Learning and Teaching goal was 'To improve the learning gains of all students in Reading'. The School appointed two literacy coaches whose core work was to address this SIP goal. Through our participation in this project the coaches received PL from the CSO education officers to enable them to facilitate much of the PL for teachers and provide both in-class and external support.

The provision of PL for teachers about best practice in the explicit teaching of reading, how to engage learners, planning and programming with the new NSW English Syllabus for the Australian Curriculum and effective assessment and feedback, along with tracking and monitoring students, have been integral components of our work this year.

The school's learning support teacher works four days a week to oversee the support of children with special needs, by their class teachers and learning support assistants. A model of inclusion exists, whereby children receive in-class support with their learning and they benefit greatly from whole class explicit teaching with tasks adjusted to meet individual needs.

Enrichment programs are an ongoing focus at the school. The Premiers Reading Challenge is well supported throughout the School and many and varied enrichment programs are evident in each class through differentiated learning in all classrooms.

The School has continued to develop and enrich our extra-curricular program during 2014. Activities included opportunities in music, choir, band, public speaking, debating, the Active After School program, participation in the International Competitions and Assessments for Schools (ICAS) program and a wide variety of sporting events.
Overnight school excursions are also an important part of enriching curriculum experiences for children. Year 5 children travel to the Bathurst goldfields and Year 6 children travel to Canberra, providing opportunities to learn in practical settings. These camps are much anticipated and although active and tiring they are enjoyed by everyone.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School’s planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>82.70 %</td>
<td>49.90 %</td>
<td>4.00 %</td>
</tr>
<tr>
<td>Reading</td>
<td>61.30 %</td>
<td>46.20 %</td>
<td>6.60 %</td>
</tr>
<tr>
<td>Writing</td>
<td>58.60 %</td>
<td>39.10 %</td>
<td>5.40 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>45.30 %</td>
<td>43.70 %</td>
<td>5.30 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>46.70 %</td>
<td>36.20 %</td>
<td>5.30 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2014</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
<td>School</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>69.50 %</td>
<td>36.60 %</td>
<td>0.00 %</td>
</tr>
<tr>
<td>Reading</td>
<td>52.50 %</td>
<td>34.50 %</td>
<td>6.80 %</td>
</tr>
<tr>
<td>Writing</td>
<td>10.20 %</td>
<td>15.50 %</td>
<td>5.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>49.20 %</td>
<td>33.60 %</td>
<td>5.10 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>35.00 %</td>
<td>25.90 %</td>
<td>6.70 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
The school is pleased to note the following NAPLAN results achieved above National standards:

- Year 3: 93% of students for reading, 95% for Writing, 95% for Spelling, 96% for Grammar and Punctuation, 95% for Numeracy.
- Year 5: 93% of students for reading, 95% for writing, 95% Spelling, 100% for Grammar and Punctuation, 93% for Numeracy.
- The percentage of Year 3 children who were placed in the top three bands are as follows: reading 85%, writing 84%, spelling 85%, grammar and punctuation 89%, Numeracy 80%.
- The percentage of Year 5 children who were placed in the top three bands are as follows: reading 80%, writing 42%, spelling 71%, grammar and punctuation 95%, numeracy 72%.

It is also pleasing to note that both Year 3 and Year 5 were above the National and State averages in all areas. The average growth for students in Year 5 was above the State and Diocesan average in reading and grammar and punctuation. Students who are working below minimum standards are supported in class by individual programs and differentiation of learning to meet their needs.

In both Year 3 and Year 5 there has been a significant improvement in results from 2013 in the areas of reading, spelling, grammar and punctuation and numeracy. Our whole school focus on shared texts, explicit teaching, learning intentions and engaging literacy tasks has done much to improve student achievement in reading, spelling and grammar and punctuation. The 2015 Learning and Teaching SIP goal will be to improve student achievement in writing.

Obtaining valuable data about the Number skills of students through the implementation of the Mathematical Assessment Interviews (MAI) at the beginning of the school year enables teachers to identify the concepts already grasped by students and allows them to effectively plan for differentiated learning in the Mathematics classroom.
Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the ‘Framework’) utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school has developed pastoral care policies and practices in our SIP based on the Catholic worldview. This has impacted upon the learning and life of the school in the following ways:

- families feel that they are supported and cared for by the community
- children are made to feel safe and supported in their pastoral needs so that they can learn
- children are taught Positive Behaviours for Learning (PBL) to support the emotional and social development of every child
- if and when required, children are re-taught rules in a positive way and supported in order to experience success
- through the implementation of the KidsMatter framework, students, parents and staff wellbeing is been addressed.

A strong pastoral care support system is evident through:

- parental involvement as class parents which caters for the pastoral needs of the school community
- student involvement in Mini Vinnies
- the development of the Parents as Teachers of Children (PATCH) program to support social skill development
- the establishment of the KidsMatter on The Playground initiative which provides different experiences for students whilst on the playground.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies
operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school believes that all students, their families and staff have the right to a safe, nurturing and inclusive learning environment. Therefore all staff, students and families work together in an atmosphere of respect, sharing the responsibility to promote positive behaviours from all students. The school has adopted a whole-school approach to bring about positive behaviour, through the Positive Behaviour for Learning (PBL) program. This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours.

“Student Discipline practices are based on restorative principles and are respectful of the dignity, rights and fundamental freedom of individual students, and at the same time are focused on the effective running of the school for the benefit of all.”

PBL ensures behavioural expectations are named, explained, explicitly taught, reinforced and acknowledged through positive reward systems.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The School does not tolerate bullying. The school's Anti-Bullying policy outlines responses to bullying including procedures for investigation and follow-up of bullying incidents. The policy also provides strategies to prevent bullying and outlines school expectations of students, staff and parents in order to mitigate bullying incidents.

Complaints and Grievances Policy

The School follows the Complaints Handling Policy and Procedures for Diocesan Systemic Schools. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by
discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The school is committed to providing a happy, safe work environment for all staff and students. The purpose of Complaints Handling policy and procedures is to establish a framework for the handling of complaints that relate to the operation of the school. We acknowledge that as either a member of staff, a student, a parent or a member of the wider community one can sometimes feel aggrieved about something that is happening at the school. It is always our aim to seek to resolve issues through direct discussion between parties as soon as the issue is raised.

Initiatives Promoting Respect and Responsibility

The school aims to foster students’ self-discipline, to develop persons who are responsible and inner-directed, and capable of choosing freely in accordance with their conscience. It also sets out to help students recognise that their fundamental freedoms and rights are reciprocated by responsibilities. Initiatives to support this aim include such structures as the Positive Behaviour for Learning (PBL) program and the KidsMatter framework.
Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

**Key Improvements Achieved**

The 2014 SIP goals and achievement of targets are outlined below:

**Catholic Mission:** To improve community (student, parent and staff) understanding and knowledge of the Rosary, and deepen our connection with Our Lady.
Targets: Students know and understand the prayers of the Rosary, an OLR Feast day was celebrated, modules of work on the Rosary were developed and taught K-6, whole school praying of the Rosary at 11.50 am on a weekly basis, PL opportunities programming / planning / development of Rosary modules of work.

**Learning and Teaching:** To improve literacy outcomes for students with a focus on reading.
Targets: 90% of students achieved the minimum benchmarks for reading; 73% of students in Year 5 achieved equal to or above expected growth in NAPLAN reading.

**Pastoral Care:** To explore the wellbeing needs of students, staff and parents through the implementation of KidsMatter.
Targets: Evidence of a decrease in repeated ‘Long Time Outs’ by 10% over the year, increased opportunities for children on the playground at recess and lunch, survey of students to assess their perception of safety and support.

**Priority Key Improvements for Next Year**

**Catholic Mission:** to celebrate the joy of our Catholic faith.

**Teaching and Learning:** to improve literacy outcomes for students with a focus on writing.

**Pastoral Care:** to support social and emotional learning through the use of the KidsMatter framework.
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

Through parent surveys and input from meetings we have established that:

- Rosary and prayer time are valued
- social justice and equity are important teachings and are well developed
- school and the parish are working together
- the focus on reading has improved the skills and achievements of students
- children are encouraged to achieve the best they can and are supported in their learning
- PL for teachers has had an impact on student achievement
- KidsMatter supports the wellbeing of students
- PBL provides a structure for behaviour expectations
- Kindergarten and Year 6 buddies promote wellbeing and social skills
- The KidsMatter launch day involved the whole school community and made everyone feel valued.

Student Satisfaction

Through student surveys on the implementation of our 2014 SIP goals we have established that children:

- learned more about Mary and the mysteries of the Rosary
- prayed the Rosary as a whole school community regularly
- celebrated the Feast of Our Lady of the Rosary, helped them to celebrate Mary and the Rosary
- were given rosary beads by the school to help them pray the Rosary
- know more prayers of the Rosary now than they did in the past
- felt a part of the school community by celebrating the launch of KidsMatter
- felt cared for by teachers in terms of their wellbeing and happiness
- were helped by teachers to deal with issues that upset them
- have been taught ways to stay safe and happy
- have been helped to behave by learning in PBL lessons
- were assisted to become better readers in English lessons
- know what they need to do to become a better reader
- believe they are better readers now than at the start of the year
- have had lots of different types of shared texts this year (print, multimedia, visual and spoken).
Teacher Satisfaction

Through staff surveys on the implementation of our 2014 SIP goals we have established that:

- all grades K-6 have studied units of work based on the Rosary in Term 4 this year
- we had a community celebration day for the Feast of Our Lady of the Rosary
- resources have been purchased to assist with praying the Rosary and learning about the Rosary
- Staff have an increased knowledge of prayers, Mysteries and events of the Rosary
- PL opportunities for staff have taken place to impact on their teaching of RE and reading and on the implementation of the *KidsMatter* framework
- children’s competency in reading has improved
- literacy coaches have worked in classes across the school to support reading improvement
- children have used a wide variety of texts for shared reading (print, multimedia, visual and spoken)
- a school *KidsMatter* team exists to support students and staff
- a launch day was held to celebrate *KidsMatter*
- *KidsMatter* will continue to be utilised and staff will undertake further PL in the coming years.
SECTION ELEVEN: Financial Statement

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

<table>
<thead>
<tr>
<th>Income</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>Capital Expenditure (1.3%)</td>
</tr>
<tr>
<td>Grants (58.2%)</td>
<td>Salaries and Related Expenses</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>(73.8%)</td>
</tr>
<tr>
<td>(0%)</td>
<td>Non-Salary Expenses (24.9%)</td>
</tr>
<tr>
<td>State Recurrent Grants (20.8%)</td>
<td></td>
</tr>
<tr>
<td>Fees and Private Income (17.4%)</td>
<td></td>
</tr>
<tr>
<td>Other Capital Income (3.5%)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>RECURRENT and CAPITAL EXPENDITURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>Capital Expenditure</td>
</tr>
<tr>
<td>$2,854,166</td>
<td>$59,546</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>Salaries and Related Expenses</td>
</tr>
<tr>
<td>$0</td>
<td>$3,389,878</td>
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<tr>
<td>State Recurrent Grants</td>
<td>Non-Salary Expenses</td>
</tr>
<tr>
<td>$1,020,955</td>
<td>$1,145,453</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>Total Expenditure</td>
</tr>
<tr>
<td>$854,285</td>
<td>$4,594,877</td>
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<tr>
<td>Other Capital Income</td>
<td></td>
</tr>
<tr>
<td>$170,759</td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
</tr>
<tr>
<td>$4,900,164</td>
<td></td>
</tr>
</tbody>
</table>