St Rose Catholic Primary School, Collaroy Plateau

Annual School Report to the Community

2014

School Contact Details

8 Rose Avenue, Collaroy Plateau 2097

srcp@dbb.catholic.edu.au

www.srcpdbb.catholic.edu.au

(02) 9982 1467

(02) 9971 5560

Principal

Mrs Josephine Vescio
St Rose 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 be also be obtained from the My School website.
Principals Message

The 2014 Annual School Report for St Rose Catholic School 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 school community’s commitment to student well-being through the staff, parent and student program the Resilience Doughnut, drawing on community and individual student strengths to support positive mental health. The Parent Engagement program offering a variety of information and education sessions to support student learning. The commitment to professional learning in the areas of Maths, English and Science for implementation of the new syllabuses. The year ended with the review and development of the constitution of the new Parent Engagement Network (formerly known as the P & F). A modern, engaging and welcoming way to include all parents in the school community.

Parent Body Message

2014 saw the St Rose Advisory Board work through and support the principal and staff in the School Improvement Plan (SIP). We also had input into the parent education programs and school open day. A number of Advisory Board members attended a board/governance forum with other members of school boards from within the Broken Bay Diocese, which was informative and helped confirm that we were on the right path. We looked at ways to grow as a group, and investigated other school boards, in terms of: the people, the principles, the practices and the resources.

Student Body Message

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

- Sporting opportunities
- Creative Arts opportunities, such as choir
- Healthy Canteen Options
- Environmentally friendly community
- Buddy Bench
- Strong Outreach programs for local and international charities
- Peer Support
- Enrichment opportunities
- Great transition to High School
- Night of the Notables
School Features

St Rose Catholic Primary School Collaroy Plateau, is a Catholic systemic co-educational school.

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.
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>103</td>
<td>116</td>
<td>56</td>
<td>219</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2014 was 96.01 %. 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).
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>15</td>
<td>6</td>
<td>21</td>
</tr>
</tbody>
</table>

* This number includes 10 full-time teachers and 5 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</td>
<td>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
</tr>
<tr>
<td>2</td>
<td>Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</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</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strategic Planning and School Improvement Planning</td>
</tr>
<tr>
<td>2</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>3</td>
<td>Religious Education Programming</td>
</tr>
</tbody>
</table>

Throughout 2014 the professional learning agenda focussed on the following areas;
The areas that were covered ensured that programming and learning experiences aligned with the new syllabuses, development of new units of work in preparation for implementation of the Science syllabus in 2015, and ensuring that assessment tools were reviewed to highlight for, of and as learning. The staff also completed a module of Kids Matter to support the well-being program at the school.
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’.

In 2014 the school played a vital link connecting students and families closely to Parish Life. Clear and regular communication promoted and welcomed family involvement with faith experiences. During the year there was high student engagement in liturgical celebrations. Each Tuesday Father visited a class to discuss the following day’s scripture. This preparation led to a deeper understanding of the Gospel. The annual Year 6 Reflection Day provided another opportunity for the students to reflect on their primary school journey and to look towards their faith-filled high school years. The highlight of the Diocesan liturgical celebrations was the Installation Mass for Bishop Peter Comensoli. The school captains were selected to be presented to the Bishop as the representatives of Catholic primary schools of the Diocese.

The Ignatian prayer Examen, a practice of prayerful reflection on the events of the day, was introduced. St. Ignatius encouraged people to talk to Jesus like a friend. Each afternoon, teachers led their class reflecting on their individual journey with Jesus. The students reflected throughout the year on the work of Pope Francis in serving communities. His example has energised the students in their efforts to reach out to others and to connect day to day activities with our faith values and to our school motto of *Constant and True*. The students have an increasing understanding of the social and moral responsibilities as members of a Catholic community. The school is proud of the meaningful experiences that allowed students, families and staff to engage with their faith and unite as a community to celebrate and give voice to our Catholic traditions.

St Rose values the role of various community members in providing a shared leadership model across the school. This became evident during 2014 through the leadership of the Religious Education Coordinator (REC) role amongst staff. The successful implementation stemmed from careful planning. The areas of responsibility of the role were allocated to each staff member based on their individual gifts. Release time was provided for all staff to complete assigned areas and tasks, and mentoring programs supported the implementation. The staff learnt aspects of the role of REC, with all leading liturgies and masses, and now have a greater
understanding and confidence in their ability to lead a curriculum area. This enabled one staff member to apply, and be appointed, to an acting REC role in another school for 2015. Staff had ownership of specific areas and felt valued as their gifts and talents were acknowledged. In 2014, the community's connected faith-filled experiences and shared leadership grew in strength using the model of pastoral leadership provided by Pope Francis.
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.

During 2014, the curriculum focus of the School Improvement Plan (SIP) was Religious Education, English, Mathematics and Science and Technology. The professional learning agenda focused on pedagogy and innovative learning practices to improve student outcomes and to build leadership capacity. All staff participated in extensive professional development during the five Staff Development Days and additional staff meetings were provided to further familiarise staff with the NSW syllabuses for English and Mathematics which were implemented in 2014 and Science and Technology to be implemented in 2015. The key feature of the English professional learning continued to focus on implementing effective spelling, reading and writing strategies. The Literacy team facilitated discussion and application of sound pedagogical practice to further develop and improve students’ learning and engagement in English, and to deepen the staffs’ understanding of the requirements of the new syllabus.

Teachers engaged in professional learning meetings to refine and further improve best practice in Mathematics with an emphasis on improving student outcomes through differentiated Maths groups informed by analysis of the Mathematics Assessment Interview (MAI) growth point data. Throughout the year, three teachers received on-going in-service training as EMU (Extending Mathematical Understanding) leaders and specialists.

The Science and Technology professional learning focus was on familiarising staff with the new syllabus and to utilise that understanding by writing units of work in readiness for implementation in 2015. Another on-going area of focus was developing and trialling more effective programming strategies incorporating consistent overviews, program and evaluation proformas for each Key Learning Area (KLA). This enabled teachers to become familiar with the new syllabuses whilst also successfully ensuring consistency of practice across all KLA.

Ongoing literacy support was provided to students through the MultiLit Program and various intervention programs, including Reading For Life were implemented to enable all students to successfully access the curriculum. The EMU Program was again offered throughout 2014. This
program provides intensive, small group numeracy intervention to students identified through the MAI data. High achieving Stage 3 students who were identified in the areas of Literacy and Numeracy were invited to attend a variety of Peninsula Primary Community of Catholic Schools initiatives including; Mathematics Olympiad Challenge, debating and public speaking. A group of Stage 2 and 3 students also participated in the Tournament of Minds.
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>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>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>81.40 %</td>
<td>49.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>77.70 %</td>
<td>46.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>77.80 %</td>
<td>39.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>70.30 %</td>
<td>43.70 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>74.00 %</td>
<td>36.20 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>68.40 %</td>
<td>36.60 %</td>
</tr>
<tr>
<td>Reading</td>
<td>42.10 %</td>
<td>34.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>23.70 %</td>
<td>15.50 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>44.80 %</td>
<td>33.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>36.80 %</td>
<td>25.90 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments
In 2014, the band distribution for the Year 3 students demonstrated that across the four strands of Literacy and in Numeracy, 100% of students performed at or above the national minimum standard. Grammar and Punctuation was the strongest strand in English in the Year 3 cohort with 81.40% of students achieving proficiency. This is 32% higher than the national average whilst also showing an increase in 25% of students from last year’s comparative data. Almost 80% of students were in the top two bands for Reading and Writing. This is again a marked increase from last year’s results. Spelling results demonstrated a 10% increase in students in the top two bands from 2013. These results and the consistent gains made over the past four NAPLAN testing periods demonstrate steady growth. The consistency of practice from Kindergarten to Year 6 as well as early intervention strategies which include explicit programs which focus on Writing, Reading and Comprehension, Grammar and Punctuation as well as the whole school approach to Spelling has been successful in meeting specific targets. Overall Numeracy results for the Year 3 cohort are very strong with 74% of students in the top two bands. These results are consistent with the 2013 results with Numeracy trend data showing exponential 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.

100% of Year 5 students performed at or above the national minimum standard with the percentage of students in Bands 7 & 8 in both Literacy and Numeracy considerably above the national figures. In Literacy, Grammar and Punctuation was the strongest strand with 68.4% of the cohort achieving in the top two bands. Spelling results were also strong with 44.8% of students in the top two Bands. In Reading, 44.8% of the Year 5 cohort was placed in the top two bands. Writing results showed 23.7% in the top two bands. The Year 5 Numeracy results demonstrate a strong representation of 36.8% of the cohort in the top two bands. Last year’s target of 35% of students achieving in bands 7 & 8 was met and surpassed. 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.
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 Pastoral Care Policy is available to parents and excerpts are regularly inserted into newsletters and referred to at parent forums. Support structures exists for families and each class has a team of class parents that are referred to 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. In 2013 St Rose became a ‘Kids Matter’ school, introducing a mental health and well-being framework for our students. In 2014 staff completed professional development in the third component, ‘Working with Parents and Carers’. 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, social and emotional 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.

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 Positive Behaviour for Learning (PBL) approach underpins all aspects of behaviour within the school. Through shared leadership, the St Rose Catholic School community is encouraged to
make informed choices and support each other to foster a safe and happy learning environment. 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.

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.

At St Rose we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we (students, staff and parents), all share a responsibility for preventing it.

This policy builds on the St Rose Pastoral Care and Behaviour Management Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying.

At St Rose School we adopt the following strategies to prevent bullying:

- Explicit teaching of positive behaviours

- Regular recognition and acknowledgement of students who demonstrate appropriate behaviours

  that promote and restore right relationships.

- Vigilant classroom, playground and transition supervision

- Provision of safe and structured playground spaces and activities at break times
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 Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese. St Rose follows the procedures outlined in this policy which is available on the CSO website.

Initiatives Promoting Respect and Responsibility

The school Pastoral Care Policy supports a respectful learning environment. Our school motto 'Constant and True' supports the ROSE rules of Respecting Others, Self and the Environment. All school messages begin and end with this and it is at the core of our way of being and doing in a faith learning community.

The students are supported to be 'Constant and True' by displaying the appropriate behaviours that underpin the school’s Vision; creating a Catholic learning community that nurtures, inspires and prepares individuals for their future.

Using the school’s Mission to guide each member of the school community; walking together on a journey of discipleship in service to others and providing excellence in teaching and learning so that the potential of each child is achieved.
SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School’s progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

CATHOLIC MISSION

- Provided ongoing support to staff in their faith formation

LEARNING AND TEACHING

- Explored ways to engage parents in developing an understanding of the curriculum, teaching and learning strategies and assessment processes to be better informed and able to support their child’s learning.
- Consolidated processes of effective practices that are embedded across all KLAs and include tools of learning, such as IT and correlation to enhance teaching and learning.
- Challenged staff to explore new learning and leadership opportunities that will support the school’s Vision/Mission Statement and Beliefs about Learning.
- Reviewed the processes of assessment and tracking to develop a record keeping system to inform teaching and learning and show learning gains.

PASTORAL CARE AND WELL BEING

- Developed and implemented an induction process for staff and an education program for parents to ensure sustainability of pastoral care.

Priority Key Improvements for Next Year

CATHOLIC MISSION

- Explore ways to support parent faith formation so as to enhance their children’s learning in Religious Education.

LEARNING AND TEACHING

- Review the processes of assessment and tracking to develop a record keeping system to inform teaching and learning and show learning gains.
- Consolidate processes of effective practices that are embedded across all KLAs and include tools of learning, such as IT and correlation to enhance teaching and learning. In particular focusing on Maths, English and Science to embed new Syllabus requirements.
- Develop and implement effective Professional Learning sessions to prepare teaching staff to implement the new History/Geography Syllabus.

PASTORAL CARE AND WELL BEING

- Review, modify and consolidate policies and procedures, which respond to the needs of the St Rose community, to ensure a learning environment that caters for all students and promotes student well-being.
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

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

- Effective communication
- Welcoming environment
- Nurturing
- Sense of community
- Variety of sporting opportunities
- Excellent selection of staff
- Variety of Parent Education programs
- Effective assessment procedures
- Use of the Extending Mathematical Understanding Program
- Initiatives to explore new learning and teaching experiences
- Staff know all the students across the school

Student Satisfaction

As senior leaders, reflecting on the 2014 school year we had many experiences that made learning fun and memorable. These included;

- Book Week
- School Discos
- Various different liturgies and Masses led by students
- Welcoming new students to our school
- Andrew Chinn Christmas Concert
- Auckland Nine announcement at St Rose with Manly Sea Eagles
- Canberra Camp
- Excursions
- Leadership opportunities

Teacher Satisfaction

The staff were surveyed and interviewed and the data gathered showed that the following areas were identified as strengths for 2014:

- St Rose Feast Day Bush Dance
- Andrew Chinn Christmas Concert
- Music program, including the Band and Choir
- Cohesive leadership team
- Public Speaking Competition
- Martial Arts Program
- Supportive and cohesive staff team
- Professional Learning opportunities in the areas of Science, Religion, English and Mathematics.
- Continued focus on student Well-Being, in particular the introduction of The Resilience Doughnut and the use of the Kids Matter Framework
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.

### Income
- Commonwealth Recurrent Grants (53.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.9%)
- Fees and Private Income (23.4%)
- Other Capital Income (3.8%)

### Expenditure
- Capital Expenditure (1.1%)
- Salaries and Related Expenses (70.1%)
- Non-Salary Expenses (28.9%)

#### RECURRENT and CAPITAL INCOME
<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,394,433</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$490,482</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$607,643</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$99,245</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,591,803</td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE
<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$26,325</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,715,394</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$706,431</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,448,150</td>
</tr>
</tbody>
</table>