Our Lady of the Rosary Catholic Primary School, Shelly Beach
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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 be 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 Gospel values within a caring and supportive community of parish, parents, staff and children which further guides our children towards Catholic discipleship. Our core values of respect, justice, forgiveness and learning underpin our policies, procedures and practices.

The school continues to develop a 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 for our students.

Being new to the school during 2015, I see that the school has much to celebrate. The dedication of staff, the calibre of the students and the involvement of many parents assures me that OLR is in a great place and will continue to grow as a Catholic school well into the future.

Parent Body Message

2015 started off with an opportunity to build a new parent body called the Community Parent Network (CPN) with a coordination team based on the Parents and Friends (P&F) constitution, and formed in consultation with parents. The CPN had eight operational teams with each team represented in the coordination team. By the end of the year, the CPN allowed for more flexible parent representation. The CPN formulated a communication policy to support the fundraising goals of providing improved acoustics for the hall and contributing to the purchase of learning technologies. Father’s day indicated the success of parent engagement strategies with a BBQ serving more than 300 breakfasts, and over 70 dads and grandfathers attending the Father’s day liturgy. The pastoral care team volunteered at Coast Shelter and provided assistance to families in need. A Working Bee was conducted to upgrade the grounds and maintain amenities for the children. The Fete was a success with considerable funds generated to support the school.

Student Body Message

At OLR we have three school rules. They are as simple as being respectful, responsible learners. We are taught to follow in Jesus’ footsteps with our core values: justice, respect, forgiveness and learning. At OLR we embed our Catholic beliefs into all of our learning. We are supported in effective twenty-first century learning with Chromebooks and iPads. Our buddy system helps Kindergarten students to develop a love for learning at an early age. For Year Six students, many leadership opportunities that require responsibility are given in preparation for high school. Our school offers learning for all abilities and learning support teachers are available to help students with learning difficulties. At our school we have a chaplain to support our students through tough times and conflict resolution. The chaplain does not care how big the problem is: she will
always do her best to help and comfort you. We have been at OLR for seven years and we have loved every minute of it. We love being leaders of OLR.
School Features

Our Lady of the Rosary Catholic Primary School Shelly Beach, 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, 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.
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 2015. 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>205</td>
<td>239</td>
<td>21</td>
<td>444</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 has been 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 2015 was 92.49 %. 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: 93 %</td>
</tr>
<tr>
<td>Year 1: 94 %</td>
</tr>
<tr>
<td>Year 2: 93 %</td>
</tr>
<tr>
<td>Year 3: 91 %</td>
</tr>
<tr>
<td>Year 4: 92 %</td>
</tr>
<tr>
<td>Year 5: 92 %</td>
</tr>
<tr>
<td>Year 6: 93 %</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 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>11</td>
<td>42</td>
</tr>
</tbody>
</table>

* This number includes 14 full-time teachers and 17 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>31</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</th>
<th>Focus of Staff Development Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>KidsMatter: Component 2 - social and emotional wellbeing</td>
</tr>
<tr>
<td>2</td>
<td>Mathematics Assessment Interviews - assessments and data analysis</td>
</tr>
<tr>
<td>3</td>
<td>Staff spirituality: Joy of the Gospel</td>
</tr>
</tbody>
</table>

2015 has seen the school continue to build an authentic professional learning community. The school’s leadership team provided opportunities at staff meetings, staff development days, in class and at times to suit individual teachers’ points of need, to engage teachers in learning and reflection about how we can improve student knowledge, skills and understanding. Teachers
have worked collaboratively to improve their knowledge and practice in the focus areas of Writing, Mathematics, *KidsMatter*, and the *Positive Behaviour for Learning (PBL)* framework.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas 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 the Christian life and how we live it.

Parents and students are constantly reminded of the Catholic identity and mission of the school and of the expectation that 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 and 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 and 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 are accredited to teach Religious Education
- staff members currently completing postgraduate study in Theology/Religious Education.

Staff commit deeply to working together to build a community of disciples of Jesus. As a school community we encourage and support students in being Christian disciples through ‘living in this world, the way that Christ lived in his’. Modelling Gospel values such as respect, justice, forgiveness, truth, love and service, leads 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 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 has always been a major focus at the school, offering students a rich and varied curriculum. This consists of the seven Key Learning Areas (KLAs) and specialist teachers in a variety of programs, such as Physical Education, Library and Japanese. The 2015 School Improvement Plan (SIP) Learning and Teaching goal was 'To improve literacy outcomes for students with a focus on writing.' The School appointed a literacy coach whose core business was to work with teachers to address this SIP goal.

Through our participation in this project, the coach engaged in targeted professional learning with support from CSO education officers. This learning enabled the coach to facilitate PL for teachers and provide both in-class and team-based support. The provision of PL for teachers about best practice in the explicit teaching of writing, how to engage learners, planning and programming with the new NSW English syllabus for the Australian curriculum, effective assessment and feedback, and tracking and monitoring students, has been an integral component of our work this year.

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

The School has continued to develop and enrich our extra-curricular program during 2015. Activities included opportunities in music, choir, band, public speaking, debating, the Active After School program, participation in the International Competitions, chess club, robotics club, 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.
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 2015</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>Grammar and Punctuation</td>
<td>73.60 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>56.60 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>60.40 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>54.80 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>48.10 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</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>Grammar and Punctuation</td>
<td>25.40 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>23.50 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>15.70 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>35.30 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>19.60 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

We are pleased with the results of our Year 3 students, with substantially higher percentages in
the top two bands compared to the Australian average. The following indicates the percentage of Year 3 students who achieved above the national minimum standard:

- Reading: 94.3%; Writing: 100%; Spelling: 98.1%; Grammar and Punctuation: 100%; Numeracy: 90.7%.

On further school analysis, the percentages of Year 3 children placed in the top three bands are as follows: Reading 75.5%; Writing 90.6%; Spelling 83.1%; Grammar and Punctuation 88.7%; Numeracy 79.6%.

The performance of our Year 5 students did not reflect their typical achievements; this requires further investigation by the school. The following indicates the percentage of Year 5 students who achieved above the national minimum standard:

- Reading: 72.5%; Writing: 82.4%; Spelling: 80.4%; Grammar and Punctuation: 84.3%; Numeracy: 76.5%.

On the further school analysis, the percentages of Year 5 children who were placed in the top three bands are as follows: Reading 47%; Writing 54.9%; Spelling 62.8%; Grammar and punctuation 47%; numeracy 52.9%.

Based on the Year 3 results, our literacy and numeracy programs are having a positive impact on student learning. Our whole school focus on shared text, explicit teaching, learning intentions and engaging literacy tasks has done much to improve student achievement in reading, spelling and grammar and punctuation. Growth from Year 3 to 5 will be a focus for school improvement in 2016.

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. This program as well as professional learning in Mathematics has had a positive impact on student learning.
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 being 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 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 and takes allegations of bullying seriously. 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.

OLR is committed to working with parents and students to ensure bullying issues are dealt with effectively and in a timely manner.

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.

OLR is committed to providing a happy, safe work environment for all staff and students. The purpose of the Complaints Handling policy and procedures is to establish a framework for responding to 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

OLR aims to foster students' self-discipline, to develop young people who are responsible and self-directed, 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 structures such as the Positive Behaviour for Learning (PBL) program and the KidsMatter framework.

This year we have introduced a Buddy Seat and a Reflection Room to support students who may be finding the playground daunting or who are struggling with relationships. These two programs have helped support the wellbeing of students in a respectful manner.

Our Year Six students have all had the opportunity to display leadership qualities throughout the year in the roles they perform within the school community.
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**

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

The staff undertook a professional learning day on the *Joy of the Gospel* and Pope Francis. This then became a continual focus in classrooms.

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

Our literacy coach worked in classrooms to help embed best practice in the teaching of English with a particular focus on writing. This focus saw students beginning to use 'sizzling starts' in their writing as well as using creative words to paint pictures for readers in their writing. This will continue to be a focus area for us in 2016.

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

In Term 3, the staff undertook Component 2 of *KidsMatter* - Social and Emotional Learning (SEL) for Students. As part of this, teachers plotted some students' developmental progress on the Social and Emotional Learning continuum. This helps teachers in discerning 'where to next?'

Our School’s PBL and *KidsMatter* teams continued to meet throughout the year to reflect on data and make informed decisions on how to further support students' social and emotional learning.

**Priority Key Improvements for Next Year**

Our key priority for 2016, covering all aspects of our School Improvement Plan is to develop a culture of positive behaviour that enhances learning. Our mantra for the year will be: *My behaviour impacts the learning of others!* To support this priority we will focus on behaviour as well as quality teaching and learning in all KLAs to support learning.

**Mission:**

*My behaviour Impacts the learning of others!*

- We are created in the image of God
- Respect for each other as God’s Creations
- Compassion and empathy
Pastoral Care:

*My behaviour Impacts the learning of others!*
- Social and Emotional Wellbeing
- KidsMatter
- PBL

Learning and teaching:

*My behaviour Impacts the learning of others!*
- Student Behaviour - Quality Learning
- Parent Behaviour - working with teachers and the school to support learning
- Teacher Behaviour - Quality Teaching
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

In speaking to parents on the playground, both before and after school, it would appear that most parents are pleased that stability has been restored to the leadership team. They sense that things are happening to bring about change and that student welfare is a priority.

Parents also feel that they are listened to and that their concerns are addressed in a timely fashion. The changes they have seen throughout the year have instilled faith in the parent body and brought about a return to a positive culture within the school community.

Student Satisfaction

Students at OLR have responded positively to the arrival of their new principal. Students have engaged in school life in a very positive manner, enjoying the full range of opportunities that were offered to them.

Throughout the year, students were happy to see the implementation of a number of strategies that had a positive impact on the school.

The end of year speech by the school captains also reflected the positive attitude that the students at OLR have towards their school.

Teacher Satisfaction

Teacher satisfaction has increased throughout the year. The recent changes in leadership have given the staff a sense of hope and joy, and a sense of permanency and consistency. The focus for the year in respecting teachers’ professional judgement, acknowledging their work and building cohesion has empowered teachers and helped build strong professional relationships.

The availability of the leadership team to work with teachers and support them has helped to strengthen staff morale and their sense of professional pride.
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 (60.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.3%)
- Fees and Private Income (16.5%)
- Other Capital Income (3.6%)

### Expenditure
- Capital Expenditure (1%)
- Salaries and Related Expenses (73.5%)
- Non-Salary Expenses (25.6%)

### Recurrent and Capital Income
<table>
<thead>
<tr>
<th>Income</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$3,256,611</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$1,039,241</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$889,234</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$193,517</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$5,378,603</strong></td>
</tr>
</tbody>
</table>

### Recurrent and Capital Expenditure
<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$47,287</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,550,247</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,234,857</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,832,390</strong></td>
</tr>
</tbody>
</table>