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.
SECTION ONE: Message From Key Groups In Our Community

Principal’s Message

2015 has been an exciting and refreshing year at Our Lady of the Rosary (OLR). Commencing as the new principal proved both challenging and rewarding. During the year, there were a number of key initiatives and undertakings that cemented OLR as a school that enjoys a wonderful reputation in the local community. After a thorough educational review with Tier 1 and Tier 2 audit processes, the school has been able to draw up exciting plans for the next three year cycle.

During the year we introduced whole school public speaking, the Rock and Water program, and an improved and revised positive behaviour for learning behaviour (PBL) schema, and achieved some wonderful results in a multitude of academic competitions. The school site also underwent physical changes with new classroom facilities installed, painting and play and oval refurbishments.

On top of these, a newly formed executive forged stronger ties with the local parish. We introduced new programming guidelines for Mathematics and continued to embed the literacy coach model to enhance learning for all students. It was a wonderful year for a new principal to begin his journey with this most blessed community!

Parent Body Message

As Parents and Friends (P&F) president I would like to commend the staff and parents on a fantastic year. The appointment of the new principal has led to many new, positive changes to the school aesthetically, and also to numerous educational approaches to be implemented in the new year. Teachers have been busy learning innovative strategies that will benefit the children greatly.

As a P&F, we have had two successful market days. The school community came together to support these events. The bingo night in Term 2 was such a great success, we held another in Term 4. The trivia night is always a great night at OLR: the hall was packed with parents and teachers, eager to be the winning table, and there was lots of laughter and fun.

Unfortunately, parent representation at meetings is poor but we are attempting to improve parent engagement by offering seminars of interest, for example, The Resilient Child. We have also started offering afternoon tea at class assemblies. It was wonderful to see many families contributing to Operation Christmas Child: the children were so excited to participate. On a whole, it was a great year at OLR and we look forward to another productive year in 2016.

Student Body Message

The student leadership team along with the SRC has worked very hard to make OLR a vibrant and happy environment where the children can assist in decision making. Throughout this year the student leadership team, SRC and Mini-Vinnies have worked hard to fundraise for those people less fortunate than ourselves.
The students at OLR enjoy the opportunities to be involved in sporting events within the school and with other schools through cricket, netball, soccer, touch and rugby gala days. The students also enjoyed the sporting skills program where gymnastic, netball and soccer skills have been developed throughout the year.

OLR loves to give everyone a chance to perform and show their talents. This year students participated in the OLR Talent Show and end of year Christmas concert. Students also performed in the school band, playing regularly at assemblies and Masses.

The students have appreciated the opportunity to compete in competitions that test their academic skills such as the Tournament of Minds, Education Assessment Australia tests and the Newcastle Permanent Maths Competition.

Finally, OLR encourages students to learn how to make the right choices and walk in Jesus’ footsteps.
School Features

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

The school was established by the Sisters of St Joseph in 1978. Its last remaining religious sister finished up in 2014, but the school will forever remember its roots and charism grounded in the great work of Australia's first saint, St Mary of the Cross MacKillop. Serving the communities of Narara, Wyoming, Lisarow, Ourimbah and North Gosford, Our Lady of the Rosary is 'Alive and Aware' to all families choosing a contemporary, Catholic education.

OLR enjoys an outstanding reputation for academic excellence and strong, nurturing pastoral care. There is a strong connection to the parish, with a feature of this positive link found in the monthly masses which are well attended by all families.

In 2015, significant funds were used to improve facilities with a new play area and oval precinct being top of the list. All classrooms are air conditioned and equipped with plentiful IT resources. Strategically, K-2 students now make use of Apple iPads while the Year 3-6 students use chromebooks for research, interactive learning and presentation work. All teachers make use of interactive boards and communicate via a newly created school Facebook page.

The school enjoys the support of an active and committed parent body who are involved in helping in and beyond the classrooms. OLR is also known as the 'family school' where many families socialise together and enjoy community events such as trivia, discos and bingo nights.

The students participate in local, state and national competitions in Mathematics, gifted and talented, Creative Arts and sporting events. This year we introduced whole school public speaking and our debating teams continued to excel with strong results.

Wellbeing for all is a significant focus for our school with 2015 proving to be a great year to refine, improve and innovate to cater to the needs of the community. In particular the school revised the positive behaviour for learning approach and introduced a new reward system which included a principal's morning tea. To support the needs of some children requiring support with developing resilience, the school introduced Rock and Water, teaching explicit lessons for students to use when faced with problems.

The literacy coach model enabled teachers to be coached with a view to constantly refining teaching practice in order to maximise student achievement. There was also a continued focus on high yield leadership and instructional strategies to improve learning gains for all students regardless of ability level.

Finally, in 2015 the school underwent a major educational review to affirm and also to highlight areas for further development. As such a new three year strategic improvement plan was developed, providing a blue print for sustained and improved growth ahead.
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>148</td>
<td>163</td>
<td>28</td>
<td>311</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolments have remained steady. If anything, there will be a slight increase at the start of next year from previous years. The increases will come from families relocating to the area from Sydney. In 2016 the school should begin with approximately 331 students.

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 93.74 %. 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>94 %</td>
</tr>
</tbody>
</table>

Student attendance rates have remained steady from year to year with no dramatic changes in the statistics. Of significance is the improved education for parents around school attendance expectations, especially in regard to taking family holidays outside of the normal vacation periods.

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>20</td>
<td>7</td>
<td>27</td>
</tr>
</tbody>
</table>

* This number includes 13 full-time teachers and 7 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>20</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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Review and Development day. At the end of Term 1 all staff participated in a day to learn about the Tier 2 curriculum review. At this day key reports on all review areas were written and there was general discussion around the review process and subsequent events that follow it.</td>
</tr>
<tr>
<td>2</td>
<td>Staff attended a spirituality day on the Francis effect. This day was dedicated to learning about our Pope’s encyclicals and his vision and mission for our Catholic church and agencies such as our school’s involvement with it.</td>
</tr>
<tr>
<td>3</td>
<td>A main focus of 2016 will be the development and introduction of an inquiry based learning paradigm that develops cultures of thinking. The staff visited OLGC Forestville to learn about the T/L process and how to implement this in our school.</td>
</tr>
</tbody>
</table>

Beyond the designed staff development days, staff deepened their active involvement with the literacy coach model and the use of high yield instructional strategies to value add to student learning. There was also a focus on programming and refining use of the classroom environment through displays to maximise learning for all.

The staff made use of whole staff, stage and grade meetings to look at current learning and teaching. Teachers also made use of professional audio-visual (AV) and reading materials to enhance curriculum and pedagogy across the school.
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.

OLR is a faith community in which our students are encouraged to know and love God as revealed by Jesus and inspired by the Holy Spirit. The Catholicity of the school is evident through the rich liturgical life and the constant interaction with the parish and priests.

OLR works together with families and the parish to forge strong links between all. Classroom liturgies, attendance at mass and school prayer assist the formation of Catholic discipleship in our children and the wider community. The school continues to engage and involve students, staff and families in morning prayer, whole school masses, class masses and liturgies. Significant days are recognised through whole school prayer at morning assembly. Religious Education (RE) is a key learning area taught in all classes K-6. Prayer is part of daily school life for students, parents and staff.

The sacramental program has home, school and parish working together. Children from the school have received the sacraments of Confirmation, Reconciliation and Eucharist this year. The parish sacramental programs are supported through the school by regular communication with parents regarding upcoming events through the weekly newsletter, distribution of the parish sacramental schedule and morning assemblies.

While most of the children involved are from Year 2 and 3, children from older classes are also participating in the sacramental program provided by the parish and its sacramental team. The school supports the sacramental program by providing classrooms for classes, planning the celebration mass/liturgy, planning and hosting the enrichment days and assisting the sacramental mass/liturgy.

Students from Year 6 along with the principal and Religious Education Coordinator (REC) represent the school each year at the Year 6 Central Coast cluster mass. They also attend the Diocesan mission mass in October. Staff attend the Diocesan staff mass at the beginning of the year.

Social justice continues to be a key focus at OLR. The newsletter contains weekly input from the principal and REC that supports the Catholic worldview, a Gospel reflection and elements of Pope Francis’ teachings. The school has participated in fundraising for Caritas, St Vincent De Paul and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs.
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.

Under the guidance of a literacy coach, the staff had professional learning on the English syllabus and the Literacy Continuum. Staff meetings and individual coaching were used to immerse ourselves in the outcomes, objectives and content of the English syllabus. Data from all aspects of literacy was the catalyst for the literacy coach to work across the grades with teachers.

The school has two Extending Mathematical Understanding (EMU) specialist trained teachers. The specialists worked with teachers and mathematically vulnerable students to further enhance the high level of mathematical education from K-6. All teachers are trained to conduct mathematical assessment interviews and all students completed this assessment. The information then drives differentiated teaching and learning.

Throughout the year we monitored the progress of our SIP goals, with professional development and learning based on these goals.

OLR currently has one learning support teacher and two learning support assistants. These roles encompass supporting students who are unable to access the curriculum at their grade level and those who may be working well beyond their level.

Weekly sport K-6 is highly developed with the students taking part in activities and clinics. All students participated in three Sporting Schools programs which covered soccer, netball and gymnastic skills. Each program ran for five weeks with the students receiving a 45 minute lesson each week.

Specialist PE, Music and Drama teachers are permanently on staff and work with all classes. There is also a school band which performs at community and church events.

A particular learning focus this year was spelling which is an area that has lagged behind others in English achievement. A new *Four Forms of Spelling* approach was introduced with results expected to show improvement in 2016 across K-6. The literacy coach co-taught, modelled and worked with Education Officers to ensure optimum literacy across the school.

In ICT a range of technologies are used across the school to assist with learning; they are integrated in all KLAs. Each classroom is equipped with data projectors, interactive whiteboards and has access to a number of PCs, laptops and tablets. We have 15 Samsung
tablets and each class K-2 has 6 iPads to support key numeracy and literacy work. Years 3-6 have access to a fleet of chromebooks which allow for interactivity between teacher and student, student and student. A number of professional development opportunities were provided for staff on the use of the technology as well Cyber Safety.

For the first time, a whole school Public Speaking program was introduced in 2015, culminating in stage based competitions. This was well received by staff, parents and students and will now become a permanent feature.
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>50.90 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>50.90 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>58.20 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>41.90 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>34.70 %</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>33.30 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>27.30 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>15.20 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>24.30 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>18.20 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

The 2015 NAPLAN data, although sound, was not as strong as in the previous year on some
measures. In Year 3, 50% or more students achieved results in the top two bands for Reading, Writing and Grammar and Punctuation. 40% or more students achieved the top two bands for Spelling. It was pleasing to note that successive Year 3 cohorts have maintained above state mean achievement in Writing and Grammar and Punctuation since 2012.

In Year 5, the school had a higher percentage of students achieving the top Band (Band 8) for Reading, Grammar and Punctuation and Writing than the state. A review of growth patterns, tracking student progress from Year 3 to Year 5, and Year 5 to Year 7, indicates that a greater focus on diagnosing and responding to student learning needs, and establishing high expectations for all students, is warranted.

A particular focus for 2016 is to review and implement targeted teaching strategies for place value in numeracy and for Spelling. These were two areas overall where the school was weaker than the diocesan school system on achievement scores. The use of a Maths coach to co-teach in classrooms with a view to further building and refining teacher practice, and a greater emphasis in the literacy block on Spelling, are two strategies the school is currently implementing and will embed in 2016.

Although the school would have liked stronger NAPLAN results, the My School website indicates that student achievement is strong in comparison to similar schools across Australia. This measure takes account of a range of factors that may influence student achievement, including socio-economic status. Our teachers are committed to explicit instruction for all students, including those with cognitive or receptive language needs, and those who are learning English as a second language.
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.

At Our Lady of the Rosary school we take pride in our Positive Behaviour for Learning (PBL) approach, which enables our students to make positive personal choices both in the classroom and on the playground.

At OLR the teachers lead through example, living the message of Jesus through our three core values: Always do our personal best, Live justly and Respect all. Through explicit teaching and a positive approach to behaviour management, the students learn to embrace the language and actions that it takes to live the OLR values.

Visitors to our school often remark on the beautiful manners and respect shown by the students, something that is a testament of how the students really do live the messages in which we at OLR believe.

Our lunchtime club, Mini Vinnies and sporting opportunities are but a few of the activities that the students at OLR have, helping to develop the whole child spiritually, physically, academically and emotionally. The professional staff at OLR values the total wellbeing of every student and nurtures all aspects of this in every facet of our learning programs.

Our aim at OLR is for every child to feel safe and happy in a positive environment.

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 follows the Positive Behaviour for Learning (PBL) approach. At the start of this year PBL was revised with new posters of behaviours and a new scope and sequence of teaching lessons created to ensure everyone was ‘on the same page’ with expectations of accepted behaviour. A new reward system was introduced where students could earn tokens for good behaviour leading to Assistant Principal and then Principal awards. These would be heralded at the fortnightly assembly and students receiving a Principal’s award would qualify for a special morning tea.

Generally the behaviour of students has been very good in 2015. Some children who were unable to remember correct behaviour were given long time outs. Since records have been collected in the school, this year has seen a dramatic decrease in poor behaviour. Students are aware of the expectations through our PBL so that they are always doing their personal best and live justly.

**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 through PBL continued to teach weekly lessons on good behaviour and to alert students to anti-social and bullying type incidents. Classes participated in explicit lessons on how we should act around each other. The school also introduced a *Rock and Water* program for targeted students who were either the victims of bullying or had demonstrated bullying behaviours. As a consequence, families responded to surveys indicating that they thought the school was doing its best to model acceptable behaviour and to stamp out unacceptable bullying.

Stage 3 students also participated in online education around cyber bullying and what to do when we are witnesses to unsafe behaviour in the virtual world.

The school also continues to use and be supported by the Diocesan anti-bullying policy; where and when necessary, we model positive ways forward for both students and parents.

**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 new principal at the beginning of the year created opportunities for open forums to talk about all issues in the school. This created a chance for parents to air any thoughts or grievances around the running of the school and in particular to seek clarification around correct processes to follow in the event of a complaint or grievance.

The first port of call for a class issue is the teacher. Then, if parents are not satisfied with an issue, they are asked to meet with the principal who then seeks a positive resolution.

At all times, parents' complaints and issues are addressed swiftly and respectfully. If at any time parents or carers do not feel listened to, then they are asked to contact the Catholic Schools Office.

**Initiatives Promoting Respect and Responsibility**

At OLR we take very seriously our role to foster and promote positive relations amongst all in our community. This year a number of morning and evening opportunities were given to parents to discuss a variety of topics, particularly around wellbeing matters. In particular, guest speakers were invited into the school to talk about anxiety in school aged children and to provide strategies that families could use to work with children experiencing social issues.

The school wellbeing team was created this year to revise the PBL system and to incorporate new ideas and new ways of promoting good behaviour and connections. Brand new, commercially produced, school-based posters of expected behaviours were made and then distributed and promoted to all families. Children who are always doing the right things without being asked are being rewarded to affirm their good behaviour.

The emphasis is on the positive behaviour and where possible the parent body is mobilised to engage with other parents in seminars that are focused on topical social issues. This year such opportunities were provided with anxiety and cyber bullying.
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 PBL approach was reviewed and improved this year. Of special note is that the school acted upon the Macquarie Marketing Group (MMG) survey which highlighted a need for the school to provide strong and timely feedback around bullying issues. Parents feel listened to and agree that the school has made significant gains in this area for 2015.

The literacy coach model was invigorated to include team teaching opportunities in the area of writing where the spelling component has been an issue for the school based upon testing results. Both the principal and assistant principal regularly worked with teachers in classrooms to support students’ progress and to model appropriate, high yield instructional strategies. Regular debriefing opportunities were also provided for teachers to discuss next step approaches for the students in their class.

The school participated in the Tier 1 and Tier 2 school reviews and as a consequence was able to draft a new three year strategic plan.

Significant gains were made in strengthening the parish-school relationship with such initiatives as monthly school masses at the 9:30 Sunday mass and a sacramental enrichment day created.

Priority Key Improvements for Next Year

In 2016 the focus will be on embedding a teacher coach model for literacy and Mathematics with the intention of refining and improving teaching and learning for all students. The model will emphasise key lead teachers working alongside classroom teachers with a focus on strengthening instructional strategies to meet individual learning needs. It will mean team teaching, modelling and meeting as a group to plan and program point-of-need lessons. We will continue to conduct high yield strategy meetings and introduce Maths walks and talks based upon the literacy model used this year.

A new inquiry and cultures of thinking paradigm is being introduced to respond to the new History and Geography syllabuses. Time will be given to planning meetings each month to evaluate, revise and design inquiry learning experiences based on students’ zone of proximal development and individual student needs.
Each month, a class will host the weekly 9:30 am Sunday mass in the parish to enliven the experience for all parishioners. The school will take the lead on liturgy and music for the whole congregation.

We will re-visit *KidsMatter* to ensure our implementation covers social and emotional competencies.
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**

Parents were very satisfied with the 2015 school year. There has been an increased emphasis on entering teams into sports traditionally not covered at the school which has allowed all children to shine. Of particular note is that parents felt consulted with by the new principal who has conducted several 'coffee and chat' sessions to discuss 'all things OLR'.

There has been an increased emphasis on dealing with any bullying related issues and clear expectations with the positive behaviour for learning approach are now obvious. The new rewards system means that all children, even the quiet ones, are being recognised and that poor behaviour is not tolerated.

The school grounds are looking so much better. The new oval and Area 2 synthetic grass area have allowed the children to play on modern surfaces. Many classrooms have had new ceilings and modern accessories installed and the much needed external paint work has lifted the feel of the school. It is a more inviting and welcoming place for our children to learn.

We look forward to continued strong improvements in the new year.

**Student Satisfaction**

At OLR this year the students have been provided with many more sporting opportunities to represent our school. We also entered a Tournament of the Minds team to allow some of our brightest and talented students to perform against students from other schools.

We have been given a new synthetic grass area as well as a new oval to play on and the school purchased new iPads and chromebooks for our learning.

Lots of children got to do fun fundraising things for Mini Vinnies, Nepal and other events. We enjoyed having our buddies and we liked the new Kinder Yana program which means we get to spend more time with new Kinder kids.

Our Maths Olympiad team did really well and many of our students scored distinctions and credits in the University tests.

It was great that this year we did not have to share excursions between Year 5 and 6 and that Year 5 students were able to go to Bathurst and Year 6 students were able to go to Canberra.

It has been a great year of learning at OLR!
The teachers felt listened to and supported by the newly formed school leadership team. Knowing that the school needed to work through a rigorous school review in Term 2, the staff felt that they were given time to go about their work and to gather the necessary evidence for the process.

Open and shared dialogue has been a feature of school and stage meetings this year with each PL forum focused on our SIP goals. The teachers also designed their own Performance Appraisal for Leaders (PAL) goals for the year with a view to focus on the SIP and personal and professional development goals. This meant that each teacher experienced continued growth as a professional.

Teachers felt supported by the literacy coach model where team teaching and positive role modelling took place. The principal's weekly class visits and individual reading with each student was not intrusive and has now become part of how things are done at OLR.

Opportunities were provided for all staff to attend professional development opportunities. Teachers felt valued as a consequence and appreciated the moral and financial support to develop themselves as educators.
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.

### Income

- Commonwealth Recurrent Grants (59.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.4%)
- Fees and Private Income (16.9%)
- Other Capital Income (3.9%)

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<thead>
<tr>
<th>RECURRENT and CAPITAL INCOME</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
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<td>Government Capital Grants</td>
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<td>State Recurrent Grants</td>
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### Expenditure

- Salaries and Related Expenses (73.2%)
- Non-Salary Expenses (25.9%)

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<td>Non-Salary Expenses</td>
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