

**Our Lady of the Rosary Catholic Primary
School, Shelly Beach**

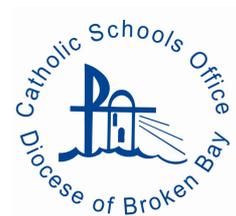
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ABOUT THIS REPORT

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

There has been much to celebrate in 2016 as the new leadership team formed and commenced setting the vision for Our Lady of the Rosary (OLR). 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.

OLR is blessed with fantastic teachers who constantly strive to develop and deliver relevant learning across the curriculum. Our teachers truly have the welfare and learning of our students at the forefront of all that they do.

Our focus for this year has been to continue to develop a culture of positive behaviour that enhances learning. This focus was not for students alone, but also teachers and parents as we believe that everyone's behaviour impacts learning in some way.

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

Our school motto is 'Celebrating Community' which was a focus for the parent community network (PCN). Throughout the year we engaged in a number of fundraising activities as well as community building events. These included *Tissues and Cheers* for new Kinder parents, Easter raffle, walk-a-thon and fun day, Alleluia dinner, Mother's day and Father's day, Grandparents' day, Crazy Camel art, a night at the movies, two school discos and finally carols and Christmas BBQ. We also supported the Lions club Christmas raffle.

Apart from all the fun we had, we also gathered together to discuss important issues. One of the discussions was how do we sustain our fund-raising role into the future? We are blessed that our community can have a voice to assist the school financially to improve the learning environment for our children. One fund-raising item that vastly contributed to our community was the installation of the very big fan at the stage end of the Miriam Centre. It is very effective in circulating the air at the hall end: we look forward to the installation of the second fan when funds become available.

The coordination team would like to thank the whole OLR community for their support.

Student Body Message

Throughout 2016, the teachers at OLR have constantly come up with different ways to make our learning enjoyable. Sometimes we expressed our knowledge of a topic by singing or drawing, which can help when remembering what we've learned. The students at OLR are very lucky to be

provided with all the extra learning opportunities such as extension Maths, Science club, robotics, choir, chess club and sporting gala days and carnivals which taught us to have good sportsmanship and the ability to cooperate as a team.

OLR has had some changes recently and one of the biggest changes to the school this year has been to the oval. We all know how much the rain affects the grass. We have had weeks off the oval sometimes because of how wet it gets. So at the beginning of this year our whole oval was dug up and re-done. For the first term it was dirt and we weren't allowed to use the oval. It definitely was annoying not being able to play on the oval every lunch and recess, but when we look back now we know that it was worth it – our oval looks great!

One of the best things about coming to school each day is being able to see our friends.

2016 has been a busy year full of learning, laughter and fun!

SECTION TWO: SCHOOL FEATURES

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, Toowoan 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.

In 2016, OLR consisted of 18 classrooms and included specialist teachers in Japanese, PE and Library with student enrolment numbers continuing to rise slowly.

This year, OLR provided students with a number of extra curricular opportunities to support their classroom learning. Activities included Science club, Robotics, chess, dance and drama, Maths olympiad, and choir. It has been exciting to see the number of students interested in these extra learning opportunities and the learning outcomes they produced.

OLR has a proud tradition of parental support. Our motto, *Celebrating Community*, is one of our core values and we constantly look for ways to engage parents in the school as well as providing opportunities for families to come together to celebrate socially. This year our parent community network (PCN) strove to be inclusive and community minded. The best example of *Celebrating Community* was the Alleluia dinner at the beginning of Term 2 where we celebrated not only Easter and the Risen Jesus, but also surviving the first term. Families and staff enjoyed a BBQ dinner, with shared salads, sitting on the grass talking and watching impromptu cricket and football games start up between students and parents. The PCN have been committed to supporting the school through a number of fundraising events, but have also agreed to introduce a levy for 2017 with limited fundraising so as to focus more on the community aspect of their role.

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
212	240	19	452

* Language Background Other than English

OLR continues to see overall enrolments increase. This year we have again offered three Kindergarten classes with 68 Kinder enrolments. Enrolments in other classes also increased slightly. It is expected that enrolments will continue to increase in the coming years.

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 2016 was 92.97 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	94 %	93 %	93 %	92 %	92 %	93 %

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 [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
31	9	40

* This number includes 17 full-time teachers and 14 part-time teachers.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	31
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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.

Day 1	Mindfulness
Day 2	Mathematics Assessment Interviews - assessments and data analysis
Day 3	Supporting Writing in the classrooms

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

At Our Lady of the Rosary, we aim to have our Catholic identity at the forefront of all we do. Parents, students and the community as a whole are constantly reminded of the importance of our Catholic identity, our mission as a Catholic school and the expectation that we all have a part to play in that mission. A strong emphasis is placed on expressing and witnessing Catholic identity and mission through discipleship, prayer, liturgical celebrations, social justice initiatives as well as the Religious Education curriculum. This emphasis is demonstrated in a variety of ways including:

- Maintaining our school chapel as a sacred place of worship through explicitly taught reverent gestures and the use of liturgical resources
- Regular school Masses and Liturgies to celebrate a variety of feast days throughout the liturgical year
- Children’s choir leading parish Mass at least twice a term
- Reconciliation once a term for students in Years 3 to 6
- Staff prayer at the beginning of staff meetings, where a variety of prayer forms are experienced
- Daily prayer in classrooms and at assemblies (including the school prayer and song)
- Daily Rosary during the month of October
- Prayer spaces prominent in classrooms, the staffroom, chapel and foyer
- Regular attendance at the Diocesan schools staff mass, Mission Mass, Year 6 cluster Mass and parish Masses
- School involvement in parish celebrations, parish/school Masses, Easter/Christmas Liturgies and Masses, as well as the sacramental program
- Staff spirituality - professional learning focusing on the *Year of Mercy*

- A scope and sequence for the teaching of traditional prayers from K-6
- Classroom teaching resources available for teaching sacred scripture, for example, scripture boxes and *Godly play*
- Maintaining a strong emphasis on awareness and fundraising for social justice causes, for example, Caritas Project Compassion, Catholic Mission and St Vincent de Paul (Mini Vinnies)
- All teachers accredited to teach Religious Education or working towards accreditation
- A number of staff members currently completing postgraduate study in Theology/Religious Education.

Staff at OLR 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 word and action, by continuously modelling our core values of respect, forgiveness, learning and justice.

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 curriculum areas, such as Physical Education, Library and Japanese. The 2016 School Improvement Plan (SIP) Learning and Teaching goal included a major focus on improving writing skills across the school. The School appointed two literacy coaches whose core business was to work with teachers, in classrooms, to address this goal.

Through our participation in this project, the coaches engaged in targeted professional learning (PL) with support from CSO education officers. This learning enabled coaches to facilitate professional learning 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 2016. Activities included opportunities in music, choir, band, public speaking, debating, the *Active After School* program, participation in 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.

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](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	60.53 %	52.50 %	5.26 %	9.60 %
	Reading	51.32 %	49.40 %	5.26 %	11.50 %
	Writing	67.11 %	48.80 %	2.63 %	6.20 %
	Spelling	55.26 %	46.40 %	7.89 %	12.40 %
	Numeracy	31.58 %	35.60 %	7.89 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	50.00 %	36.30 %	14.29 %	15.00 %
	Reading	40.00 %	35.30 %	11.43 %	15.50 %
	Writing	17.14 %	17.20 %	10.00 %	18.10 %
	Spelling	30.00 %	29.80 %	10.00 %	17.20 %
	Numeracy	24.29 %	28.30 %	14.29 %	16.50 %

NAPLAN Comments

Overall we were pleased with our NAPLAN results this year. Our Year 3 results show that the

percentage of students in the top two bands of the Literacy components was higher than the Australian average and that the percentage of students in the bottom two bands was significantly lower than the Australian average.

Our Year 5 results also show that the percentage of students in the top two bands of the Literacy components were on par with or higher than the Australian average and that the percentage of students in the bottom two bands across all components was lower than the Australian average.

We believe this is a reflection of the strategies and professional learning implemented over the last few years at OLR.

In reflecting on the results in numeracy, which are lower than expected, we are now looking at the strategies and professional learning that is required to support teaching and learning in this area in coming years. Numeracy has become the focus for our SIP for 2017.

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.

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.

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.

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.

Initiatives Promoting Respect and Responsibility

At OLR it is our belief that pastoral care is a shared responsibility involving each member of the school community. Pastoral care embraces more than the giving of well prepared, thought provoking and stimulating lessons. It means being concerned for the total wellbeing of students, and with the development of the whole person. We aim to promote and enhance students' personal, social, physical, emotional, mental and spiritual wellbeing.

Structures such as *Positive Behaviours for Learning* (PBL) and the *KidsMatter* framework, underpin what we do as a school. Teachers reflect on the needs of the students in their class and explicitly teach values, behaviours and expectations. These values are then modelled and promoted by staff across the school.

Teachers use the Social and Emotional Learning (SEL) continuum to assess and track students' areas of need. Lessons across all KLAs are planned and designed to specifically promote SEL skills.

We continue to promote a shared leadership model for our senior students, in order to build their confidence and leadership skills. Towards the end of the year, we began to review our behavioural expectations and behaviour management structures in order to further support self-regulation of students.

As a means of tracking students' needs, a new student tracker was introduced across the school. Behavioural incidents, student concerns, student needs and parent information can now be more accurately stored and more readily accessed in order to support student emotional and social wellbeing.

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

Throughout 2016 our key focus was to develop a culture of positive behaviour that enhanced learning across all domains.

Mission - throughout 2016 we saw:

- an increase in the engagement of staff in the Year of Mercy, linking to life experiences and community initiatives
- parent engagement through the Catholic discipleship team
- student involvement in mission activities.

Teaching and Learning - throughout 2016 notable changes were apparent, including:

- modelled writing more visible in classrooms
- learning intentions and success criteria in most rooms
- students showing more engagement across KLAs.

Pastoral Care - throughout 2016 our achievements included:

- explicit teaching of PBL lessons which ensured that all students K-6 were given the same message at the same time around expected behaviour
- working with parents to deepen shared understanding of Social and Emotional learning
- a decline in the number of long time outs, especially in Terms 1 to 3.

Priority Key Improvements for Next Year

Our key improvement strategies for 2017 are outlined in our annual School Improvement Plan.

Our goals for 2017 in the three main domains are:

Mission: To examine mercy through our Religious Education modules and prayer

Teaching and Learning: To improve student achievement in the number strand of Mathematics

Pastoral Care: To develop a consistent whole school approach to student management and wellbeing.

SECTION TEN: COMMUNITY SATISFACTION

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 a recent survey, parents displayed a high level of satisfaction with the school. A selection of the survey findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their child:

In relation to the top 5 areas parents noted as most important, expectations met/exceeded are:

- 77% of parents' expectations were met or exceeded in relation to a good education at a reasonable expense.
- 78% of parents' expectations were met or exceeded in relation to the quality of teaching
- 84% of parents' expectations were met or exceeded in relation to the focus on student welfare
- 89% of parents' expectations were met or exceeded in relation to the school's values
- 89% of parents' expectations were met or exceeded in relation to a balanced education

Comments included: I value the communication by the school, the continual support and actions towards community building within the school. I find the staff, especially my son's teacher, to be very supportive of us and has a very good understanding of our son. I value the inclusive nature of the school and that the initiatives put in place are given thought for the betterment of all students and the school.

Student Satisfaction

In the same survey, students also showed a high level of satisfaction with their school. Below are some of their comments.

I like going to school everyday knowing that I will be having a good time learning and having fun with my amazing teachers and friends.

All the friends I make/made. / All the programmes we have through out the year. / The teachers. / How we learn about technology. / And how I don't get bullied anymore.

I like how my teachers have been with me every step of the way and they have helped me if I am having trouble with my work. I also like the activities we do.

Making friends. / Learning new things. / Doing Japanese and library. / Wet weather. / Days where you get to go and represent the school.

Being in Maths Olympiad, having friends in my class, my teacher, that everyone fits in, my class.

I've been here my whole life / I have had opportunities to represent the school such as appearing in

a newspaper article.

That I know that I'm getting an education and a good job for the future and I know I have amazing friends and I couldn't ask for better and I'm safe.

Teacher Satisfaction

Teachers also had an opportunity to voice their thoughts in the survey.

A selection of the staff top level findings are detailed below, ranked in order of the importance parents placed on reasons for choosing a school for their child:

In relation to the top five areas parents noted as most important, expectations met/exceeded for staff are:

- 85% of staff expectations were met or exceeded in relation to the quality of teaching
- 88% of staff expectations were met or exceeded in relation to the focus on student welfare
- 88% of staff expectations were met or exceeded in relation to the school's values
- 88% of staff expectations were met or exceeded in relation to a balanced education
- 96% of staff expectations were met or exceeded in relation to a good education at a reasonable expense

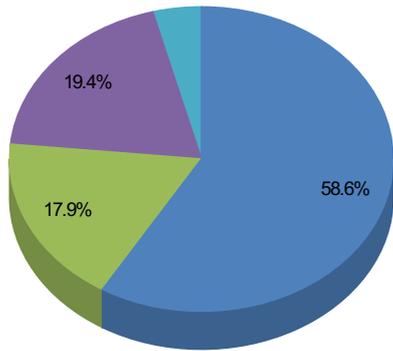
I feel it is a privilege to come to work in an environment that I am proud to be part of. I love my work and enjoy working with the Leadership, staff, parents, students and community. I have seen many changes over the years, and can see a very good future for OLR.

This school is a pleasant place to work with interesting staff members who enjoy a laugh!

SECTION ELEVEN: FINANCIAL STATEMENT

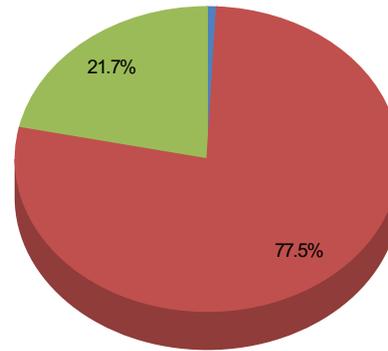
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.9%)
- Fees and Private Income (19.4%)
- Other Capital Income (4.1%)

Expenditure



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (77.5%)
- Non-Salary Expenses (21.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$3,056,811
Government Capital Grants	\$0
State Recurrent Grants	\$934,764
Fees and Private Income	\$1,009,048
Other Capital Income	\$213,045
Total Income	\$5,242,939

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$39,953
Salaries and Related Expenses	\$3,885,724
Non-Salary Expenses	\$1,087,837
Total Expenditure	\$5,013,513