

**Our Lady of the Rosary Catholic Primary
School, Waitara**

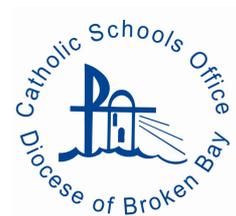
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ABOUT THIS REPORT

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

2016 has been another significant year at Our Lady of the Rosary Catholic School with many achievements and much to celebrate. Some highlights have been our commitment to the core business of learning and teaching, consolidation of our work in English incorporating a strong focus on vocabulary development, continued development of a whole school approach to Mathematics, professional learning in *Cultures of Thinking* including thinking routines, integration of technology and introduction of chromebooks into Year 6 which has greatly enhanced students' learning. Additionally, as we have continued to work on Component 2 of *KidsMatter* we have developed our understanding around the Social and Emotional Learning Continuum and developed and taught lessons specifically aimed at enhancing these skills.

As a Catholic school, our fostering and witness of our faith is evident in all we do. We have continued to build on our successes as we have strengthened partnerships with parish and parents. During our *Year of Mercy* we have taken many opportunities to reflect on what it means to be people of Mercy.

In this 2016 Annual School Report, I am pleased to showcase what makes our school special.

Parent Body Message

In 2016 the school and parent body of Our Lady of the Rosary, Waitara, have continued to work closely. Many initiatives organised by parents foster and support the strong sense of community that exists here. Parents are invited to our welcome barbecue for Kindergarten, whole school Term 1 BBQ, the *Blokes and Buddies* BBQ, celebrations for Mother's day, Father's day and Grandparent's day, school discos, *Men in the Morning* sessions, *Gingerbread Night*, the bingo night and the Black and White cocktail party. Our P&F meetings have been opportunities to learn more about the school through various presentations on Maths and Social and Emotional learning.

2016 saw the completion of the infants playground, built around the principles of early learning. Additionally our Parents and Friends Association (P&F) continued to support initiatives of the school with funds for activities such as yoga, coding and chromebooks in Year 6.

Many of our community are involved in '*The Dish*' initiative. Also we have parents working and engaged in the school in many ways, in classrooms assisting in the English block, in the canteen, with concert costumes and on excursions; this partnership is greatly valued.

Student Body Message

At Our Lady of the Rosary we work hard to follow our school rules, Respect self and others, Respect learning and Respect the environment. As a *KidsMatter* school we are *BucketFillers* and try to live out our Mercy values of hospitality, respect, integrity, compassion and service. Year 5 and 6 especially like being buddies to Kindergarten and Year 1 students. We have many

opportunities with our sporting carnivals and gala days, excursions and incursions, band, choir, taekwondo, liturgies and parish/school masses. We have a strong commitment to social justice and in 2016 we knitted scarves for the homeless, visited the elderly at McQuion Park and organised fundraising for the needy in our community and in Peru. We loved our Art classes and Science, History and Geography units as well. Each student in Year 6 had a chromebook to use, while other classes had iPads and laptops.

Each grade organised an assembly where they sang and danced and shared work they had been completing. Our Performing Arts night was great fun with the theme this year being *Fairytales*, as each grade used modern music to tell the message behind each fairytale.

Parish Priest's Message

Hornsby Cathedral Parish is proud of Our Lady of the Rosary Catholic Primary School. As the Administrator of the Parish for Bishop Peter, I am involved in the day-to-day life of the school.

The principal is vital to the school and links well with the parish community. She is a member of the parish missionary council and reports at each meeting on the religious, educational, social and pastoral activities of the staff, students and families.

At the liturgical level, all students attend mass and celebrate the major liturgical feasts. Other celebrations including Harmony day, ANZAC day, our feast day and other events in the secular calendar are brought to life in a pastoral or liturgical way. The students are able to see that their spiritual and secular lives are woven together.

I am very conscious of the effort that our teaching and ancillary staff put in to be the best for the students at Our Lady of the Rosary. They witness to this by living their own faith and sharing this with the students.

Our Lady of the Rosary Catholic Primary School is on a missionary footing for evangelisation.

(Very Rev) Robert Borg

Dean and Administrator

Hornsby Cathedral Parish

SECTION TWO: SCHOOL FEATURES

School Features

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

Our Lady of the Rosary Catholic Primary School Waitara is a Kindergarten to Year 6 primary school located in the Broken Bay Diocese on Sydney's North Shore.

The school was established by the Sisters of Mercy in 1898. In 1991, the school was re-located from the Pacific Highway to the new parish site in Yardley Avenue. During 2009, the parishes of Our Lady of the Rosary, Waitara and Our Lady Queen of Peace, Normanhurst were amalgamated into the Hornsby Parish. Students are primarily drawn from Westleigh, Normanhurst, Thornleigh, Waitara and Hornsby.

The school enjoys a positive profile in the community with a reputation for excellence in teaching with a strong focus on pastoral care and the arts. We celebrate the richness of our diversity, welcoming students from over fifty nationalities into our community. Our multicultural day is one of the highlights of our year as students share their heritage through story, music, drama and dance.

A major initiative undertaken in 2016 was the refurbishment and expansion of the Infants playground area. A hilly, bushy difficult site was transformed into an amphitheatre with a flattened artificial grass area with cubby, sand pit, tyre maze, vegetable garden, extensive kitchen (complete with utensils), running water and dirt. Previously uninhabitable, this area is now a noisy, bustling playground loved by our students as they communicate and play cooperatively together, learning collaboration and negotiation skills through their daily interactions. It is one of the favourite areas in the school for little and big students alike.

In 2016, students had opportunities to participate in many extracurricular events and activities including:

- Year 6 Diocesan public speaking competition where one of our students was the overall winner of the competition
- Maths Olympiad
- Australian Mathematics Competition
- *Have Sum Fun Online* Mathematics competition for Years 3, 4, 5 and 6
- *Mindset* enrichment Mathematics program
- *Gateways* enrichment program for Stage 2 students with a focus on Science, Dance, Visual Arts and Mathematics
- *Da Vinci Decathlon*
- *Musica Viva* performance
- Taekwondo
- Coding
- Yoga

- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone
- Choir
- Specialist choir
- ICAS competitions
- Celebrations for Book Week and OLOR's feast day
- Multicultural day featuring a workshop with a *Bollywood* dance performance, multi-age class activities which involved students producing two group artworks with indigenous themes, a beautiful liturgy and wonderful concert where many students performed national songs, dances and dramas
- Performing Arts evening where each grade adapted a well-known fairytale
- Additionally, we joined with the Parish in their 100 year celebrations with several joint functions.

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
159	195	186	354

* Language Background Other than English

We have a strong commitment to assisting students where English is not their first language. Programs are in place to support all classes as we unpack the English syllabus and EAL scales. We have over 50 nationalities represented throughout our school and we celebrate and affirm our rich diversity.

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 95.96 %. 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
96 %	96 %	96 %	96 %	96 %	96 %	96 %

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
23	7	30

* This number includes 14 full-time teachers and 9 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.	23
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	Policy, procedures and curriculum best practice
Day 2	Cultures of Thinking framework
Day 3	Laudato Si spirituality day

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.

As a Catholic school founded in the Mercy tradition, we are committed to engendering a community that reaches out to people in need.

In the Jubilee Year of Mercy, our school improvement goal centred on students deepening their learning and experiences in relation to Catholic discipleship.

Students

- demonstrated a deeper understanding of discipleship in their responses within all Religious Education (RE) Modules
- expressed some of Pope Francis’ mission from *Laudato Si* and actively committed to improving the care we show for our Earth
- confidently engaged in Godly play to deepen their appreciation and understanding of important bible stories
- engaged in assessment tasks that required demonstration of deeper understanding and deeper knowledge within a *Cultures of Thinking* mindset

Teachers engaged in guided ‘grade-planning’ and ‘whole-staff’ professional learning to develop RE modules that included:

- authentic discipleship responses in the Jubilee Year of Mercy
- integration of *Laudato Si* (Pope Francis’ recent environmental encyclical)
- rich RE assessment tasks, with measurable criteria, that targeted deeper understanding and deeper knowledge
- aspects of *Cultures of Thinking*.

social services that support the needy:

- *The Dish* (an outreach van in our local area)
- the Stage 3 student knitting club (knitting scarves for our friends at *The Dish*)
- The Hornsby Ku-ring-gai Women's Shelter (toiletry pack drive)
- Hornsby Catholic Parish community meal
- Project Compassion (Caritas)
- Sock it to Poverty (Mission Australia)
- Mercy Mission (for the mission in Candela, Peru)
- Year 6 Winter sleep-out (Mini Vinnies)
- Visits to McQuoin Park nursing home (Year 5)
- Christmas Hampers (St Vincent de Paul)

During 2016, there were numerous key liturgical celebrations including the commemoration of Advent, Holy Week and the feasts of Our Lady of the Rosary, Saint Mary of the Cross MacKillop and All Saints. As well, we celebrated masses, prayer and liturgies for many significant events including opening and end of school year, Multicultural day, Mother's day, Grandparent's day, Father's day, Remembrance day and Year 6 graduation. As the Cathedral school, we hosted the Diocesan schools' staff mass and the Diocesan mission mass.

There were several significant milestones/celebrations in 2016 for OLOR school and Hornsby Cathedral Parish:

- 100 years as a Parish
- 30 years as a Diocese
- 25 years since the dedication of the Cathedral

A Jubilee Year of Mercy time-capsule was buried during a ceremony to mark the end of the Jubilee Year. This time-capsule will be opened in 25 years.

Professional learning was provided for all staff on the encyclical, '*Laudato Si*' through a staff development day and staff meetings.

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.

During 2016 teachers were involved in key curriculum initiatives that developed understanding of contemporary educational thought to encourage consistency of practice and provide opportunities for professional learning and educational conversation and reflection.

All teachers engaged in extensive PL around the Cultures of Thinking framework with a core group working with Ron Ritchhart throughout the year, developing teachers' understanding and confidence across the eight Cultural Forces.

Teachers continued to analyse student data, using this information to explicitly teach literacy skills and plot students on the Literacy continuum. There was additional teacher support in the early years with a Literacy Support teacher working in Years 2 and 3 with the teachers. In Year 1 there were sixty students, so an additional teacher worked with the two class teachers across each morning, so that this group received strong focused instruction from three teachers.

Teachers worked closely with the Special Needs coordinator, the Learning Enrichment teacher and the English as an Additional Language (EAL) teacher to identify students who needed adjustment plans for their learning. The EAL teacher worked in a number of classes in a co-teaching role.

Staff implemented the new History and Geography syllabuses; teachers reported great enthusiasm from the students and increased confidence in themselves. All teachers worked together to explore some of the new emphases of these documents and developed a draft scope and sequence plan incorporating these study areas.

Staff at OLOR have a strong commitment to professional learning and they had many opportunities to develop and refine their skills over 2016. Professional learning input was through:

- Mind Brain conference - 2 teachers
- *Rock n Water* - 2 teachers
- CSO faith formation courses - 4 teachers
- Understanding challenging behaviour - 3 teachers
- Google platform and chromebooks - 3 teachers
- Assessment in teaching - 2 teachers
- Principal, AP and REC conferences

- Writing and comprehension workshops (by Sheena Cameron and Louise Dempsey).

Teachers attended cluster workshops each term on Numeracy, Literacy, Early Years, Special Needs, eLearning, EAL and mentor workshops for Early Career Teachers.

Students' learning was extended through additional activities:

- Yoga
- Coding
- Commonwealth 'Smart' workshops
- focused skill development from coaches for rugby and tennis

There was a continued commitment to Mathematics with the training of another EMU specialist teacher. EMU leaders and past EMU specialists continued to support teachers in the development of their Mathematics knowledge. There was a whole school commitment to the Mathematics Assessment Interview (MAI) with teachers noticing pleasing growth and continuing to use this data to inform their teaching.

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	70.21 %	52.50 %	0.00 %	9.60 %
	Reading	78.72 %	49.40 %	4.26 %	11.50 %
	Writing	61.70 %	48.80 %	2.13 %	6.20 %
	Spelling	61.70 %	46.40 %	12.77 %	12.40 %
	Numeracy	44.68 %	35.60 %	8.51 %	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	69.09 %	36.30 %	1.82 %	15.00 %
	Reading	70.37 %	35.30 %	1.85 %	15.50 %
	Writing	21.82 %	17.20 %	5.45 %	18.10 %
	Spelling	49.09 %	29.80 %	1.82 %	17.20 %
	Numeracy	50.00 %	28.30 %	1.85 %	16.50 %

NAPLAN Comments

It was pleasing to note that the percentage of students achieving in the top two bands was

significantly above the National percentage in every test area. This trend has been seen over many years at Our Lady of the Rosary. We have developed consistency of practice across the English block and have seen a pleasing strength in our results in Literacy (in top two Bands in Year 3 Reading - 82% in 2014, 81% in 2015, 78% in 2016). In Year 5 in Reading we have seen improvement in the top two bands (37% in 2013, 53% in 2014, 68% in 2015 and 70% in 2016). Grammar and Punctuation data has remained consistently high in Year 3. Year 5 results have improved from 53% in 2014 to 63% in 2015 to 69% in 2016. The strong focus on vocabulary development through weekly Tier 2 words in each class, shared reading practice and attention to language skills in all classes, has made a significant difference and been very pleasing. These results support the emphasis we have given to developing strong comprehension skills in English.

Our Special Needs team and EAL teacher work closely with all teachers especially supporting those students in most need. As results indicate, we have very few students in the lowest bands. This is pleasing as it indicates that most students are progressing extremely well and that extra support is working well for at risk students. However, Year 3 Spelling continues to be an area of challenge. A dip in Year 5 Writing was mirrored in national data but a closer analysis of our data will see us giving renewed focus to sentence and text structure and the cohesion elements of writing.

An analysis of Mathematics shows a trend in Year 5 results from 40% of students in the top two bands in 2014, to 51% in 2015, to 50% in 2016. MAI data has shown pleasing growth and this has brought an increased confidence in Mathematics tasks, including those related to NAPLAN. More instruction in the breaking open of two and three step problems are areas that will form the basis of future professional learning with teachers.

While growth from Year 3 to Year 5 has improved significantly, we are conscious that some of our capable students are not reaching the top band. Their writing requires more sophistication and in Maths, greater accuracy and persistence to solve problems.

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

Our Lady of the Rosary's pastoral care policy and practices are aligned with the Diocesan pastoral care policy and are expressed through the implementation of the *KidsMatter* framework. In 2016, the school continued its commitment to *KidsMatter*. The *KidsMatter* Action Team met to make decisions regarding the implementation of the framework throughout the school. The staff continues to work through the elements of Component 2 with a view to extending our knowledge and reflecting on our practice. Parent workshops around the Social Emotional Learning (SEL) continuum were held and led by CSO Education Officers. The sessions were well attended and it is pleasing to note that feedback was positive and has provided another link between home and school. All children at Our Lady of the Rosary have been plotted onto the SEL continuum, and PDH lessons adapted and reviewed regularly. This data, along with PBL data and teacher observations, has given relevant information on direction for strategies that will best support all students. In Term 3, yoga classes were introduced on site and each class attended five lessons. Overwhelmingly, feedback was positive and the initiative was well received amongst both staff and students. Students were challenged and interested to improve. Teachers continued to teach students the concept of being a *BucketFiller* and the notion of using the lid of your bucket. This idea protects individuals from others dipping into their bucket and teaches resilience. Our Pastoral Care parent liaison coordinator continued to be a valuable resource supporting new families and other families as required. Our coordinator organised the *Seasons for Growth* program, supporting children experiencing grief and loss and the resilience building program, *Goodbye Mr Scary*. Teachers in Year 4 received professional learning around the social skills program, *Rock n Water*, in response to a developing need around social skills in the year. This was implemented across the grade with pleasing success, giving both students and their teachers a common platform and language to effectively manage and resolve social issues. Our school rules of Respect for self and others, Respect learning and Respect the environment have a PBL weekly focus with helpful hints for the home included in the newsletter. The principal's morning tea each term continues to be a highly respected reward.

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

In 2016 key improvements were noted in the following areas:

- Strong evidence of agreed practice in English with regular plotting and discussion of students using the Literacy continuum
- Evidence of *Cultures of Thinking* routines in classrooms across various KLAs
- Significant PL around the new History and Geography units focused on the 'big ideas' and planning relevant, stimulating units for all classes
- Whole school PL in Maths with EMU focused activities
- Support for parents through explanation of the 'big ideas' of Mathematics and the development of concepts at a Maths information night. This was repeated several times, due to popular demand, with over 120 parents attending.
- Through PL around Component 2 of the *KidsMatter* framework, teachers were able to plot their students on the SEL continuum, gaining deeper insight into students and their behaviour and then planning and teaching lessons related to areas of need. This was supported with a parent workshop around children's social and emotional learning with over 85 parents attending the session.
- Significant reflection on Pope Francis' *Laudato Si* document with ideas for practical school and home application.

Priority Key Improvements for Next Year

Key improvements for 2017 have been identified:

- Continue to strengthen the process of *learning to write* with focus around sentence structure, text structure and cohesion
- Whole school planning and explicit teaching across areas of editing, spelling and vocabulary development
- Introduce one-to-one chromebooks for Year 5 and 6, support Year 4 with one-to-one laptops, and utilise ipads effectively and regularly in other grades. Support this focus with growing confidence and use across the Google platform.
- Continue to unpack *Cultures of Thinking* framework with a focus on questioning to facilitate deeper learning and reflection
- Closely analyse MAI and related data and develop learning sequences that provide better opportunities to differentiate Mathematics

- Broaden Collaborative Analysis of Student Learning (CASL) meetings to include EAL teacher and AP
- Continue to give emphasis to *KidsMatter* Component 2, and to student Social and Emotional Learning by linking PDH lessons more regularly into the SEL continuum
- Support parent education in independence building, resilience and cyber safety with visiting presenters
- Refine assessment in Religious Education by utilising *Cultures of Thinking* routines.

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

Each year parents' opinions are sought through P&F meetings, class parent meetings, enrolment interviews, parent/teacher interviews and in other forums. In 2016, parents' opinions were sought through a formal stakeholder satisfaction review survey to families. The survey was extensive and covered over 200 factors in relation to school life.

Results were very affirming with consistent strengths identified across all areas, with expectations being met or exceeded with very high percentage agreement in the main areas of quality of teaching, the school's values, focus on student welfare, balanced Catholic education, facilities, leadership direction, and social and cultural diversity.

Parents were also invited to provide open responses to the most valued aspects of their experience at OLOR. The most frequently nominated areas were:

- caring school community and positive relationships between all stakeholders
- excellent staff
- Catholic values instilled
- focus on social justice
- safe, caring and inclusive environment
- friends made
- excellent leadership
- overall education received
- support given to students where needed
- clear communication from the school and
- excellent facilities and resources.

Student Satisfaction

Information is gained from students from class meetings, principal discussions and playground discussions. In 2016, Year 5 and 6 students also participated in the formal Stakeholder Survey Review. When asked what they valued most about OLOR, these students' main areas of highlight were:

- kind and caring school community
- helpful and enthusiastic teachers
- overall educational experience
- technology offered to students
- the friends made
- Art, PE and concerts

- playground areas
- camps and excursions.

Over 90% indicated that they liked their school and were proud to be a student here. Students responded very positively to our weekly awards and trying to live by our PBL rules. They loved the principal's morning tea celebrations and the buddy program where Kinder and Year 5 buddy up, working together closely through the year and then continuing into the second year as Year 1 and Year 6 students.

Students enjoyed the many opportunities to represent the school academically, in the sporting arena and through the performing arts. Many primary students are keen to join the choir and band and numbers continue to increase steadily.

Teacher Satisfaction

Staff at Our Lady of the Rosary are a mixture of very experienced and young teachers. They work closely together as part of a grade and module group and enjoy learning and celebrating together. They see the value of the *KidsMatter* framework and have enthusiastically embraced the Wellbeing weeks each term.

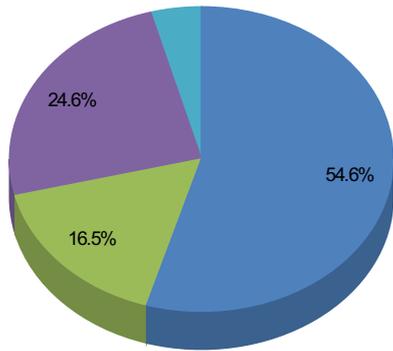
Responses in the Stakeholder Survey highlighted the importance they placed on professional learning and how they were appreciative of opportunities given. In 2016, staff enthusiastically participated in *Cultures of Thinking* workshops and incorporated thinking routines into their classrooms. Staff appreciate the continued resourcing of technology and the general resourcing commitment throughout the school. They have embraced technology across the school, keen to gain new skills. Mention was also made of the strong focus on teaching with opportunities to collaborate and problem-solve.

The staff take opportunities to come together as a faith community and are very supportive of the parish. They were very positive about the chance to further explore the key themes and message of *Laudato Si* through our staff spirituality experience.

SECTION ELEVEN: FINANCIAL STATEMENT

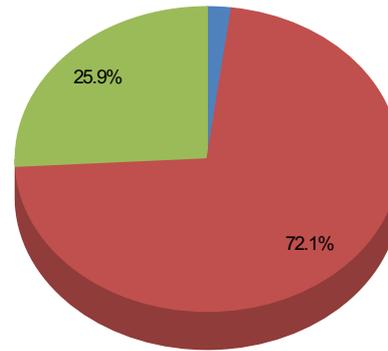
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (54.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (16.5%)
- Fees and Private Income (24.6%)
- Other Capital Income (4.3%)

Expenditure



- Capital Expenditure (2%)
- Salaries and Related Expenses (72.1%)
- Non-Salary Expenses (25.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,240,969
Government Capital Grants	\$0
State Recurrent Grants	\$678,482
Fees and Private Income	\$1,009,353
Other Capital Income	\$175,257
Total Income	\$4,104,062

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$81,266
Salaries and Related Expenses	\$2,871,594
Non-Salary Expenses	\$1,032,353
Total Expenditure	\$3,985,213