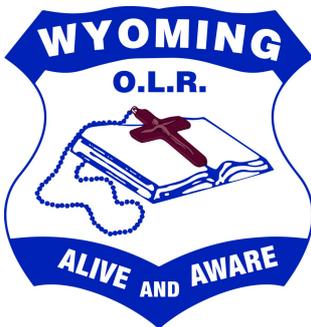


# 2016 ANNUAL SCHOOL REPORT



## Our Lady of the Rosary Catholic Primary School, Wyoming

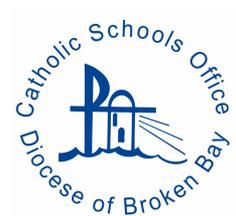
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## ABOUT THIS REPORT

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Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

So much has been achieved at Our Lady of the Rosary (OLR) Wyoming. Educationally we have introduced the *Cultures of Thinking* (COT) learning approach across K-6. Our philosophical focus in 2016 was based on the idea that deep and lasting learning is a product of thinking. Therefore we made our focus the teaching of thinking skills. Ultimately we believe that 2016 was the beginning of a learning journey where learning to think and thinking to learn merge seamlessly together. Teachers have undertaken extensive Professional Learning (PL) in COT, understanding the 8 cultural forces required for effective classrooms and to teach explicit thinking routines to the students.

In 2016 we introduced literacy and Mathematics coaches to work in classrooms alongside class teachers to model effective literacy and Maths teaching. These coaches also undertook collaborative learning meetings with grade teachers focusing on value-adding student work.

A new multipurpose court was built and eight brand new learning spaces will be constructed during 2017.

A new parent council replaced the Parents and Friends (P & F) and now have fundraising and consultation as their roles.

### **Parent Body Message**

What a busy year we have had. This year for the first time we held a Fun Run incorporating our Cross Country and tabloid sports and we were able to raise an amazing \$16,875. Along with many red faces and big smiles, we endeavour to repeat this event next year. The Parent Council's major fundraising project for the year has been working towards the construction of a multi-purpose court and this will continue to be our focus in 2017. Our principal has been very industrious in giving our tired looking school a makeover which has been welcomed by a very grateful school community. The teachers have exceeded as usual, by facilitating a well-rounded curriculum and doing a lot of professional learning to engage students and to introduce the *Cultures of Thinking* into the classrooms. As parents we are proud of our school and children, in awe of how committed our educators and staff are, and look forward to what 2017 will bring to our OLR community.

### **Student Body Message**

At OLR the student leadership team and student representative council work towards a vibrant and happy environment where every student feels welcome and included.

The students at OLR are given the opportunity to participate in many different programs and activities to showcase and develop new skills and talents. Lunchtime club gives children the chance to engage in a social setting outside the playground, coding club develops children's coding and technological knowledge, art club develops artistic skills and dance troupe gives

an opportunity to choreograph, learn and perform dances of different styles. Mini Vinnies help raise money for those less fortunate than ourselves with food drives and Christmas appeals. Tournament of the Minds, Education Assessment Australia tests, Newcastle Permanent Maths Competition, Rock N Water, Seasons for Growth, school band and choir, Maths games and Maths Olympiad all challenge the mathematical mind.

OLR students also participate in a wide variety of sporting events which include athletics, netball, touch football, soccer, swimming, AFL, union, league and cricket.

Lastly, OLR encourages children to do their personal best, respect all and live justly

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## SECTION TWO: SCHOOL FEATURES

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### 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. The last Josephite served as pastoral associate in the school in 2014. We acknowledge our roots and charism every year with the feast day dedicated to St Mary of the Cross MacKillop. OLR is 'Alive and Aware' to all families in the areas of Narara, Wyoming, Lisarow, Niagara Park, Ourimbah and North Gosford.

The school enjoys a good reputation in the community for academic excellence and strong, nurturing pastoral care. There is a strong connection between the parish and the school. Each month we hold a special school-parish mass and the school is heavily involved in the sacramental life of the parish.

In 2016, through funds raised by the newly formed parent council, a multipurpose court was built, allowing students to play netball, basketball, tennis, futsal and other ball sports. The Year 5 rooms were refurbished to accommodate agile visible learning as fostered through the introduction of a *Cultures of Thinking* philosophy. New technology including iPads, chromebooks and interactive projectors were provided to support and extend student learning.

A coding club was established and a coding curriculum was introduced into Year 3 in 2016. We plan to extend this into all grades for 2017.

In 2016, students were involved in the ICAS tests, Maths Olympiad, Tournament of the Minds and Newcastle Permanent Maths competitions with continued great success.

The *Seasons for Growth* program was re-introduced into the school with many students taking up the opportunity to work through activities that focused on loss and separation. Along with the *Rock N Water* resilience program and the lunchtime club, our school has provided many experiences for students who need assistance with social and emotional wellbeing and development. Every second Wednesday afternoon, explicit *Positive Behaviour for Learning (PBL)* strategies were taught to the children around our school's expectations of behaviour and how we treat each other. The children also participated in regular TRIBE events where students from K-6 were grouped across grades and stages to become familiar with each other.

The literacy coach worked with teachers in classrooms, focusing on improving individual student results as measured against PAT assessments. There was also a stronger focus on spelling as this was an area of need indicated by NAPLAN. A Mathematics coach worked in a similar way; in Maths the particular focus was on place value and quick recall of number facts. The Literacy and Mathematics coaches worked closely with classroom teachers to build their capacity to cultivate interesting, challenging, relevant learning experiences for all.

*Cultures of Thinking* strategies became a feature of our curriculum in 2016 and will continue into

next year.

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## SECTION THREE: STUDENT PROFILE

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### 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
149	182	45	331

\* Language Background Other than English

In 2016 our enrolments began at 311 students and at the time of writing this report there are 345 students across K-6. To begin 2017 the school will have approximately 365 students and we will return to a full two stream arrangement.

### 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 93.03 %. 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 %	92 %	95 %	92 %	94 %	91 %

### 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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	7	28

\* This number includes 13 full-time teachers and 8 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.	21
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.

<b>Day 1</b>	Cultures of Thinking: planning and development with facilitators from Harvard's Project Zero team to learn how to implement Thinking Routines into classrooms.
<b>Day 2</b>	Spirituality day on The Year of Mercy: learning about Pope Francis' concept of mercy and how we can incorporate such thinking into our school community.
<b>Day 3</b>	Improving spelling in our school: key literacy improvement strategies including the four forms of spelling routines.

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## SECTION FIVE: MISSION

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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.

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 regular 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 and carers regarding upcoming events through the weekly newsletter, distribution of the parish sacramental schedule, and morning assemblies.

While most of the children involved are from Years 2 and 3, children from older classes also participate in the sacramental program provided by the parish and its sacramental team. The school supports the sacramental program by providing classrooms, 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 and explores 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 literacy and numeracy coaches, staff members have engaged in professional learning (PL) on the English syllabus, the Literacy Continuum and the Mathematics syllabus. Staff meetings and individual coaching were used to immerse staff in the outcomes, objectives and content of the English and Mathematics syllabus. Data from all aspects of literacy and numeracy was the catalyst for the literacy and numeracy coaches 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 (MAIs) and all students completed this assessment. The information then drives differentiated teaching and learning.

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

A particular learning focus this year has been spelling, which had been identified as an area of need based on relevant data. Throughout 2016 the staff worked on incorporating daily word study into the literacy block and a whole school approach to editing. The literacy coach co-taught, modelled and worked with Education Officers to ensure optimum literacy across the school.

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 range of technologies is used across the school to assist with learning; they are integrated in all KLAs. Each classroom is equipped with data projectors and interactive whiteboards (IWBs), and has access to a number of Personal Computers (PCs), laptops and tablets. We have 15 Samsung tablets and each K-2 class has 6 iPads to support key numeracy and literacy learning experiences.

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, including green-screening and Google Docs.

The school continued a whole school public speaking program, introduced in 2015, culminating in stage based competitions. A K-6 spelling bee was introduced this year to support the focus on improved spelling outcomes.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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	51.02 %	52.50 %	6.12 %	9.60 %
	Reading	38.78 %	49.40 %	10.20 %	11.50 %
	Writing	40.82 %	48.80 %	8.16 %	6.20 %
	Spelling	28.57 %	46.40 %	20.41 %	12.40 %
	Numeracy	51.02 %	35.60 %	4.08 %	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	54.00 %	36.30 %	4.00 %	15.00 %
	Reading	52.00 %	35.30 %	10.00 %	15.50 %
	Writing	26.00 %	17.20 %	20.00 %	18.10 %
	Spelling	32.00 %	29.80 %	18.00 %	17.20 %
	Numeracy	30.61 %	28.30 %	10.20 %	16.50 %

### NAPLAN Comments

The 2016 NAPLAN data showed steady improvement in numeracy, while some aspects of literacy

continue to be a challenge for OLR.

In Year 3 over 70% of students achieved results in the top three bands for Numeracy, and in Year 5, 69% of students achieved results in the top three bands for Numeracy.

In Year 3, 57% of students achieved results in the top three bands for Reading, 63% for Writing, 77% for Grammar and Punctuation and 65% for Spelling.

In Year 5, the school had a higher percentage of students achieving the top band (Band 8) for Spelling, Grammar and Punctuation and Writing than the state. In Year 5, 74% of students achieved results in the top three bands for Reading, 50% for Writing, 70% for Grammar and Punctuation, and 56% for Spelling. 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 continued focus for 2017 is to review and implement targeted teaching strategies for problem-solving in Mathematics and for spelling in English. Both the literacy coach and numeracy coach will provide professional learning, co-planning, modelling, and co-teaching, building the capacity of all class teachers to design more targeted instruction in these areas.

The *My School* website indicates that student achievement is strong in comparison to similar schools across Australia. This measure takes into account 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 for those whose first language is not English.

### **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 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.

Our lunchtime club, Mini Vinnies, sporting opportunities and coding club 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 members at OLR value the total wellbeing of every student and nurture 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. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The school follows the PBL program. Explicit PBL lessons were taught every fortnight. Students could earn tokens for good behaviour leading to Assistant Principal and then Principal awards. These award recipients would be heralded at the fortnightly assembly and students receiving a Principal's award would qualify for a special morning tea.

Stage 3 students had lessons this year in *Social Emotional Learning* (SEL), enabling the students to acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Thirty TRIBE groups at OLR, led by Stage 3 students and inclusive of students from Kinder to Year 6, explored the following SEL topics: tolerance, acceptance, understanding, worry, frustration and gratitude.

All students at OLR from K-6, completed an online *KidsMatter* survey, answering questions about their own mental health and wellbeing. This data, along with the PBL data, was shared with all staff members to help lead the future direction of the school's SEL and PBL programs and to identify areas of need.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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 literacy and mathematics coaching model was embedded into the school's learning and teaching paradigm. The focus was for coaches to model, co-teach, observe and support class teachers with their practise. There was also a clear focus on improving student achievement through collaborative analysis meetings in which teachers inquired together into how best to support continued improvement in student learning.

*Cultures of Thinking* inquiry learning took a particular emphasis on the new Geography and History syllabuses. The expectation was for all teachers to use thinking routines to develop deeper understanding of content and concepts. Through this inquiry learning design, teachers are developing visible thinkers who are able to gather, analyse, synthesise and apply information on big ideas and concepts related to Geography and History.

### **Priority Key Improvements for Next Year**

The focus in 2017 will be to build upon the investments made with *Cultures of Thinking* inquiry learning. The view is to embed more and different thinking routines into class practise that extends beyond Geography and History and can be applied to all Key Learning Areas.

In mathematics there will be a dedicated focus on promotion of growth using the MAI instrument with a particular lens on place value and number operations. There have been great learning gains made in this area in 2016 and we want to be able to build upon the strong growth in student results.

In English, as an extension to the work achieved with spelling, there will be a focus on writing with a particular view to streamlining effective proofreading and editing practices.

Staff will work on introducing key aspects of the social and emotional learning (SEL) framework developed by the Catholic Schools Office. We currently provide *Seasons for Growth* and *Rock n Water* for our students but would like to provide a holistic approach to ensuring all students' welfare needs are addressed.

There will a concerted effort to pray the *examen* weekly at school and to develop compendium parent units that link home and school learning.

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

The parents at OLR feel valued and included as key stakeholders in the education of our children. The principal and leadership team provide many opportunities to be consulted about key events and ideas, as well as being kept informed of key decisions. The creation of the Family Liaison Officer role means parents and families in need of any type of help can be listened to and provided with assistance.

The parents are excited about the physical changes in the school and feel that the site is now looking very much like an educational facility fitting for this century.

The children have been provided with multiple sporting team opportunities and enrichment events that were not previously undertaken and appreciate the principal and staff who have made this happen.

The introduction of *Rock n Water*, *Seasons for Growth* and *Cultures of Thinking* means children's social, emotional and academic needs are catered for and students are engaged successfully in their learning.

The religious Liturgies and faith experiences provided for children indicate that the school is able to help parents develop their children's faith.

Overall parents are very satisfied with the direction of the school.

### **Student Satisfaction**

At OLR we are provided with multiple experiences which were not previously available to us. This year especially we were able to represent our school in union, league, cricket and AFL whereas previously we could only do soccer and netball. We are really excited to have a brand new multi-purpose court to play and learn ball games on.

This year we were given a chance to participate in lunchtime club, dance troupe, art club and coding which we have never had before. There is so much to do over and above the classroom; we are really grateful to our principal and teachers for making these things happen for us.

We now do thinking routines in the class to learn about new concepts and subjects. Learning is so much more exciting, we have more control over how we learn in every subject area.

Some children really liked the TRIBES where we are all given a group from K-6 to belong to which means we can link up with students from the other grades. This is helpful when we need a hand

or to discuss some emotional things. Some children also loved *Rock n Water* as they learned resilience and anti-bullying techniques which makes them stronger.

2016 was fantastic.

### **Teacher Satisfaction**

Teachers were well supported in their work in 2016. All staff were provided with a host of different personal and professional learning opportunities which were developed as part of the beginning of year teacher PAL. Goal setting at the beginning of the year enabled the school's leadership team to provide resources to support staff in developing special areas of interest as well as working on goals that would help achieve the school's SIP related goals.

With a new emphasis on opening up our classrooms for collegial support and learning, the new *Cultures of Thinking* paradigm also enabled students to take on greater ownership of their own learning. Teachers feel very supported in their roles as both instructional leaders and facilitators of the learning process.

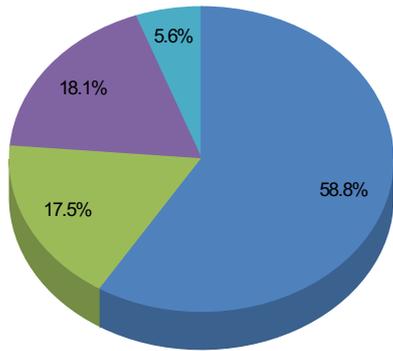
Teachers who expressed a desire to attend professional learning opportunities that linked with their PAL were afforded the time and financial support to do so.

There was a great spirit of cooperation and support among staff and particularly among grade teachers. The teachers also appreciated the pastoral support of the principal when having to deal with personal issues including, for example, the death of a family member.

## SECTION ELEVEN: FINANCIAL STATEMENT

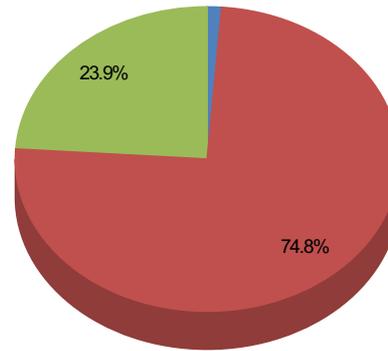
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.5%)
- Fees and Private Income (18.1%)
- Other Capital Income (5.6%)

Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (74.8%)
- Non-Salary Expenses (23.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,324,964
Government Capital Grants	\$0
State Recurrent Grants	\$692,191
Fees and Private Income	\$713,862
Other Capital Income	\$220,862
<b>Total Income</b>	<b>\$3,989,787</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$45,701
Salaries and Related Expenses	\$2,822,065
Non-Salary Expenses	\$902,973
<b>Total Expenditure</b>	<b>\$3,770,738</b>