



2019

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

23 Yardley Avenue, WAITARA 2077

Principal: Mrs Jacinta Crowe

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About this report

Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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') 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

I am very pleased to present to you the 2019 Annual School Report.

At Our Lady of the Rosary we give strong focus to the key areas of Catholic Mission, Learning and Teaching and Pastoral Care.

We have a strong commitment to excellence in learning and teaching and our staff work closely developing relevant learning tasks that develop core skills and foster potential. As a NPDL (New Pedagogies, Deep Learning) School and, part of the Global NPDL Partnership, we work with students so they are building their skills of collaboration and character and approach their learning attentively and with persistence. The integration of devices makes technology an essential tool, that builds confidence and competence.

As a Catholic school our commitment to our faith and expression of that faith are what sets us apart and during 2109 we explored more ways of developing meaningful prayer. We are a school in the Mercy tradition and our related values of Respect, Hospitality, Integrity, Compassion and Service are integral to who we are and who we strive to be. We foster good relationships and look out for each other. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

In 2019, the school and parent body at Our Lady of the Rosary have continued to work closely together. Many initiatives, organised by parents, foster the strong sense of community that exists. Parents are invited to our Welcome Barbecue for Kindergarten, the Blokes and Buddies BBQ, celebrations for Mothers' Day, Fathers' Day and Grandparents' Day, school discos, Men in the Morning sessions and Gingerbread Night. P&F meetings have been opportunities to learn more about the school and facilitate parent education. In 2019 our P&F organised the screening of a movie 'Screenagers' that discussed the attitudes and behaviours of young people around technology. Many of our parent community are involved with 'The Dish' initiative, which provides outreach in the local community. 2019 saw our Family Fair take place in August, after months of preparation. It is always a marvellous community event with many families involved. It was a wonderful success with the P&F supporting the school with funds for more furniture in our Stage 2 and 3 classrooms and resources across the school to build greater sustainability. Parents are welcomed and are engaged in the school in many ways and this partnership is greatly valued.

Student Body Message

At Our Lady of the Rosary we have many opportunities with *Got Game* lessons, Carnivals and Gala Days, excursions and incursions, Band, Choir, Taekwondo, Dance Club, Aerobics, Mandarin and Spanish classes, Robotics classes, liturgies and Parish/School masses. We have a strong commitment to Social Justice and, in 2019, we took part in Mercy Leadership Days and did fundraising for the needy. We are 'bucket-fillers' and try to live out our Mercy values each day as we work hard to follow our school rules, *Respect Self and Others*, *Respect Learning* and *Respect the Environment*. Year 5 and 6 students love being buddies to Kindergarten and Year 1 students. In 2019 we loved our specialist Art and Music classes and really enjoyed our Showcase evenings where we shared our Project Based Learning work with families and our classmates. We have been learning how to work collaboratively with each other especially in Science, History and Geography. Each grade organised an assembly where they sang and danced and shared work they had been completing. Our Stage 3 Musical was '*Olivia*' and went very well. We ended the year with a special Carols Evening.

School Features

Our Lady of the Rosary Catholic Primary School Waitara is a Catholic systemic, co-educational school, Kindergarten to Year 6, located in the Broken Bay Diocese on Sydney's North Shore for over 120 years. It was established by the Sisters of Mercy in 1898 and is part of Hornsby Cathedral Parish with students 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 and learning with a strong focus on Pastoral Care and the Arts. We support the acquisition and development of strong literacy and numeracy skills, with additional support across the Early Years. We have an ongoing focus on data analysis as we meet the learning needs of the individual student. We have a strong Arts program with specialist Music and Art teachers and Dance Club. Our Mercy values of Respect, Hospitality, Integrity, Compassion and Service underpin all we do. We celebrate the richness of our diversity, with over forty nationalities in our community. Our Multicultural Day is one of the highlights of our year as students share their heritage through story, music, drama and dance. We believe it is very important to teach our students to be communicators, collaborators, creative thinkers and problem solvers and with this in mind we are part of an international global community of schools investigating New Pedagogies Deep Learning (NPDL). NPDL investigates the importance of the 6Cs (*Character, Collaboration, Communication, Critical Thinking, Citizenship and Creativity*) as we prepare our students for the future. All students have been learning how to be collaborators and our Stage 2 and 3 students demonstrated this well working in Learning Groups, with them presenting a showcase of their history learning to families and significant others at the end of Term 2. In Terms 3 and 4, students from Years 2-6 had the opportunity to take part in *Genius Hour* projects where they were encouraged to investigate an area of passion and be focussed and persistent in their research. In 2019, students at Our Lady of the Rosary had the opportunity to participate in many extracurricular events and activities including: Year 6 Diocesan Public Speaking Competition, Maths Olympiad, Taekwondo, lunchtime clubs, Dance Club, Italian and Mandarin lessons and the Young Engineers program. During 2019 Our Lady of the Rosary continued being a host school for Gateways Enrichment Days. There were two days each term, one for students in Years 1-3 and one for students in Years 4-6. At each day our students came together with 'like' minds to explore higher order thinking activities around the topics of Science (Term 1), Mathematics (Term 2), Language and Literature (Term 3) and Problem Solving (Term 4).

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 136 | 136 | 148 | 272 |

* Language Background Other than English

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 2019 was 94.11%. 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 |
| 95.35 | 93.95 | 92.88 | 95.21 | 93.80 | 94.39 | 93.61 |

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

| | |
|------------------------------------|----|
| Total number of staff | 24 |
| Number of full time teaching staff | 12 |
| Number of part time teaching staff | 8 |
| Number of non-teaching staff | 4 |

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

DAY 1

Policies and Procedures related to programming, differentiation, WHS and CPR.

DAY 2

Primary PDHPE Syllabus Day in preparation for 2020 implementation.

DAY 3

Staff Spirituality Day - *What it means to be a teacher in a Catholic School in 2019?*

Other Key Initiatives

The School NPDL Team (4 teachers) attended a 3 day workshop focussing on Project Based Learning Unit Writing and throughout the year also attended NPDL sessions developing understanding around Learning Design. Additionally, as part of the school's wellbeing focus, all OLO staff attended CSO accredited *MAPA Training* for training in managing situations that involved potential aggression.

Catholic Identity and 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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

As a Catholic school founded in the Mercy tradition, under the leadership of the Diocese of Broken Bay, we are committed to fostering a community that reaches out to people in need. The 2019 school year commenced with a themed Mass around '*Choose Kindness*.' This theme became the focus for many activities throughout the year. The many examples of '*Outreach*' initiatives in 2019 included: Project Compassion – Caritas 'Sock It to Poverty' – Mission Australia; 'The Hornsby Ku-ring-gai Women's Shelter'; Hornsby Cathedral Parish Community Meal; Candela Mercy Mission – Peru; '*The Dish*' (an outreach van supporting local 'needy') where Year 6 students prepared muffins and cards for 'friends' at '*The Dish*'; hampers assembled for St Vincent de Paul at Christmas and mid year as we celebrated the Feast of the Sacred Heart Mass and Stage 3 students visiting the residents of McQuion Park offering fellowship.

During 2019, all were involved in acknowledging key liturgical seasons of the Church Year such as Advent, Lent and Easter. We celebrated Masses, prayer and liturgies for many significant events including Opening and End of School Year Masses, Harmony Day, Multicultural Day, Mothers' Day, Grandparents' Day, Fathers' Day, Parish/Family Masses, Anzac Day, Feast of Saint Mary of the Cross MacKillop and Year 6 Graduation. The Stage Three Student Mission Team led whole school prayer assemblies for feasts such as The Annunciation, Ascension and Pentecost and prayed for those preparing for the Sacraments of Reconciliation, First Eucharist and Confirmation. We joined as a parish community with St

Leo's College and Hornsby Parish parishioners on Ash Wednesday and for Remembrance Day. As the Cathedral school, we hosted the Diocesan Schools' Staff Mass, Year 6 Leaders' Mass and the Diocesan Mission Mass.

Teachers were involved in 'grade planning' and 'whole staff planning' to develop authentic RE modules for their classes. Professional Learning was provided for all staff around effective teaching strategies to engage their students in a more critical, creative encounter with the Word of God. Three members of staff also attended an intensive CSO professional learning opportunity, at the annual *Sweeter than Honey* summit where they explored the theme, '*The Holy Spirit Through the Pages of Scripture*.' The process of *Soul Journalling*, where reflection time is given to the deepening of a personal relationship with God, was continued with Year 5 and 6 students. As an extension of this, Year 6 students led scheduled class prayer.

A number of students across the Stages entered *The Bishop's Art Prize* organised by Broken Bay Diocese and one of our Year 6 students won first place in the Stage 3 section with her Claymation video interpretation of the "*The Lost Sheep*" (Luke 15:1-7).

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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 2019 teachers were involved in key curriculum initiatives that developed understanding of contemporary educational practice and provided opportunities for professional learning and educational conversation and reflection.

Teachers worked closely with the Special Needs Team, the Learning Enrichment teacher and the English as an Additional Language (EAL/D) teacher to identify students who needed adjustment plans for their learning. It was a collaborative process with teachers, parents and students working together to identify areas of need and then to plan for the best learning outcomes across subject areas. The EAL/D teacher worked in a number of classes in a co-teaching role, supporting teachers and EAL/D students in these classes. With over 50% of our school population having English as a Second Language it is always heartening to see the progress that is made from the beginning of Kindergarten through the grades. Opportunities to develop oral language fluency are woven into the structure of every English block. There was additional support in the early years with an extra teacher working in Kindergarten across three mornings of the week focusing on the development of early literacy skills. Additionally Year 1 and Year 2 classes had additional literacy support, assisting those needing more intensive instruction in reading development.

Professional Learning input was extensive with staff supported in the following ways:

- First Aid qualifications updated for five staff.
- Four teachers attended a 3 day workshop about learning design for Project Based Learning.
- All staff undertook Managing Aggressive and Potentially Aggressive (MAPA) Behaviour Training.
- CSO 2 day Scripture Conference, *Sweeter than Honey*, attended by three teachers.
- PL Cluster meetings each term in areas of Numeracy, Literacy, Wellbeing, Early Learning, PBL Geography/Science/History, E-learning.
- Workshops for Early Career Teachers.
- Scope and Sequence units updated in relation to the Science Syllabus requirements.
- Staff had CSO support to update modules for Religious education units across all grades.

- With the advent of Literacy Progressions, teachers transferred relevant information from previously used literacy continuums and adapted to the different terminology and emphases.

During 2019 a new operating system for managing student data, attendance and reporting was introduced and staff received professional learning around the organisation of these areas. We decided to use the new reporting format for the end of year reports and data gathering and completion of the documents went smoothly.

Teachers continued to engage with key points from the New Pedagogies Deep Learning (NPDL) Framework and explored the competency areas of *Character* and *Collaboration*. Stage 2 and Stage 3 reported on these areas when students completed their History units and presented Showcase Nights.

'Pop Up Play' mornings were organised for pre-schoolers and occurred across three terms. The principles around these early learning opportunities also were reflected across the orientation sessions held in Term 4 for Kindergarten 2020 students.

We take our teaching and learning endeavours very seriously at OLOR and see meeting the students' needs is an important part of our core business.

Student Performance in Tests and Examinations

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 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Grammar and Punctuation | 86% | 59% | 3% | 10% |
| | Reading | 76% | 54% | 3% | 10% |
| | Writing | 54% | 55% | 3% | 5% |
| | Spelling | 65% | 52% | 5% | 11% |
| | Numeracy | 59% | 42% | 5% | 11% |
| NAPLAN RESULTS 2019 | | % of students in the top 2 bands | | % of students in the bottom 2 bands | |
| | | School | Australia | School | Australia |
| Year 5 | Grammar and Punctuation | 76% | 37% | 0% | 17% |
| | Reading | 68% | 38% | 0% | 12% |
| | Writing | 42% | 19% | 5% | 18% |
| | Spelling | 53% | 38% | 0% | 13% |
| | Numeracy | 54% | 32% | 0% | 14% |

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while 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. There were no changes made to this policy in 2019.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. There were no changes made to this policy in 2019.

Complaints Handling 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. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

Our Lady of the Rosary's Pastoral Care Policy and practices are aligned with the Diocesan Pastoral Care Policy. In 2019, the school continued its commitment to promoting respect and responsibility with the Year 6 Student Leaders proposing a schoolwide theme for the year, *Choose Kindness*. They launched the theme at our Beginning of the Year Mass and throughout the year it linked in strongly with our PBL school rules of *Respect for Self and Others, Respect Learning and Respect of the Environment*. Student leaders organised moments and events to encourage the students to be proactive and kind and to work together to build a respectful, welcoming school community. One of these events was in the July holidays when students were given a Kindness Calendar where they had suggestions of how they could 'Be Kind' at home and with friends. The leaders also decorated kindness rocks in the gardens and wrote inspirational quotes that they placed around the school throughout the year.

Year 6 students each year take on responsibilities across different areas of the school and support teachers in these areas. In 2019 OLOR had Year 6 Student Leaders in the areas of Social Justice, Mission, PBL, Library, Media, Creative Arts, Sustainability and Recycling.

All children at Our Lady of the Rosary were plotted onto the SEL continuum and some PDH lessons focused on teaching skills related to the continuum. This data, along with Positive Behaviour for Learning (PBL) data and teacher observations, gave relevant information on how best to support our students in the areas of Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision-making. Teacher professional learning on the new PDHPE Syllabus also linked in strongly.

Teachers were involved in beneficial professional learning supporting their work around fostering positive behaviours. The Wellbeing Team supported children in need through mentor support, behaviour goals and classroom support and all staff were trained in relevant CSO organised courses around behaviour. Teachers in Year 3 and Year 4 were trained and taught the Social Skills program, *Rock 'n Water*, and this was implemented across the grades with pleasing success, giving both students and their teachers a common platform and language to foster and build strong relationships. Our Pastoral Care Parent Liaison Coordinator is a valuable resource supporting families and students as required. Weekly Awards and The Principal's Morning Tea each term continue to acknowledge positive behaviours and efforts.

Each term the Wellbeing Team organised a special week of activities where students came together to meeting regularly and discuss such topics as '*Say No to Bullying*' and '*How I Build Resilience in my life*'. Students were taught strategies to enhance their emotions and become more resilient. Teachers continued to teach students the concept of being a '*bucketfiller*' and how to affirm and support others. Our Mercy values are key principles on which our school operates as we respect each other, are compassionate and hospitable and show integrity and service to others in all we do.

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2019, key improvements were noted in the following areas:

Strong ongoing support and coaching from specialist teachers for classroom teachers, around student goal setting.

Teachers work closely with Learning Support Team building evidence of differentiated learning for those on individual learning plans.

Strong evidence of agreed practice during the English Block with focus on shared text, explicit guided reading sessions and related activities focusing on spelling and grammar.

One-to-one Chromebooks for all students in Years 3, 4, 5 and 6 with teachers and students in Years 3-6 very confident using the Google Platform.

Integration of NPDL Framework into grade units of work with rubrics for Collaboration and Character competencies.

Stage 2 and Stage 3 classes demonstrate strong skills with their Project Based Learning in all units across the year. Stage 2 and Stage 3 present Showcase Night for parents demonstrating work they have collaboratively worked on in History.

Years 2-6 development of Passion Projects through Genius Hour work. Each student encouraged to explore and answer questions and deepen understanding around an area of interest to them.

All students plotted on Social and Emotional (SEL) Continuum and this data gives direction for development of new PDH units for Semester 2.

Priority Key Improvements for Next Year

Key improvement areas for 2020 have been identified as:

Further embedding of Diocesan Learning Principles and New Pedagogies for Deep Learning (NPDL) Framework into the learning throughout the school. Continue to unpack the importance of how good questioning transforms learning.

Deepen understanding of new PDHPE Syllabus and develop grade PDH units that link into Social and Emotional Learning (SEL) Continuum data. PE Specialist teachers adapt lessons to new PE strands and strengthen integration.

Continue to develop proficiency in analysis of data, answering such questions as - *Where to next for this student?*

As a staff, complete Mini COGE course and utilise this knowledge into further refinement of understanding of differentiation especially in relation to students with high potential.

Continue to strengthen the process of *learning to write* especially in the area of sentence structure. Analyse data and utilise Writing Bump Walls regularly as students' proficiency and writing sophistication develops.

Investigate the importance of feedback to students and refine practices in this area.

Development of new units of work linking into Religious Education Curriculum competencies.

Continue to develop understanding around the NPDL competencies of Character and Collaboration and all grades utilise available rubrics to indicate development in these key areas.

Introduce Student Representative Council (SRC) throughout the school.

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, at enrolment and parent/teacher meetings and through surveys at various times throughout the year. Parents are very involved in all aspects of the school and their input is valued and affirmed.

Consistent strengths identified across all forums include:

- Welcoming, supportive community with acknowledgement about how we embrace diversity in our multicultural school.
- School commitment to technology and its integration in education.
- Strong academic results, with commitment to Early Years Education and the explicit focus on English and Mathematics throughout all grades K-6.
- Development of knowledge and understanding around NPDL and the standard of work students are doing as they focus on collaboration and character.
- Focus on Creative Arts with specialist Music and Art teachers and strong Band and Choir.
- Commitment to specialist PE program.
- Calibre of teaching staff.
- Focus on wellbeing and social justice that underpins lots of what happens here.
- Valuing of the strong partnership that exists between the school, parish and families.
- Appreciation for the efforts made by the P&F to organise community gatherings and events such as Men in the Morning and the biennial Family Fair, to name a few.
- Excellent facilities and grounds.

Student satisfaction

Student satisfaction information is gained from students from class meetings, Principal discussions, Yearbook reflections and surveys each term about their learning. The students are respectful, caring and thoughtful and respond very positively to our weekly awards and Principal's Morning Tea celebrations each term. Students enjoy opportunities to work together in multi-age groups, but the highlight is always having the chance to be buddies for the younger students.

During 2019 the students were particularly enthusiastic about school life in a number of areas. Older grades loved the History unit learning experiences where they worked in collaborative teams exploring topics and developing presentations. They felt they improved in these critical skills the more they practised them and enjoyed our Showcase Nights. Many students enjoyed the experience of *Genius Hour* where they chose a topic to investigate that they were interested in. Other highlights were opportunities to be involved in Gateways events, Art classes, the Stage 3 Musical, *Olivia*, the Band winning First Place in the Hawkesbury Eisteddfod, opportunities to represent the school in the sporting arena and the Family Fair.

Year 6 valued the opportunity to be student leaders and worked hard promoting the message of *Choosing Kindness* during 2019.

Teacher satisfaction

Staff at Our Lady of the Rosary are a mixture of very experienced teachers and those in their first five years of teaching. They enjoy working and learning together, being part of a team and celebrating together. They continue to be appreciative of the professional learning opportunities available and the extra planning time. Teachers embraced the additional requirements in collecting evidence of differentiated work and supported each other with ideas and processes to manage data. It was evident that working in Stage groupings across KLA planning was helpful and productive as there was real collaboration in sharing the workload and focusing on an individual teacher's area of strength.

They have enthusiastically embraced social and emotional learning using the SEL continuum and found the work on the new PDHPE Syllabus to be a strong integrated link to SEL. Having the opportunity for all staff to receive professional training in MAPA developed confidence in dealing with unexpected situations. In 2019 the staff continued to build understanding around the Broken Bay Learning Principles and New Pedagogies Deep Learning (NPD) Framework. They found the rubrics useful and found more ways to draw the two focus areas of Collaboration and Character into their lesson planning.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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.

| Recurrent and Capital Income 2019 | |
|--|------------------|
| Commonwealth Recurrent Grants ¹ | \$1973564 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$556951 |
| Fees and Private Income ⁴ | \$1026715 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$157276 |
| Total Income | \$3714506 |

| Recurrent and Capital Expenditure 2019 | |
|---|------------------|
| Capital Expenditure ⁶ | \$41053 |
| Salaries and Related Expenses ⁷ | \$2744222 |
| Non-Salary Expenses ⁸ | \$936910 |
| Total Expenditure | \$3722185 |

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT