



# 2021

## ANNUAL SCHOOL REPORT



### Our Lady of the Rosary Catholic Primary School

23 Yardley Avenue, WAITARA 2077

Principal: Mrs Jacinta Crowe

Web: [www.olorwdbb.catholic.edu.au](http://www.olorwdbb.catholic.edu.au)

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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 Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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 CSBB. 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](#).

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## Message from key groups in our community

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### Principal's Message

I am pleased to present the 2021 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. Our commitment to our faith and expression of that faith are what sets us apart and during 2021 we continued to celebrate special occasions through zoom liturgies with various grades representing the school community in the Cathedral wherever possible. 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 strong relationships and look out for each other. As part of the system of Catholic Schools Broken Bay, we are developing understandings and processes around the Towards 2025 Strategy. We continue to have a strong commitment to excellence in learning and teaching and, during 2021, as we embraced extended Home Based Learning, we took the opportunity to enhance other ways of incorporating technology into our learning and teaching. The integration of devices and programs built confidence and competence. We have much to celebrate as we reflect on all that makes our school special.

### Parent Body Message

During 2021, we commenced the year optimistically with plans of bringing our school community back together after the challenges of 2020. We hosted a large enthusiastic gathering at our Welcome Barbecue, parents assisted at Open Day by providing hospitality, leading tour groups and presenting at information stations. The P&F organised a very popular parent evening presented by The Resilience Doughnut in Term 1. We were fortunate to hold a P&F disco for students (the first in 18 months), as well as modified Mothers' Day activities and a very successful Family Bingo Night in June. The second half of the year saw many of our normal initiatives put on hold with COVID restrictions but we proactively kept in touch with families through our Class Parent Network, via Zoom and through our grade communication channels. We were able to maintain our commitment with 'The Dish' initiative, feeding an increasing number each time we were rostered on. As the year drew to a close we tried to organise grade gatherings to foster that special sense of belonging that is so evident in everything we do. The partnership between school and families is greatly valued and continued even stronger during these challenging times.

### Student Body Message

2021 was another very different year for us all. At the beginning of the year we continued to lead the weekly assembly via zoom and throughout the year we celebrated many other special school celebrations and liturgies via zoom, one of the most memorable ones being a

grandparents' liturgy and assembly where many of our grandparents tuned in from overseas. Year 5 presented a grade assembly in TLOCC and Year 6 students went on their Canberra excursion in June. In Term 3 we moved back to Home-Based Learning for the whole term and the first few weeks of Term 4. Our skills continued to improve as we worked with SeeSaw, Google Classroom and Zoom. We had some fun times with special art and library online sessions, class zoom sessions, PE lessons on zoom, an illustrator online session, an interactive STEMPUNKS day and our primary classes were involved in a four week 'Gratefulness' program. As a school we commenced the UR Strong program, learning about relationships and friendships. Year 6 students were very pleased to be able to hold their graduation ceremony when they returned to school in Term 4.

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## School Features

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Our Lady of the Rosary Catholic Primary School Waitara is a Catholic systemic, coeducational, Kindergarten to Year 6 school, 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 and a strong focus on Pastoral Care. We support the acquisition and development of strong literacy and numeracy skills, with additional support provided in classrooms across the Early Years to foster development. We have a strong Creative Arts program with specialist Music and Art teachers. With over half of our families speaking additional languages at home, we are a very diverse community. Throughout each year we look to create opportunities to celebrate the richness of our diversity. Our Stage 3 students develop leadership skills by being buddies across their final two years of primary school. Students in Year 5 look forward with great excitement to supporting the Kinder students, with this connection continuing as they move to Year 1 and Year 6. Each year, all Year 6 students take on leadership responsibilities across different areas of the school and support teachers in these areas. In 2021, the Year 6 Leader Groups were Social Justice, Mission, Library, Media, Creative Arts, Sustainability and Recycling. During 2021, we also organised our first Student Representative Council (SRC) with student representatives from each class. Some of their suggestions, which were implemented, involved extra equipment to play with at lunchtimes, additional items for the girls' uniform and extra mirrors around the school. We welcome their ideas as we believe it is essential to teach our students to be communicators, collaborators, creative thinkers and problem solvers.

With COVID restrictions, many of our incursions/excursions days became online sessions with interaction through zoom, with students responding positively to this new way of learning.

Our transition to Kindergarten program is focussed on providing opportunities for us to meet and get to know the families and preschoolers in the months after Open Day before they start formal school. In Term 3, 2021 we were not able to bring them into school but wanted to start that connection. We organised seven online preschool playgroup sessions where we integrated music and drama into exploration of numeracy and literacy concepts. These sessions were optional but we averaged 25-30 families online at each session. By the time we had face-to-face orientation mornings in Term 4, our prospective Kinders knew us and were confident and excited to be meeting us in person.

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## 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 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
155	156	164	311

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 97.15%. 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
97.65	97.39	97.26	96.81	97.32	96.92	96.67

## 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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	29
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	7

### 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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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 CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been



involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

Summary of professional learning at school during 2021.

Day 1 - Policies and Procedures related to programming, differentiation, WHS and CPR.

Day 2 - Preparation and planning for implementation of HBL 2021.

Day 3 - Diocesan wide Staff Development Day – unpacking Towards 2025 Strategy

Additional online days - Whole School attendance at online annual PETA (Primary English Teachers' Association) 2 day conference.

Other Key Initiatives: CPR and Asthma Accreditation updated for staff; NPDL Backward Design Unit Planning days (2 teachers - 2 days); Online training for curriculum based websites; Child Protection Module and online SALT modules; Kinder teachers - new Religious Education units.

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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 2021 school year commenced with a themed Mass, as we continued our Kindness focus with our theme being: *Be Aware, show others that you care*. Outreach initiatives in 2021 included 'The Dish' (an outreach van supporting the needy in our local area), Project Compassion (Caritas) and Crazy Sock Day (Catholic Mission). Hampers of food and warm clothing were assembled for The Feast of the Sacred Heart, as well as Christmas food hampers (St Vincent de Paul). Families also contributed gifts to the Christmas Giving Tree (St Vincent de Paul).

During 2021, we were involved in acknowledging key liturgical seasons of the Church Year such as Advent, Lent and Easter. We celebrated limited Masses together - Opening Mass, Mass celebrating 200 Years of Catholic Education in Australia, Mothers' Day Mass, three grade Masses, one of them being around the celebration of Mary Mackillop, Feast of the Sacred Heart, Year 6 Graduation and End of Year Thanksgiving Mass. Flagship celebrations such as Fathers' Day, the OLOR Feast Day and Grandparents' Day were celebrated using

the Zoom platform. A video was made for the last of these celebrations, made up of special messages from the students of OLOR to their grandparents who live interstate and overseas. The Stage 3 Mission Team led prayer assemblies via Zoom for the first week of Lent, The Ascension of the Lord, Remembrance Day and first week of Advent. Father Peter led Kindergarten, Year One and Year Two in a liturgy in the church while the rest of the school had class liturgies to acknowledge Ash Wednesday.

Kindergarten teachers were involved in 'grade planning' in preparation for the New Broken Bay Religious Education Curriculum. Professional Learning was provided around new outcomes to deepen the learning and RE experience for Stage One students. During Home-Based Learning, teachers engaged in online learning with students, utilising RE modules and the Understanding Faith website.

Students from all stages entered The Bishop's Art Prize organised by Broken Bay Diocese with many commendable entries. Two of our students were awarded first place in their respective sections. One of our Year 6 students won first place in the Stage 3 film section with her Scriptural Storytelling interpretation of The Nativity using figures crocheted by her cousin. In addition to this, one of our Stage 1 students also won first place in the Stage One film section with her Stop Motion Video interpretation of The Birth of Jesus (Luke 2:1-20.)

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## Curriculum, Learning and Teaching

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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.

Throughout each year teachers keep abreast of contemporary curriculum initiatives. Many opportunities are provided for them to discuss and plan together so that programs and lessons are relevant, rigorous and engaging.

During 2021, English professional learning investigated the importance of effective oral language processes during the English block. Teachers trialled shared texts from the PETAA (Primary English Teaching Association Australia) website with renewed emphasis on an increased focus on the questions being asked and concepts being explored. During Term 4, all teachers attended the Online: Leading with Literacy – PETAA 2021 Conference. Across two days teachers explored a range of topics from Reading for Meaning, Grammar Fundamentals, Picture Books of Culture, Leading Literacy and more.

Getting to know one's class and the students within it is a key component of being an effective teacher. We continue to have an ongoing focus on data analysis as we meet the learning needs of the individual student. Teachers have an extensive handover with the previous year's teacher ensuring that they are very aware of a student's individual needs. Teachers met together regularly to discuss student work samples and to unpack the next steps required in their learning. During Term 1, after the Mathematical Assessment Interviews had been completed, we, as a school, focussed on looking for trends in the data and then spent time researching and understanding how and when students consolidate their understanding of efficient numeracy strategies. We also reviewed writing samples with particular focus on punctuation, sentence structure and vocabulary.

As a result of Covid, in Term 3 the focus of teaching and learning for class teachers, learning support teachers and specialist teachers was on modifying class programs to accommodate home-based learning. During HBL, teachers consolidated skills around online lessons and utilised additional features when communicating with their classes. Our experienced Special Needs team work closely with class teachers adjusting the curriculum as required. New interactive Maths and Reading programs brought great benefit to the learning with tasks being differentiated to a higher level of complexity. Grade teachers worked together consistently ensuring that learning was addressing areas of need. Students were involved in many activities that allowed them to be creative and resourceful from zoom debates, to group

project presentations where they collaborated via Google Classroom, to presentation of their own performances. During HBL, students also took part in a STEM day where they created a future environment as they utilised coding and mathematics skills.

Through the implementation of the UR Strong program, teachers were provided with a step-by-step guide for teaching students how to build and maintain positive friendships. Underpinning the program are the '4 Friendship Facts' that became part of each class mantra for how we interact with others.

## 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	92%	54%	0%	11%
	Reading	84%	55%	0%	10%
	Writing	71%	53%	0%	6%
	Spelling	69%	49%	0%	13%
	Numeracy	65%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	59%	35%	6%	14%
	Reading	71%	40%	6%	11%
	Writing	47%	20%	3%	18%
	Spelling	59%	38%	9%	14%
	Numeracy	56%	29%	9%	15%

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## Pastoral Care and Student Wellbeing

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### 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 prerequisite 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 CSBB website or by contacting CSBB. 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 CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

### 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

### Initiatives promoting respect and responsibility

Our Lady of the Rosary's Pastoral Care Policy and practices align with the Diocesan Pastoral Care Policy. In 2021, the school continued its commitment to improve student Social and Emotional Learning (SEL) through various programs. Each fortnight OLOR's Positive Behaviour for Learning rules were explicitly taught through a range of activities in the classroom. The weekly awards and The Principal's Award each term, continue to acknowledge positive behaviours and effort. The Wellbeing Team meet twice a term to analyse the PBL data and discuss how best to support children in need through behaviour goals and classroom support.

Throughout the year, there was a Wellbeing Week focus each term, advertised in the school newsletter, promoting parent discussion, engagement and further strengthening the school and home connection. During 2021, we have continued to develop the UR Strong program, with staff engaged in several opportunities for professional development and a Festival of Friendship being promoted at the beginning of the year, where students engaged in a range of activities to support student's development of friendship and relationship skills. Our Mercy values were also key principles during 2021 and they helped to guide the way the school operated, particularly as we supported families through some of the challenges that COVID-19 brought to the community.

In Term 2, we joined with the P&F as Kylie Warry from The Resilience Doughnut presented to the community, detailing how we develop resilience and discussed the importance of learning to manage adversity in order to become resilient and strong.

Throughout Home-Based Learning, we focused on wellbeing with Wellbeing Wednesdays where students completed mindfulness activities in the afternoon at home. Primary students



took part in a four week 'Gratefulness' Zoom Program which was very positively received as students reflected on the challenges of HBL and how they could remain positive and happy.

Stage 2 continued to learn the Social Skills program, Rock 'n Water, with both students and their teachers having a common platform and language to foster and build strong relationships.

At the end of 2021 our school took part in the 'Tiered Fidelity Index' which reviewed our implementation of PBL. There were many successes with our school scoring 94% success in our Tier 1 procedures. From this review goals were set taking us into 2022.

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## 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. 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 2021, key improvements were noted in the following areas:

After staff professional learning on oral language experiences and the adaptation of more explicit questioning around Shared Text work, student responses to text started to show more sophistication and deeper understanding.

The school invested time and resources introducing the UR Strong program throughout the school with a common language developing around friendships.

Growing confidence was seen across all grades as teachers and students embraced Home-Based Learning once again for an extended period. Teachers incorporated more creative elements into their student activities and developed considerable skill and accomplishment across the Zoom platform. A higher standard of work was noted by students during 2021 HBL as they remembered the basics of 2020 and were more adventurous in completing tasks utilising a range of interactive programs.

Lunchtime extra-curricular clubs tapping into many varied interests such as Robotics, Dance, Drama, Skipping and Knitting were very popular and gave students an opportunity to make new friends, have somewhere to be at lunchtime and to develop a skill.

The introduction of a Student Representative Council (SRC) across the school gave priority to student voice initiatives.

### Priority Key Improvements for Next Year

Key improvement areas for 2022 have been identified as:

Exploring the CSBB Towards 2025 Strategy with a focus on 'Student Achievement' as we continue to develop proficiency around the analysis of data, giving of feedback and 'where to next'.

Developing understanding around the Continuous Cycle of Improvement and incorporating it into all discussions about learning and teaching and goal setting.

Implementing all elements of the UR Strong Program into our school PDH (Personal Development and Health) Scope and Sequence units as well as giving parents access to online tools.

Unpacking the new K-2 Mathematics and English syllabus documents with time to become familiar with its new emphasis, concepts and requirements.

Revisiting agreed practice during the English Block with focus on how good questioning can transform learning.

K-2 teachers undertaking training to implement the new Religious Education curriculum with required resourcing in the budget.

Introduce weekly STEM lessons for primary classes.

Continuing to organise additional lunchtime activities to foster co-operation and teamwork. Lunchtime club activities will change each term or semester, depending on interest.

Continue to integrate the Student Representative Council (SRC) concept into school structures to highlight student voice.

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## 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

Each year, parents' opinions are sought through P&F Meetings, Class Parent Meetings, at enrolment and parent/teacher meetings and through other avenues. Parents are very involved in all aspects of the school and their input is valued and affirmed. During 2021, parents had the opportunity to complete a number of survey instruments about aspects of school life. Additionally, during HBL time, every family was spoken to several times to see how they were going and to ask for any suggestions they had to make schooling at home easier.

Consistent strengths were identified across all forums. Some key areas of mention were about us being a welcoming, supportive community that fosters a sense of belonging and embraces diversity in the spirit of hospitality and respect. They appreciated the strong focus on student achievement, meeting students' individual needs and academic results and the school's commitment to technology and its integration into education. They observed staff are obviously committed and professional and handled HBL extremely well. Parents also value the excellent facilities, outdoor areas and specialist programs in Art, PE, Music, Band and Choir. Wellbeing is important and children are happy and feel safe at school.

### Student satisfaction

Student satisfaction information is gathered in class meetings, Principal discussions, Yearbook reflections and surveys each term about student learning. In 2021 we introduced the SRC into the school with representative students meeting twice a term after they had held their own class meeting. These students enthusiastically joined the SRC with good input and suggestions for additional playground activities and lunchtime clubs. During 2021 at lunchtime, we introduced extra-curricular activities - Dance, Drama, Knitting, Games and Skipping and they were very popular in the first half of the year when they were held. During HBL, most students adjusted to the different routines and joined in the zoom sessions enthusiastically. They loved the interactive incursions especially the STEMPUNKS Day that fostered design, creativity and problem-solving. Students are respectful, caring and

thoughtful and respond very positively to PBL, URStrong program and weekly awards and the Principal's Award each term.

Survey information indicated that the students enjoyed being at school, missed their friends during HBL and had favourite subjects, such as Art and STEM related activities. They tried hard in their learning, knew who to go to if they needed help, felt consistently encouraged at school and felt teachers were responsive to their needs.

### Teacher satisfaction

Staff at Our Lady of the Rosary are a mixture of experienced teachers and those in their first five years of teaching. Last year teachers completed several surveys which gave good input into how they felt about school life. In 2021, they continued to be appreciative of professional learning opportunities available, the extra planning time and commitment to resourcing that occurs across all KLAS.

They launched into HBL for a longer time in this second year and learnt new skills as they included class zoom interactions frequently throughout their week. The strong teamwork evident amongst the staff was a valuable resource as they navigated third term together, much of the time working online from home.

They work hard but find great reward in seeing students thrive and achieve and helping them be the best they can be. They enjoy working here and see it as a supportive and a positive place with many opportunities to develop their craft.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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.

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,500,210
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$676,152
Fees and Private Income <sup>4</sup>	\$1,178,737
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$4,355,100</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$26,079
Salaries and Related Expenses <sup>7</sup>	\$3,024,867
Non-Salary Expenses <sup>8</sup>	\$1,209,391
<b>Total Expenditure</b>	<b>\$4,260,337</b>

### 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 2021 REPORT