



# 2019

## ANNUAL SCHOOL REPORT



### St Rose Catholic Primary School

8 Rose Avenue, COLLARROY PLATEAU 2097

Principal: Mrs Josie Vescio

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

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## About this report

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St Rose 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](#).

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## Message from key groups in our community

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### Principal's Message

The 2019 Annual School Report for St Rose Catholic Primary School is a reflection, evaluation and celebration of the events, achievements, developments and challenges that contributed to the continued progress of the School as a learning community committed to a quality Catholic education.

This report highlights in particular the school community's continued commitment to:

- Diverse Learning; using the successful model of Learning Support to identify and cater for students with high potential.
- Service through outreach and charitable works including Project Compassion, St Vincent de Paul and Catholic Mission as well as the fundraising for farmers in need.
- Student wellbeing through the Positive Behaviour for Learning (PBL) and pastoral care programs to support happy children.
- Parent engagement through various modes of delivery including online and interactive school involvement, offering a variety of information and education sessions to support student learning.
- Professional learning in the area of Gifted and Talented and understanding the new Personal Development, Health and Physical Education syllabus.

### Parent Body Message

The parent and school partnership model is strongly supported at St Rose. Parents are warmly invited to the school on regular occasions to participate in learning, sports and wellbeing programs. For example, parents can assist in the classroom with reading and literacy, volunteer at sports carnivals, join the students for a martial arts lesson, be a chaperone on an excursion, and participate in wellbeing programs such as meditation. The students delight in having their parents participate with them in activities.

The school also recognises the demands on parents working full time and so ensures that everyone is included in special events by sharing photos in a timely manner. Communication is structured, well-timed and regular - helping parents stay abreast of what's going on and coming up.

In addition to the Advisory Committee and Parent Engagement Network (PEN) the whole parent body is consulted on changes and improvements in the school via surveys and meetings.

The school's desire for constant improvement is a standout attribute. Already an amazing school, the executives and all staff are continually reviewing and improving frameworks of teaching, learning, and wellbeing.

### Student Body Message

Student leaders were surveyed about the opportunities they were engaged in this year.

The following summarises their comments:

In the area of curriculum

- Maths Challenge
- Extension English Group
- Chess Club and Tournaments
- Music tuition and Band
- Choir
- Eisteddfods
- Dance
- Drama
- Music
- Sports Clinics
- ICAS Competitions
- Excursions
- Debating
- Public Speaking
- Claymation
- STEM Project

In the area of mission

- Mission Mass
- Mission Day Liturgy
- Fundraising for charities
- Mini Vinnies
- Parish Family Masses
- School Masses Liturgies

In the areas of student wellbeing

- Lunch Clubs- Art, Library, Games, Tech & Garden
- Peer Support
- Meditation
- Martial Arts
- Rock and Water

- Buddy program
- Transition to High School
- Leadership Committees and Teams

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## School Features

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St Rose Catholic Primary School Collaroy Plateau, is a Catholic systemic co-educational school.

The School is located in Collaroy Plateau and forms an integral part of the Lakes Catholic Parish. In 1971 the late Father Norman O'Grady founded the school in a small house with one Kindergarten class and enrolment of sixteen children. A classroom block was completed in 1973, and the first appointed Principal took office. By 1976 the School was fully operational with seven classes from Kindergarten to Year 6. Coupled with the commitment to and recognition of a vibrant learning environment, the school is a well maintained modern environment.

The facilities include administration offices, staff rooms, library, hall, toilet block, canteen, undercroft area and resource rooms. All outdoor areas are surfaced for play and landscaped. Classrooms have air conditioning and interactive whiteboards. The School has a large water tank servicing the toilet block and flower and vegetable garden. A variety of co-curricular activities such as band, choir, chess, peer support, Rock and Water program, meditation, music, instrument tuition, dance and karate are offered.

Currently, the School has a healthy enrolment of seven classes with students from families within the Parish. The School has no history of religious staff. However, there has always been tremendous support from the parish, clergy and parishioners.

Unique to the School is the Transition to High School program that prepares the School's 'seniors' in a quasi-high school setting, using strategies to develop independence and responsibility.

The School prides itself on offering opportunities, through an inclusive approach to students who have learning support needs. Staff are supported to enable engagement and success for students so that they are transitioned into mainstream classes positively. Enrichment and differentiated learning opportunities are embedded in teaching programs that meet the individual needs of all students to foster new experiences. The St Rose Learning Framework guides staff to develop learning pathways to address overarching concepts that are drawn from the syllabuses. The Concept Learning Pathway (CLP) ensures student engagement in authentic learning experiences are informed by student voice, driving inquiry learning to be purposeful and relevant in the context of their environment.

The Parent Engagement Network (PEN) engages with the School, collaborating to support student learning and fostering a positive school community. The School motto, 'Constant and True' is core to our way of being and doing, reflecting a pursuit of excellence in learning, commitment to faith and service to others.

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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 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
96	109	59	205

\* 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 93.70%. 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
95.11	93.17	94.78	92.67	93.68	93.36	93.24

### 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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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	19
Number of full time teaching staff	9
Number of part time teaching staff	6
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- Strategic Planning: Policies and School Improvement Plan reviewed with the staff to determine priorities for 2019.

Day 2- Religious Education: Understanding the Mass.

Day 3 - PDHPE: Unpacking the new syllabus and aligning current practices, planning new programs and updating scope and sequences to prepare for implementation in 2020.

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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 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.

In 2019, the school's target was for every family to have experienced student-led prayer as measured by the prayer journal entries. The school's two Mission strategies to achieve this target were; to create family prayer bags and journals to be implemented in each class and; to embed the Learning Framework in Religious Education using scripture and challenged based learning.

The school identified the importance of teaching both the students and their families about prayer and how it is a way to communicate and strengthen their relationship with God. At the beginning of Term 1, The Mini Vinnie Social Justice Team worked collaboratively to create class prayer bags. The bags consisted of a prayer journal, candle, prayer dice, prayer cloths, a list of traditional prayers and a cross. Throughout the year, the students had the opportunity to take the family prayer bag home and lead a form of prayer time in their home environment. By the students leading this, it also encouraged the parents and families to engage in meaningful and authentic prayer.

Through implementing and conducting an end of year 'Family Prayer Bag Survey' for all students to complete, 84% of students enjoyed the experience of the Family Prayer Bag. Data from the survey along with the prayer journal reflections also allowed students to suggest new strategies to enhance the family prayer bag experience. The school will listen to the student voices and continue to use the family prayer bags in 2020.

In 2019, all teachers embedded the teaching and learning of Religious Education through the St Rose Learning Framework. There was a focus on teachers using scripture as a means of engaging and encouraging students to go deeper with their learning. Three staff members completed post graduate studies in Godly Play for the classroom context. These three teachers facilitated and lead staff through two scripture storytelling professional learning sessions, that in turn allowed staff to teach scripture storytelling confidently in the classroom context. The students will continue to be immersed in deep learning of their faith through Scripture and the St Rose Learning Framework.

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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.

Student engagement with Science and Technology was a strong feature of 2019. One highlight was the Stage 3 program where students undertook an in-depth Science and Technology, Engineering and Mathematics (STEM) challenge to plan and develop a colony on Mars. Challenges were also posed to Stage 2 students which saw them research and investigate solutions to the problem of erosion along the local coastline. The brief for the Engineering Design Process was for students to; define the problem, plan solutions, make a model, test the model and reflect and redesign. These challenges were supported by Sydney University's STEM Teacher Enrichment Academy. The challenges culminated in the students showcasing their solutions through an Expo Day for the St Rose community together with a Northern Beaches Cluster Celebration and Sharing at Mater Maria College. The focus on the students' skill development through the lens of the St Rose Learning Framework over the previous few years, ensured that students had the necessary pre-requisite skills and were well placed to benefit from their involvement with the STEM challenge.

During the early part of the year, staff participated in workshops which targeted students' literacy skills. This professional learning commenced with a whole day workshop focusing on facets of teaching spelling. This was followed up with a half-day practical spelling session.

In addition, staff professional learning included familiarisation with the new Personal Development, Health and Physical Education (PDHPE) syllabus. Outcomes from the PDHPE syllabus were incorporated into the Conceptual Learning Framework (CLF) and updated on the St Rose Scope and Sequence.

Throughout 2019, staff participated in a series of workshops and professional learning opportunities with a focus on Gifted and Talented Education which aimed to identify and meet the needs of high potential students. The staff also undertook case studies and refined their skills in designing SMART goals, implementing and evaluating intervention programs for targeted students.

Targeted support through various intervention programs including Reading For Life enabled students to access the curriculum more successfully. Training in additional assessments identified students with language difficulties. Primary students accessed Literacy Pro, aimed

at extending readers' skills through targeted books and monitoring of reading performance in comparison to norm-referenced data. In Mathematics, an Extending Mathematical Understanding (EMU) intervention provided intensive, small group numeracy intervention for students identified through the Mathematics Assessment Interview (MAI) data. Strategies for extending high achieving students included participation in the Mathematics Olympiad Challenge and literature extension groups. The chess tournaments, debating public speaking program involved inter-school and intra-school competitions. The CLF also extended students to develop analysis, critical thinking skills and evaluative practices.

## 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	77%	59%	0%	10%
	Reading	87%	54%	0%	10%
	Writing	81%	55%	0%	5%
	Spelling	55%	52%	3%	11%
	Numeracy	61%	42%	7%	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	44%	37%	4%	17%
	Reading	56%	38%	4%	12%
	Writing	22%	19%	11%	18%
	Spelling	44%	38%	11%	13%
	Numeracy	48%	32%	4%	14%

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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 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

The school's Pastoral Care Guidelines support a respectful learning environment. The school motto, 'Constant and True' aligns with the Positive Behaviour for Learning (PBL) structure which forms the context for the St Rose rules of Respecting Others, Self and the Environment. Students are supported to be 'Constant and True' by displaying the appropriate behaviours that underpin the School's vision: creating a Catholic learning community that nurtures, inspires and prepares individuals for their future.

The Pastoral Care Guidelines, incorporating the St Rose Learning Framework, strengthened opportunities for learnings in Respect and Responsibility. These being core to all learning interactions and experiences. The St Rose Learning Framework, used across all Key Learning Areas, supported student agency through an inquiry approach that addressed key concepts and ideas. The underpinning principles of Respect, Communication, Reflection and Engagement informed authentic student-centred learning.

The Rock and Water program which fosters self-awareness, increased self-confidence and social functioning was again offered to all primary students during 2019. A formal meditation program was also offered to each class this year to further enhance student wellbeing. Peer Support and Martial Arts programs assisted students in developing strategies to engage in their learning environment in a positive social way.

Throughout 2019, St Rose staff continued to refer to the Social and Emotional Learning Continuum (SEL) to gain a better understanding of their students' social and emotional development. The principles of SEL have been successfully combined with our Positive Behaviours for Learning (PBL) pastoral care program while the language of SEL is also incorporated into reporting and parent feedback. Complementing PBL and SEL is the Zones of Regulation program, the language and principles of which are practised across the grades

from Kindergarten to Year 6. During 2019, Positive Detective strategies were incorporated in the PDH Scope and Sequence.

The 'way of being at St Rose' is guided by the School's mission for each member of the school community: walking together on a journey of discipleship in service to others and providing excellence in teaching and learning so that the potential of each child is achieved.

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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

Data showed achievements in:

Mission: To assist students to identify and connect as members of the faith community.

Every family experienced student-led prayer as measured by the Prayer Journal entries.

Teaching and Learning: To facilitate greater student agency through engagement in the inquiry process.

All primary students experienced STEM strategies to enhance their learning experience.

Student Wellbeing: To support students to use a variety of strategies that promote academic, social and emotional wellbeing.

Students' responses on the Zones of Regulation survey showing increased identification of emotions and tools that support self-management.

### Priority Key Improvements for Next Year

Mission: To assist students to identify and connect as members of the faith community.

- All students will be able to retell a scriptural story.

Teaching and Learning: To facilitate greater student agency through engagement in the inquiry process.

- All students will be able to identify and achieve at least one learning goal.

Student Wellbeing: To support students to use a variety of strategies that promote academic, social and emotional wellbeing.

- All students will be able to identify and utilise at least one conflict resolution strategies to use in social interactions.

In 2020 the school will undergo School Self Review and evaluate the Learning Framework to determine improvement in student outcomes through its implementation. As a result, the school will develop a three-year plan of areas to focus on in Mission, Teaching and Learning and Wellbeing.

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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

#### COMMUNITY AND WELLBEING

- Family and supportive community feel
- Parent/school/teacher engagement
- Very welcoming, yet professional
- Catholic ethos
- Emphasis on respect for self and others
- The pastoral care; individual attention to each student
- It focuses on values, social responsibility, fun and academic
- The caring nature of staff towards students and families
- The smaller numbers make it possible for the kids to know everyone and the kids in all grades look out for each other

#### COMMUNICATION

- Transparency
- Keeping us in the loop
- The principal deals with all issues quickly and is extremely responsive and available. Principal communicates well and regularly with parent committee and is always open to feedback and ideas
- The willingness to listen to students and parents.
- Willingness to try new ideas and move with the times
- Effective use of Facebook and video clips

#### TEACHING AND LEARNING

- Exciting and varied learning opportunities for the children
- Use of technology for teaching and learning, and communication with parents and the community
- Level of challenge for my children seems to be just right
- The extra offerings of music, chess etc are great opportunities
- The learning environment is engaging (kids are always learning about something interesting)

- Innovative teaching that encompasses the talented students as well as those needing more support
- Clear expectations for students
- The recognition of each student's unique abilities is beautiful and I feel my children are seen and valued for who they are and what they can contribute
- Year 6 high school transition program
- Use of technology in classroom
- Student Leadership opportunities

## STAFF

- There are teachers still there from when my older children attended St Rose now in uni and last year in high school, shows level of commitment and a happy environment to be in
- Love Senior Admin Officer, huge asset to the school
- Calibre of teachers and Principal is excellent - Always looking for ways to improve and grow the school, level of commitment is evident
- Very happy with my children's teachers so far
- All the teachers seem incredibly passionate, caring and committed to understanding all the individual children
- The office staff are extremely helpful
- Teachers are very caring and know not only the students that they're teaching but all kids in the school Similarly the students know not only their year group, but also kids in other years
- Teachers all go above and beyond in terms of educating and care
- Wonderful Staff - (all, Teachers, Office, REC, Leaders)
- Nurturing staff

## ORGANISATION

- Calm, caring and focused atmosphere of the school as reflected in lining up and assembly times at beginning and end of the school day
- The small size: So nice to know other families and children from across all the years
- It feels like the underlying values of kindness, compassion and helping others is evident across all areas of the school
- Very well run and organised
- Attention to the uniform being worn correctly, the Rose Rules being lived

## Student satisfaction

- Friendly school
- Nice, kind teachers
- Calming, well-stocked library
- Airconditioned classrooms

- Healthy Canteen Choices with refreshing options
- Buddy Program
- Lunch Clubs e.g. Tech, Art, Library, Games, Home learning and Garden
- Great STEM equipment
- Lego competition and St Rose's Got Talent Quest
- Play equipment and well-marked handball courts
- Sporting opportunities e.g. clinics and gala days, swimming and athletics carnivals
- Mufti Days and fundraisers for helping the poor and disadvantaged
- Peer Support Program
- Leadership opportunities e.g. leadership teams and committees
- Martial Arts, Rock and Water and meditation
- Tidy and well-maintained grounds

### Teacher satisfaction

#### STAFF

- Supportive, cohesive, friendly, collegial and positive staff
- A positive and energetic workplace
- Helpful and highly professional leadership team with a strong forward-thinking leader
- A supportive and trustworthy leader and leadership team
- A strong principal who is hard-working, fair and up to date with best teaching practices
- An abundance of support given by the leadership team
- Shared leadership model
- Professional staff - supportive of each other

#### PROFESSIONAL LEARNING AND RESOURCES

- Breadth and scope of professional learning. As a teacher, ongoing professional learning to improve my teaching practice
- Effective Professional Learning Model, with 'Input', Reflection, 'Commit to Action' and 'Feedback' This allows teachers to have more time to focus on their own self directed learning, teaching and classroom preparation
- Excellent teaching resources and well-maintained grounds
- A school full of quality and modern teaching aids and resources, including laptops and iPads

#### ORGANISATIONAL

- Excellent organisation and communication, e.g., weekly memo with tasks due
- The smooth running of all aspects of school life and expectations are clear
- Communication is regular, clear and concise
- Expectations are clear and scaffolded
- Attention to maintenance and aesthetics of property, well-maintained, clean tidy school

- Clear expectations and procedures for student behaviour - students given a variety of opportunities to enhance learning

## RESOURCES

- The variety of opportunities available to students - Martial Arts, Meditation, Gala Days, Chess, Music, Mini Vinnies, SRC, student leadership, STEM challenges, social justice initiatives, public speaking, music programs, debating, Rock and Water, peer support, talent quests, Lego Masters
- Excellent learning support
- Genuine support for children with special needs and great opportunities for all children in all areas of the curriculum
- Regular school masses, sacramental program and supportive parish/school link
- Naplan NOT the focus, love the inquiry model used to enhance wonder, creative thinking and collaborative skills as well as a focus on sound basics in the Key Learning Areas

## WELL BEING

- Welcoming nature of the school
- Strong community spirit
- Respectful and kind students keen to learn
- Fun supportive parent body - staff respected and supported as teachers
- Focus on wellbeing of staff and students

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## Financial Statement

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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.

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1528280
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$435375
Fees and Private Income <sup>4</sup>	\$773844
Interest Subsidy Grants	\$14922
Other Capital Income <sup>5</sup>	\$116257
<b>Total Income</b>	<b>\$2868678</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$67176
Salaries and Related Expenses <sup>7</sup>	\$2046072
Non-Salary Expenses <sup>8</sup>	\$773255
<b>Total Expenditure</b>	<b>\$2886503</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 2019 REPORT