



2023

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 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 at local school level and 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 pleased to present the 2023 Annual School Report. At Our Lady of the Rosary, Waitara we give strong focus to the key areas of Catholic Mission, Learning and Teaching and Wellbeing. Our commitment to our faith and expression of that faith are what sets us apart. 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. During 2023, we celebrated 125 years of Catholic Education at Our Lady of the Rosary. We reflected on our past, celebrated our present and looked forward with hope to our future. 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 2023, we commenced the Collaborative Coaching process where teachers are supported in discussion and analysis of effective teaching and learning processes and strategies that they are using in the classroom. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

2023 was the year when we returned to normal activities across our parent community after the challenges of the last couple of years. Our P&F activities focus on building our school community and supporting each other. We hosted gatherings that welcomed new families to our school and enabled people to come together to renew connections. We showcased our school through our Open Days where parent involvement was at the forefront of all activities as parents led tours and offered hospitality. Mothers' Day, Fathers' Day and Grandparents' Day events were busy and wonderful opportunities to celebrate these important people in our lives. Our 125 year celebrations included a Parent Cocktail Party, a family picnic and Mass presided over by the Bishop and a number of parent ex-students sharing memories of their own schooldays at OLOR. 'The Dish' initiative continued strongly, the Class Parent networks gained momentum and Men in the Morning sessions were greeted with the biggest crowds ever. For the first time since 2019, the Family Fair was held in August with glorious weather, terrific crowds and great fun had by all. The partnership between school and families is greatly valued and something we work to strengthen each year.

Student Body Message

In 2023 we celebrated 125 years of Catholic Education. Every student received a special badge, throughout the year we had visitors speak to us about what OLOR school was like in the olden days and we had a special picnic where we played old fashioned games and had a 125 cake made out of donuts. Each grade went on excursions, Year 5 went to camp at

Milson Island and Year 6 went to Canberra and we all enjoyed visits from Opera Australia and Life Education. We integrated STEM activities into our library lessons. Each grade put on a special Assembly Concert and for our End of the Year Performing Arts Concert we performed music from across 125 years. Stage 3 enjoyed special times with their buddies and made special memories, especially Year 5 helping their buddies celebrate 100 days of Kindergarten and the Year 6 students writing storybooks for their Year 1 buddies. We love many things about our school and we were very excited to have our Family Fair on again with lots of rides, lots of games and lots of great food. With special classes for Art, Music and GotGame we learnt much and had lots of fun.

School Features

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 and part of Hornsby Cathedral Parish. It was established by the Sisters of Mercy in 1898, 125 years ago.

The school enjoys a positive profile in the community with a reputation for excellence in teaching and learning, excellent facilities 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 an outstanding Creative Arts program with specialist Music and Art teachers and choirs and band ensembles. With over half of our families speaking additional languages at home we are a very diverse community. Each year we look for 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. Year 5 students 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 such areas as Mission, Library, Media, Sustainability, Sport and Art. During 2023, we continued with class representatives being part of the Student Representative Council (SRC). They discuss the school happenings and, after their own class meetings, make suggestions for improvements. We welcome their ideas as we believe it is essential to teach our students to be communicators, collaborators, creative thinkers and problem solvers.

A highlight of the year was our Multicultural Day where students dressed in the national costume or colours of their ancestors, were part of a special immersive experience with an indigenous group and concluded with a special concert where students showcased their own culture. Our End of Year Concert took us on a journey of music throughout the ages as students learnt songs and dances and enjoyed dressing up to perform on the big stage.

Our Transition to Kindergarten program saw us run five successful playgroup sessions during Term 3 that were very well attended as families and their preschoolers became familiar with our school. During these sessions we integrated music, story and drama as we explored numeracy and literacy concepts as families got to know those who would be in their school cohort. In Term 4 our orientation mornings built on those initial interactions, so our littlest students were very ready for 'big' school. Our 125 year celebrations throughout the year made it a year to remember with lots to be grateful for.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
177	164	194	341

* 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 2024. 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 2023 was 91.87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.00	92.70	90.50	91.20	91.90	91.40	92.40

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	24
Number of full time teaching staff	13
Number of part time teaching staff	11
Number of non-teaching staff	3

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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

All teachers were involved in professional learning opportunities during 2023. The focus of three of our staff development days were:

- Day 1 - Policies and Procedures related to programming, differentiation, Safeguarding, WHS and CPR
- Day 2 - Introduction and Unpacking of the new NSW Mathematics Syllabus
- Day 3 - Diocesan wide Staff Development Day – ‘Towards 2025’ Strategy

Additional professional learning opportunities included – staff completion of online Compliance Modules; Staff Spirituality Day on the Diocesan Catholic Charter; NESAs Modules on the new Mathematics and new English Syllabus documents; Religious Education units training for K-2 and Stage 3, Stage 2 teachers attending STEM Academy (Sydney Uni) with several attending the ACU Mathematics Conference.

Catholic Identity and Mission

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 explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include 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.

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 engendering a community that reaches out to people in need. The school year commenced with a prayer liturgy where 125 year badges were given to the school community as we commemorated the special milestone of 125 years of Catholic Education at OLOR during 2023.

Throughout the year masses or liturgies were organised for many significant events including the Opening and End of School Year Masses, with 125 Year of Catholic Education Masses celebrated on September 17, for our school and parish families with a viewing of memorabilia as well as a Picnic Day, with another celebration on September 21 for all students, ex-staff and ex-families. We also commemorated Harmony Day, ANZAC Day, Multicultural Day, Mothers' Day, Grandparents' Day, Fathers' Day, Parish/Family Masses, The Feast of Saint Mary of the Cross MacKillop, Remembrance Day and Year 6 Graduation. Prayer assemblies were held as part of Grade Assemblies, where each grade led prayer for feasts such as The

Annunciation, Ascension and Pentecost and prayed for those preparing for the Sacraments. We joined as a parish community for Mass with St Leo's College and Hornsby Parish parishioners for the Feast of the Assumption. Teachers were involved in professional learning communities for the new K-2 Religious Education Curriculum which is being implemented across all K-2 classes. Additionally, professional learning was held for the new Years 3-6 RE Curriculum which will commence in 2024 for all Stage 3 students. Professional Learning was provided for all staff around the Diocesan Catholic Charter as well assisting teachers to prepare liturgies and Masses with the Eucharist as the "source and summit" of Catholic life (Catechism of Catholic Church, 1324).

Our Stage 3 students also interviewed 94 year old Sister of Mercy, Sr Betty Conway, now residing in nearby McQuoin Park as they researched the history of our school. Sr Betty had been a teacher several times at OLOR starting in 1949 and then during the 60s, 70s and 80s. As part of their preparation for leadership, Year 5 attended a Leadership Day run by St Leo's staff and students.

2023 'Outreach' initiatives 2023 included Project Compassion, Caritas 'Socktober' - Mission Australia, 'The Dish' (supporting the 'needy' in our local area), and Christmas Hampers - St Vincent de Paul.

A number of our students were again successful in the Diocesan Religious Creative Arts Competition around the theme 'Compassion'. Two groups received first placings in the Drama and Short Film sections with one of our Stage 3 students taking out first place with an original song composition. These students were acknowledged at a special Diocesan Showcase Night.

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 2023, considerable time was given to familiarisation and deepening of knowledge around the new curriculums for English and Mathematics. Staff completed NESA modules on the curricula throughout the year while teachers in Kindergarten, Year 1 and Year 2 implemented the curriculum for their classes. There were many opportunities for discussion, sharing of resources and reflection on the learning that was taking place. We also commenced the Collaborative Coaching process during 2023 as teachers met weekly with the Assistant Principal to discuss students' learning, their assessments, their growth and areas of need. Mathematics, with a focus on efficient mental strategies, saw much valuable discussion happening as people unpacked key mathematical understandings and what that looked like in the classroom. Multiplication and Division understandings also became an area of focus as the data highlighted inconsistencies in student knowledge and understanding around this area. The school Leadership Team continued working for a second year with an educational consultant around Leading Improvement. Through her meetings with the Leadership Team, she encouraged them to unpack the data carefully, to ask the 'right' questions so as to be more precise in their expectations around learning.

The Learning Diversity and EAL/D teams worked closely across the school supporting the teachers in their classes. This year they have supported students with their writing in the construction of sentences and developing cohesion. Vocabulary development was also an area of focus as it enables students to be more creative and descriptive in their writing as they become more confident with the language. With EAL/D learners the complexity of inference is often a challenge so we have been strategic in buying new readers for the English Block that systemically unpack the clues that you need to be able to infer.

Stage 2 teachers and students worked with the STEM Academy through Sydney University on a research project to encourage thinking and problem-solving amongst students. Teachers attended several professional learning days and then returned to school with learning tasks for the students. In Term 4 the grades hypothesized a solution to a 'real world' problem and set about developing a strategy to develop awareness and commitment throughout the school. The Stage 2 classes and teachers will continue deepening their

knowledge and developing units where students take responsibility for looking at the world through a different lens.

With four Early Career Teachers on staff, these teachers received support from both leadership and experienced teachers in developing their practice. They were working on their accreditation process with three teachers gaining accreditation at Proficiency.

Thorough analysis of standardized test results for students each year allows us to be targeted and rigorous in our teaching programs across grades and the school.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of the Rosary Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	86%	54%
	Reading	87%	67%
	Writing	91%	76%
	Spelling	78%	61%
	Numeracy	89%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	92%	64%
	Reading	94%	74%
	Writing	88%	66%
	Spelling	86%	69%
	Numeracy	94%	68%

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 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 significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

In 2023, the school continued its commitment to improve student Social and Emotional Learning (SEL) through various programs. Students were plotted on the SEL Continuum and through this data teachers were able to identify needs of students in their class with relation to maturity, resilience and independence therefore allowing them to target lessons to support the needs of their students.

Each fortnight there was a focus on one of OLOR's Positive Behaviour for Learning rules which affirmed those who were following the rules by nominating students for weekly awards given out at assembly. Classes took turns changing the PBL display each fortnight. The weekly awards and the 125 year School Spirit Award, given each week, as well as The Principal's Award and morning tea celebration each term acknowledge positive behaviours and effort. 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 '*Be Kind*' month students were encouraged to follow a kindness calendar and each class made a visual poster to join together with all the other classes for a Kindness collage.

The Buddy Program is important in developing connection between our older and younger students. Each year our Year 5 students become buddies of Kinder students and the Year 6 students continue their relationship with Year 1 students. The strong bond between them is very special.

Stage 3 students took part in a special program organised by *Choicez Media* to cover the sexuality component of the Personal Development and Health program. It involved parents and children in Year 5 and Year 6 taking part in a zoom learning experience where a

facilitator unpacked the content with families in the comfort of their own homes. This new program has been very positively received by families.

We continued to implement the *URStrong* program, as teachers provided students with strategies on 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.

Year 6 students all become student leaders and are encouraged to take responsibility throughout the school in designated areas. Representatives from each class were elected as SRC reps who met regularly throughout the year with suggestions to make the school a better place. We try to foster initiative and responsibility.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2023, key improvements were noted in a number of key areas.

This was the year we commenced our journey of Collaborative Coaching where the Assistant Principal met each week with teachers to discuss the students' learning in Mathematics. Our focus area was how we develop efficient strategies in numeracy. Pleasing improvement was reported across the year. Teachers were involved in regular discussions reviewing assessments and gathering and analysing data as they used the continuous cycle of improvement framework (CIC) in their teaching.

The Leadership Team continued to work regularly with an educational consultant to lead improvement in student outcomes at school level. This married in well with our Collaborative Coaching journey with staff and we were able to discuss with her trends in the data that was being collected and where to next.

With the introduction of the new English and Mathematics Syllabus documents, working through key understandings took place at staff meetings throughout the year. Teachers developed knowledge and gained confidence as they trialled various units of work on offer.

K-2 teachers were trained and implemented the new Religious Education Curriculum with favourable comments made around content and new directions. Students responded magnificently to this new approach.

Priority Key Improvements for Next Year

Priority key improvements for 2024 have been identified across a number of areas:

- Continued implementation of the new Mathematics and English Syllabus documents and increase in knowledge and confidence
- Consolidation of the new Religious Education content in K-2
- Expansion of new Religious Education Curriculum to Stage 3
- Continuation of Collaborative Coaching in Mathematics with a shift in focus to problem solving in Mathematics and visualisation around Measurement and Space. Teachers addressing student outcomes and growth by planning lessons, adjustments and assessments and analysing the data, through the Continuous Improvement Cycle

- Revisit agreed practice during the English Block around Shared Reading and differentiated activities in Reading Groups with a focus on students' needs
- Stage 2 teachers and students continue to work with the STEM Academy from Sydney Uni in a research project building STEM knowledge and skill across this Stage
- Employment of a dedicated STEM teacher to work across K-6.

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, a number of surveys, conversations at enrolment and parent/teacher meetings and through other avenues. Consistent strengths were identified across all forums with mention being made of the importance of the school community in welcoming others and embracing 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 as being obviously committed and professional and being approachable and caring in all dealings with families.

Mention is often made of the excellent facilities, green outdoor areas and specialist programs in Art, PE, Music, Band and Choir. Programs that develop skill, wellbeing and confidence are appreciated and valued. Parents are very involved in all aspects of the school and their input is valued and affirmed. In 2023 parents returned to assist in classrooms and were very appreciative and valuable supports. There was also tremendous parent support in the running of the Family Fair, with hours of preparation and organisation and a very busy Fair day coordinating stalls and events.

Student satisfaction

Student satisfaction information is gathered in class meetings, Principal discussions, Yearbook reflections and surveys each term about student learning. In 2023 our SRC members held their own class meetings and then met twice a term to discuss ideas to improve things at school. They were enthusiastic as they made suggestions about things that were important to them.

Various incursions such as Opera Australia, Motiv8, Infants Sports Day were very favourably received and Stage 2 students embraced the STEM Academy focus enthusiastically. They embraced the 125 year celebrations, loved getting their badges and listened attentively to visitors talking about the olden days. Students loved going on excursions and the Stage 3's overnight excursions to Milson Island and Canberra are wonderful adventures for the students as they start to develop independence.

Positive reinforcement in the form of 'Reason to Smile' stickers, Merit and PBL awards and the Principal's Award and morning tea were all highly valued. During 2023, in line with our 125 celebrations, a student was nominated each week for a School Spirit Award. Being on the 'big' stage at our End of Year Concert is always an experience that is long remembered.

Teacher satisfaction

Staff at Our Lady of the Rosary are hardworking and dedicated and, with two classes in each grade, there is strong teamwork and a real sense of collaboration amongst them as the young and more experienced share ideas and insights. They continued to be appreciative of professional learning opportunities available, extra planning time and the commitment to resourcing that occurs across all KLAs.

We welcomed a number of new staff in 2023 and they fitted in well bringing their own talents and skills to the team. All teachers embraced the Collaborative Coaching experience positively, seeing the real benefits in having time to unpack the data and develop rigorous learning activities together.

There is strong partnership evident between school and families. The life of a teacher is an extremely busy one but when they enjoy coming to work they find joy and satisfaction in building and developing our school reputation and in being strong supports and mentors for the students in their care. A positive school culture is evident across all areas of Our Lady of the Rosary and this is seen in the interactions amongst staff as they work, celebrate and affirm each other.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,018,743
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$798,026
Fees and Private Income ⁴	\$1,538,289
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$2,173
Total Income	\$5,357,233

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$132,294
Salaries and Related Expenses ⁷	\$3,891,343
Non-Salary Expenses ⁸	\$1,507,954
Total Expenditure	\$5,399,298

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 2023 REPORT