

Message from key groups in our community

Principal's Message

I am pleased to present the 2023 Annual School Report for Our Lady of the Rosary, Waitara we give a 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 guided by the Mercy Tradition and embedded 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

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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

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 Cath/F2iITF2 1wiT/F2

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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.

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.

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 E 0 0 0.75 394.77 6sa76 0.75 311.22 0 0..77175 154.79 633.04 Tm[

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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 | | | |
|---------------------|--|--|--|
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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

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

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

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

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.

