



2021

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

Shelly Beach Road, THE ENTRANCE 2261

Principal: Mrs Yvette Owens

Web: www.olrtedbb.catholic.edu.au

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 in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

I began my role as Principal of Our Lady of the Rosary in 2021 and feel honoured and blessed to be part of such a wonderful community. The Staff, Students and Parents have warmly welcomed me into the school, one to which I have always felt a connection, having been the Religious Education Coordinator and Class Teacher here over 20 years ago. It is my goal to give my best to the school community, especially the students and to provide them with the best opportunities possible.

2021 was another year of great challenges brought about by the continuing Covid-19 pandemic. Despite the difficulties presented by the pandemic, 2021 was a successful year and we saw a great sense of belonging amongst our students, families, staff, and the wider community.

The staff of Our Lady of the Rosary committed themselves to supporting students and families through Home-Based Learning for the entirety of Term 3 and then successfully transitioning back to school and a sense of normality in Term 4, despite the continuing restrictions.

2021 saw the implementation of one-to-one Chromebook devices in Year 5 and 6, allowing teachers to authentically integrate the use of technology to support student learning every day. There were also improvements and upgrades in the Library, making it a more contemporary learning space for the students. There were a significant number of improvements made to some of our classrooms and buildings including interior and exterior, painting carpet replacement and furniture upgrades.

The leadership team continued the vision for a Professional Learning Community and committed to facilitating Learning Meetings on a weekly basis for our teaching staff to focus on assessment data, quality teaching and learning, and meeting the needs of all students. As a staff, our focus became quality differentiation for all students including our Gifted and High Potential Learners. All teachers completed the University of NSW Mini Certificate of Gifted Education, allowing them to understand the unique needs of these students more fully and how to engage and challenge them in their learning.

It is with great pleasure we present the 2021 Annual School Report to you. It is hoped this report not only provides some snapshots of 2021 but also a sense of who we are as a community as well as what we value and believe.

Parent Body Message

It was a wonderful start to 2021 with the arrival of our new school Principal. Parents were happy to see the positive changes occurring in the school and were thrilled to be welcomed back after a difficult year in 2020. Unfortunately, due to the return of Covid-19 in 2021 this excitement was short lived, with parents once again unable to be on school grounds.

Despite the ongoing challenges that Covid-19 presented, the Principal, Leadership Team and Teaching Staff remained committed to the children and maintained regular communication with parents to provide support and feedback during home-based learning. The Family Liaison Officer also kept in touch with families to ensure that everyone felt connected and well supported.

The Parent Community Network (PCN) meetings continued via Zoom, resulting in greater numbers of the parent community being able to attend. We also celebrated special events and important days as a whole school community via Facebook, Zoom and other initiatives, which saw student, parent, and family engagement remain high throughout the year. Parents are hopeful that in 2022 they will be able to return to the school to be involved and engage in an even greater capacity.

Student Body Message

In 2021, we dealt with Covid round 2, which resulted in more lockdowns, and more Home Based Learning. Luckily, this time we knew a bit more about what was coming, and were already experts at learning from home. Although there were many setbacks, we were still able to have a great school year and create loads of great memories, including getting to know our new Principal a lot better.

All of our amazing teachers were there to support us the entire way through the year. Although we couldn't see them in person that much, they were still there, helping us learn each and every day, and we still got to see them, but only through Zoom. We're so grateful that our teachers were there to support us and encourage us all the way through such a challenging year.

Even if we couldn't go outside and hang out with our friends and peers, we still had amazing and fun Zooms with our class all together through our devices. Our teachers organised Kahoot and Emoji games, dress up days and much more, so we could still feel like we were together as a class. Covid did get in the way of a lot of things, but it couldn't stop us from having some of our excursions such as Networkworld. We had the best time being high up in the treetops, jumping around on the nets like they were a giant trampoline. It was the best trip ever. We were also lucky enough to have been able to have an incursion. We had a very interesting and informative Zoom with the team at the Hyde Park Barracks. We learnt all

about the convicts and how tough their life was, and even got to dress up and act like a convict for the day.

These were just some of the awesome things that happened in another very strange year. We'll never forget our school year in 2021!

School Features

Our Lady of the Rosary Catholic Primary School, Shelly Beach, is a Catholic systemic co-educational school. The school caters for students from Kindergarten to Year 6 and is proud of the Catholic tradition and education that is provided to its students. The school opened in 1952 and was originally staffed by the Sisters of St Joseph, whose work and generosity will always be remembered.

The school, situated on the Central Coast of NSW, is a Catholic community where, as disciples of Jesus, living our core values daily, we show respect, grow through learning, forgive others and act with justice. Our school motto 'Celebrating Community' acknowledges the value that we place upon the partnership between school, families, and parish.

Our school rule that guides our actions is: 'As Disciples of Jesus, We Make Good Choices'. We achieve this when we are responsible, demonstrate respect and are learners. As a Positive Behaviour for Learning school, we explicitly teach appropriate and expected behaviours through our PBL lessons and provide our students with systems of support to achieve these expectations. We also acknowledge positive behaviour with our school-wide star point system and associated awards at our fortnightly assemblies.

Children attending our school are drawn mainly from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoan Bay, Killarney Vale and Forresters Beach. The school's dedicated and professional staff promote excellence in teaching and learning and provide opportunities for children to achieve their best.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
240	245	14	485

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2021 was 95.26%. 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
96.45	94.72	95.22	95.73	94.80	94.52	95.39

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 2021:

Total number of staff	45
Number of full time teaching staff	18
Number of part time teaching staff	17
Number of non-teaching staff	10

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

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

Additionally, there are approximately 40 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

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

Summary of professional learning at this school

Staff Development Days were interrupted in 2021 due to Covid-19.

Day 1: Mini Certificate of Gifted Education (University of NSW)

Day 2: CSBB Diocesan Wide Staff Development Day - Towards 2025 Strategy

Staff participated in two twilight professional learning sessions to continue our learning for the Mini Certificate in Gifted Education.

As a Professional Learning Community, school Literacy, Numeracy and Gifted Education coaches facilitated weekly Professional Learning Meetings for teachers with a focus on assessment data, quality teaching and learning, and meeting the learning needs of all students.

Weekly staff meetings incorporated Professional Learning for teachers covering a range of topics including Data Analysis, Assessment Moderation, Quality Differentiation, EALD/ESL Education, Child Protection and Programming for Quality Instruction in Religious Education.

We are very proud to have two of our teachers who are working towards their Highly Accomplished Lead Teacher Accreditation.

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 explores the rich diversity of the Catholic faith and ways in which we live it. This includes formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised. In 2021, due to Covid restrictions, some of these opportunities were limited.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At Our Lady of the Rosary, our Catholic identity is at the forefront of all we do. Parents, students and the community are constantly reminded of the importance of our Catholic identity, our mission as a Catholic school and the expectation that we all have a part to play in that mission.

The School's Religious Education program aims to engage students with new ideas, making the Scriptures and tradition relevant to their lives and challenging students to respond in Catholic discipleship. Our Evangelisation and Catechesis goal was to maximise learning growth for all students and that Religious Education is taught with the same rigour as other Key Learning Areas. Throughout 2021, we continued to review and develop the Religious Education Scope and Sequence and associated Units of Works to ensure deep engagement with Scripture and Liturgy. This goal will continue to be a focus in 2022 with an emphasis on developing and implementing rich assessment tasks that enable students to demonstrate their knowledge and understandings across all levels of capability.

In 2021, Our Lady of the Rosary continued its support for the parish Sacramental program. Particularly in this year of COVID restrictions, we continued to have a close partnership with our Parish Priest and the Parish Team to ensure the Sacramental program continued and students were able to receive the Sacrament of Confirmation.

Our Lady of the Rosary celebrated a number of liturgical experiences aimed at living out the students' mission as disciples of Jesus. The school year commenced with an opening school Mass where new students and families were welcomed to the school community. The 2021 school leaders were also commissioned during this special celebration. Students and staff celebrated in-class and whole school liturgies and prayed together. Many of these liturgies were shared digitally to the parent community, which allowed the school community to stay connected and provided faith formation opportunities for parents and caregivers during times of COVID restrictions.

Our Lady of the Rosary has a strong Mini Vinnies group who are committed to assisting those in need in the local, national and global communities. They coordinated fundraising events that supported Caritas Australia (Project Compassion Appeal), Catholic Mission and the St Vincent de Paul Society. These events provided the opportunity for students to help others and contribute to the formation of young people in the Catholic faith, living Jesus' example of genuine discipleship.

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.

Our school is committed to a culture of continual improvement which delivers authentic and professional Catholic Education. We offer a rich and varied curriculum including specialist teachers in Physical Education and Music. The School Improvement Plan for 2021 was for all students to achieve optimal academic results based on their diverse learning needs.

The Literacy and Numeracy coaches, along with the Gifted and High Potential Co-ordinator worked closely with teachers to continue to analyse data and develop skills in the teaching of all KLA's. This occurred in multiple ways such as engaging in weekly targeted professional learning within learning meetings and staff meetings. As a result of these meetings, the coaches also worked beside teachers in their classrooms to support their skill development in English and Mathematics. Assessment data was used by teachers to identify the point of need for the students in their classes. Differentiation of learning is now a feature of all classroom programs in English and Mathematics and students are engaged, challenged and extended by classroom activities that meet their learning needs. Due to Covid restrictions, learning meetings and staff meetings had to be reduced and modified for part of 2021.

Our school has five Extending Mathematical Understanding (EMU) specialist trained teachers. The specialist teachers work with teachers and mathematically vulnerable students to further enhance the high level of mathematical education across K-6. In 2021, EMU intervention groups for those vulnerable children were conducted for 10 weeks and were ceased due to Covid restrictions and home based learning. All teachers are trained to conduct Mathematical Assessment Interviews (MAIs) and all students completed this assessment. This data formed part of our whole school tracking data which is used regularly to inform teaching and learning.

The Learning Support team, led by the Learning Support Teachers, provide support for the progress of children identified with special needs. They work collaboratively with class teachers and use a model of inclusion whereby children receive in-class support with their learning. This benefits the students as they participate in whole class explicit teaching, with tasks adjusted to meet individual needs.

In Year 5 & 6 a program involving 1:1 technology devices was introduced. This involved students using Chromebooks for a range of activities across all Key Learning Areas including research, and creativity. Technology is changing the way students collaborate, create, communicate, and critically think. It is helping students understand content through a new perspective. Whilst Chromebooks are used in Years 3 to 6, iPads are used in Kinder to Year 2. Each classroom is equipped with data projectors and interactive whiteboards (IWBs) or LED Display Screens where learning is presented in whole class activities.

In 2021, Students in Years 5 and 6 were given the opportunity to participate in the Australasian Mathematics Olympiad, and Students in Years 3 and 4 took part in the Maths Games. Our students developed their problem solving strategies through this process and some received recognition for their results in the top 10-20% of all students. The winners of these competitions were awarded Academic Medals and Trophies.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	51%	54%	0%	11%
	Reading	50%	55%	0%	10%
	Writing	60%	53%	0%	6%
	Spelling	37%	49%	0%	13%
	Numeracy	25%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	46%	35%	13%	14%
	Reading	48%	40%	6%	11%
	Writing	25%	20%	4%	18%
	Spelling	38%	38%	8%	14%
	Numeracy	27%	29%	6%	15%

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 changes made to this policy in 2021.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

All students, their families and staff at Our Lady of The Rosary, have the right to a safe and supportive learning environment. In line with this, all members of the school community share the responsibility to foster, encourage and promote positive behaviour and respectful relationships. We aim to build a sense of acceptance, inclusion and connectedness for all students. We share the responsibility with parents for teaching students to live responsibly in a community with others, by fostering compassion and forgiveness and promoting respectful relationships. The educational process is intended to assist students to make a “conscious choice of living a responsible and coherent way of life”.

The OLR Behaviour Support Guidelines and Pastoral Care and Student Wellbeing Guidelines are implemented in accordance with CSBB policies and allow for a variety of school-wide initiatives that promote respect and responsibility. Initiatives include the following:

- Positive Behaviour for Learning lessons are explicitly taught fortnightly and reinforced daily both in classroom and playground settings. Lessons focus on the three main areas of respect, responsibility and learning.
- The Star Point Reward System acknowledges students for demonstrating expected Positive Behaviour for Learning behaviours. Students are acknowledged daily in the classroom and acknowledged in the school community after reaching specific benchmarks.
- Wellbeing Week is celebrated each term, focusing on promoting the wellbeing of our students, staff and wider community, strengthening our sense of belonging.

- Senior students participate in a leadership training day to prepare them for student leadership roles within the school. It focuses on building leadership skills, relationships and service to others.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2021, teachers continued to focus on Literacy and Numeracy teaching and learning with the continuation of the weekly Professional Learning Meetings facilitated by our Literacy and Numeracy Instructional Coaches. This enabled the development of the skills and improvement in practice of teachers to provide quality learning opportunities and ensure the achievement of learning outcomes.

This Professional Learning structure was further enhanced and supported by our Gifted and High Potential Learning Coordinator who worked with teachers to support, engage and challenge our Gifted and High Potential students across the school. We implemented cluster groupings in Years 1-6, for identified students who are in the gifted or exceptional range, utilising a detailed identification system that included using data from diagnostic testing and standardised assessments, in conjunction with classroom assessments and observations. All teachers completed the University of NSW Mini Certificate in Gifted Education.

Priority Key Improvements for Next Year

In 2022, our Student Achievement Goal continues to be for all students to achieve optimal academic results based on their diverse learning needs. To achieve this, the following Key Improvement Strategies will be implemented:

- Exploration and implementation of the new K-2 Curriculum in Maths and English
- Establish a shared understanding of effective differentiation and reporting
- Professional learning on and implementation of the Continuous Improvement Cycle as a tool for reflective practice of teachers
- Continue Professional Learning Meetings utilising "Teaching Sprints" and incorporating co-teaching, modelling, data analysis etc

- Review and evaluate the use of assessment tools and utilise this data to meet student learning needs
- Leadership team to support best practice through classroom visits/feedback, co-teaching and monitoring of programs for quality

Our Evangelisation and Catechesis Goal is to maximise learning growth for all students and ensure that Religious Education is taught with the same rigor as other key learning areas. This will be achieved by:

- Implementation of the new RE Curriculum in Kindergarten
- Implementation of Professional Learning (including modeling and co-teaching supported by the Religious Education Coordinator) around the effective programming and assessment in RE, incorporating new K-2 Curriculum and Renew RE strategies
- Moderation of student RE work samples and assessments

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

Throughout the year, parents had various opportunities to engage in their child's learning, be involved in the school community, and have input into the school and their child's education. These opportunities included:

- Parent Community Network Meetings via Zoom
- Positive Behaviour for Learning Team Meetings - with parent representatives via Zoom
- School Advisory Council Meeting via Zoom
- Parent-Teacher Interviews
- Tell Them From Me Survey (TTFM) - Partners in Learning Parent Survey
- Parent Education Workshops, Webinars, and Information Sessions
- School Activities and Events via Zoom

At the end of the school year, parents were invited and encouraged to complete the 'Tell Them From Me' survey, which sought to identify the level of parent satisfaction within the school.

Parents rated the school highly in the following domains:

- Parents feeling welcome
- Inclusive school
- Safety at school
- School supports positive behaviour
- School supports learning
- Parents are informed

Feedback from this survey indicated that parents value the strong sense of community, belonging and genuine care that the school offers its students and families, and highlighted that a lot of improvement had been made in communication between the school and home.

Survey feedback further indicated, that in moving forward, parents would like to see more opportunities for involvement in the school community and to be engaged in their child's learning. Also that they would appreciate more intentional support from the school to assist parents with supporting learning at home.

The TTFM survey provided helpful information and will be used to inform future planning.

Student satisfaction

Despite the impact of COVID-19 in 2021, students at OLR were provided with a number of opportunities to engage with the wider school community, their own learning, and contribute to the workings of the school.

Students participated in:

- Student Representative Council - Kinder to Year 6
- Tell Them From Me (TTFM) Student Engagement Survey
- Class Friendship Surveys
- Mini Vinnies
- Social Justice initiatives such as Project Compassion and the St. Vincent de Paul Winter Appeal

All students from Year 4 to 6 completed the Tell Them From Me survey. This survey requires students to reflect on measures of student engagement, as well drivers of student learning outcomes. The results from this survey demonstrated that:

- Students at OLR feel strongly that they have a positive sense of belonging at school, and have a number of positive relationships.
- Students place high value on their learning, and feel as though they are challenged appropriately.
- Students believe that teachers have high expectations of them, deliver quality teaching instruction, and endeavour to build meaningful relationships with students.

Teacher satisfaction

Our staff have been able to participate in decision making and feedback via a variety of means such as: PBL Team Meetings, School Advisory Council, Collaborative development of School Procedures and Guidelines, and the The Tell From Me survey. Teachers in our school have indicated that they feel there have been multiple opportunities to participate in the Sacramental life of the school, and opportunities for prayer and reflection. Professional learning has been a way for teachers to work collaboratively and to gain support in their teaching. Teachers also indicated that continued commitment to Learning Meetings was an area they would like to see happen. This would provide continued opportunities to set achievable goals relating to their own practice that impacts student learning. An area for development was for leaders to give consistent feedback after observations of their teaching practice.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,994,829
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,084,983
Fees and Private Income ⁴	\$1,259,102
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$0
Total Income	\$6,338,915

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$36,050
Salaries and Related Expenses ⁷	\$4,824,273
Non-Salary Expenses ⁸	\$1,293,942
Total Expenditure	\$6,154,265

Notes

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

END OF 2021 REPORT