
Message from key groups in our community

Principal's Message

I am pleased to present the 2022 Annual School Report. At Our Lady of the Rosary we give strong focus to the key areas of Catholic Mission, Learning and Teaching and Pastoral Care. Our commitment to our faith and expression of that faith are what sets us apart. We are a school in the Mercy Tradition and our related values of Respect, Hospitality, Integrity, Compassion and Service are integral to who we are and who we strive to be. We foster strong relationships and look out for each other and as the year progressed it was wonderful to be able to come together as a school to celebrate and to invite families into the school again and foster our strong sense of community. As part of the system of Catholic Schools Broken Bay, we are developing understandings and processes around the strategy. We continue to have a strong commitment to excellence in learning and teaching and, during 2022, we analysed teaching practices considering contemporary best practice as we continued to meet the diverse needs of children in our classes. We have much to celebrate as we reflect on all that makes our school special.

Parent Body Message

During 2022, we commenced the year optimistically with hopes and plans of bringing our school community back together after the challenges of 2021. We hosted a large enthusiastic gathering at our Welcome Barbecue, parents assisted at Open Day by providing hospitality, leading tour groups and presenting at information stations. Open Day celebrations went well with a delicious breakfast to commence proceedings and a Bingo Night was well supported by families. The P&F organised two parent webinars during the early part of the year. Brett Lee on Cybersafety and Justin Coulson on The Best Parenting. While we do not meet in person both webinars were well supported by parents. 'The Dish' initiative continued strongly and the class parent networks started organising functions again.

After starting the year with zoom parent and teacher meetings it was great to be face-to-face for the midyear parent/teacher interviews. Parents welcomed opportunities to visit school in grade groups at the end of Term 1 and then to be more involved as the year progressed. The return of Men in the Morning was greeted with the biggest crowds ever. The partnership between school and families is greatly valued and something we work to strengthen each year.

Student Body Message

In 2022, we were excited to be able to start doing normal things again. We were able to have normal assemblies, grade assembly concerts, incursions and excursions and Multicultural

Day celebration and our End of Year Concert. Parents eventually came back into the school to visit classrooms and see our work. A highlight of our year was the weekly STEM lesson for each of the primary classes where we used Microbits, Coding and other resources to become problem-solvers and innovative inventors. We had so much fun and learnt a lot. In Term 4 we designed and made Christmas decorations using a 3D printer and they looked great. In Term 3 we really enjoyed working collaboratively with each other in groups as we investigated our History units. Stage 2 and Stage 3 had Showcase evenings where we presented our learnings and final products to parents. We love many things about our school, the technology we use, Art and Music and GotGame and being able to play on the oval every day at lunch, being involved in Social Justice activities and how URStrong reminds us how to be good friends. 2022 turned out to be a great year for everyone.

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 North Shore and part of Hornsby Cathedral Parish. It was established by the Sisters of Mercy in 1898, over 120 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

With over half of our families speaking additional languages at home, we are a very diverse community. Throughout each year we look to create opportunities to celebrate the richness of our diversity.

Our Stage 3 students develop leadership skills by being buddies across their final two years of primary school. Students in Year 5 look forward with great excitement to supporting the Kinder students, with this connection continuing as they move to Year 1 and Year 6. Each year, all Year 6 students take on leadership responsibilities across different

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and

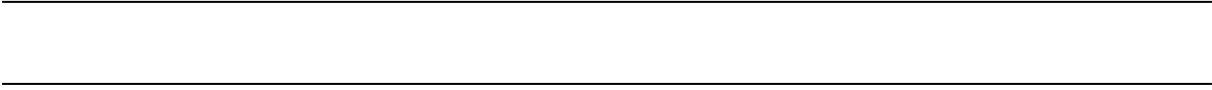
Managing Student Non-Attendance

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



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 many professional learning opportunities during the year.

The focus of three of our staff development days during 2022 were:

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

Day 2 - to new K-2 Mathematics and English Syllabi

Day 3 - Diocesan wide Staff Development Day strategy

Additional professional learning opportunities included

Whole staff attendance at Safeguarding Compliance Module; online ACU Mathematics Masterclasses; First Aid Training for 8 staff; Staff Mercy Spirituality Day; PETA Inference webinars; Learner Diversity Modules: new Religious Education units training K-2; Training in Microsoft TEAMS.

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional r

During 2022, we were involved in acknowledging key liturgical seasons of the Church Year such as Advent, Lent and Easter. We celebrated an increased number of masses and liturgies as a whole school community, including Opening Mass, Harmony Day, Ash Wednesday, ANZAC Day, ANZAC Day, Feast of the Sacred Heart, Feast of the Assumption, Multicultural Day, Harmony Day, Remembrance Day, Year 6 Graduation and Thanksgiving Mass. Harmony Day was initially acknowledged through a zoom liturgy aligned with the Feast of St Anne and St Joachim with a whole school mass celebrated later in the year. Parish/Family Masses were hosted once per term by different grades across the school. Class liturgies were celebrated for the Feast of St Mary of the Cross MacKillop. The Stage 3 Mission Team led prayer assemblies during Lent and Advent and for The Feast of

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.

The commencement of 2022 saw a return to normal school life for students and staff. Across the year excursions and incursions were reintroduced with Year 5 going to their Leadership Camp at Milson Island and Year 6 travelling to Canberra in June as marvellous memories were made.

During 2022, teachers at OLOR deepened their curriculum knowledge and worked at improving student outcomes by focusing on the Continuous Improvement Cycle (CIC) Framework. Our school leadership team worked with an educational consultant around Leading Improvement. After analysis of available data, as a school, we concentrated on the explicit teaching of comprehension with a focus on Inference. Staff took part in various professional development opportunities around reading strategies and developed a deeper knowledge of syllabus content as they focused on developing a variety of differentiated teaching and learning opportunities and adjustments to meet each child at their point of need. The work on improving student outcomes helped us focus on developing a deeper

problem solving. We purchased a variety of new and innovative resources that allowed the students to think critically and devise new ways of solving problems. Primary students were also involved in an incursion, STEMPUNKS, where students were encouraged to be creative and innovative problem-

With six Early Career Teachers on staff, these teachers received support from both leadership and experienced teachers in developing their practice. Several of them were working on their accreditation process with two teachers gaining accreditation at Proficiency.

Overall, it was a successful year at OLOR, with many opportunities for growth and improvement for all.

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.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

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 2022.

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 2022.

Initiatives promoting respect and responsibility

Our Lady of the Rosary's Pastoral Care Policy and practices align with the Diocesan Pastoral Care Policy. In 2022, the school continued its commitment to improve student Social and Emotional Learning (SEL) through various programs. With a return from HBL it was noted that a number of students appeared to have missed the many social opportunities of being at school so we focused some time on developing skills of negotiation and co-operation. 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

Each fortnight Positive Behaviour for Learning rules were explicitly taught through a range of activities in the classroom. Classes took turns changing the PBL display each fortnight. The weekly awards and The Principal's Award each term, continue to acknowledge positive behaviours and effort. The Wellbeing Team met twice a term to analyse the PBL data and discuss how best to support children through behaviour goals and classroom support. Throughout the year, there was a Wellbeing Week focus each term, advertised in the school newsletter, promoting parent discussion, engagement and further strengthening the school and home

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. With the return to school these relationships were able to be continued. At the end of the year the Year 6 students write a special story for their buddy and present it to them. The strong bond between them is very special.

We continued to implement the *URStrong* program, as teachers were provided with a step-by-step guide for teaching students how to build and maintain positive friendships. Underpinning the program are the '4 Friendship Facts' that became part of each class mantra for how we interact with others. All classes took part in a *URStrong* webinar where they were encouraged to role play and discuss various playground situations.

Our Year 6 students all become student leaders and are encouraged to take responsibility throughout the school in areas such as Social Justice, Sustainability and the Environment, Media, Mission, Library, Art and Sport. We try to foster initiative, responsibility and co-operation.

The new Religious Education curriculum will be undertaken across all K-2 classes with additional professional learning provided.

Collaborative Coaching will commence with the Assistant Principal as Curriculum Leader meeting weekly with each teacher. Our focus will be Mathematics as teachers address student outcomes and growth by planning lessons, adjustments and assessments and analyse the data, through the Continuous Improvement Cycle.

We will foster early learning communication and collaboration with the purchase of new equipment such as outdoor furniture and dominoes and mobile for the Infants Courtyard to set up a play area where students can talk and enjoy being together. Lunchtime clubs will continue with the older grades.

Stage 2 teachers and students will link with the STEM Academy from Sydney Uni in a research project building STEM knowledge and skill across this Stage.

We will revisit agreed practice during the English Block around Shared Reading and differentiated activities in Reading Groups with a focus on individual needs.

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, opinions are sought through P&F Meetings, Class Parent Meetings, a number of surveys and conversations at enrolment and parent/teacher meetings and through other avenues. Parents are very involved in all aspects of the school and their input is valued and affirmed.

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Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,826,159
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$750,883
Fees and Private Income ⁴	\$1,389,516
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,466
Total Income	\$4,968,026

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