Introduction

About the Annual School Report

Our Lady of The Rosary Primary School is registered by the New South Wales Education Standards Authority, NESA, as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2017 and gives information about the 2018 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2017 Annual School Report for Our Lady of the Rosary Primary School, St Marys.

The school was founded in 1880 and the rich tradition of providing a high quality Catholic education continues.

The school provides a challenging and exciting educational environment. We are committed to maintaining the strong links between the parish and the school. We use Jesus as our example and have a very caring and welcoming school. We believe that every student is unique and therefore we cater for the needs of each individual. We celebrate our rich cultural diversity with children coming from families who originated from over 60 different countries.

Since the early 1970's the school operated from two different sites. In August 2011 the new buildings and renovations were completed enabling the school to be on the one site. Now six years later, the school functions as a primary school with Kindergarten to Year 6 all on the one site. In December 2015 and January 2016 refurbishment works in the Kindergarten/Year 1/Year 2 building greatly enhanced these spaces in terms of size, quality and functionality.

With a big focus on using technology to help the learning, new equipment and learning opportunities were provided at the school. Using computers, iPads and Chromebooks to assist the learning in all key learning areas continues to be a priority. We are now at the stage where every child in the school has access to a computer on a daily basis.

Parent

The Parents' Association has had a strong commitment to represent the students and their needs with the help of the school community and the wider community.

Meetings were held twice a term in an open forum. Issues such as 'Kiss and Drop', uniforms, canteen and traffic safety were discussed. There were many fundraisers in 2017 such as the Mothers Day stall, Fathers Day stall, discos, movie nights, mufti days and Don Bosco afternoons.

Parents and friends were all encouraged to attend these types of events and the meetings to share ideas and discuss issues. The Parents and Friends Association (P&F) continued to implement the Our Lady of the Rosary Primary School Parents' Association Facebook page with up-to-date information on events and issues.

Parents were pleased to support the school in a range of other ways including helping in learning spaces; assisting on sports days; involvement in major liturgies and special events; and practical tasks such as book covering. They were also part of the school hospitality team.

Student

Our student leaders were elected by their peers and teachers to have a specific role at Our Lady of the Rosary Primary School. Their leadership responsibilities included organising and running the Monday morning assembly, and leading the fortnightly Celebration of Learning and the Gold Award ceremony each term. They were special ambassadors to important events and took on various responsibilities to assist other students.

All of our Year 6 took on special roles, including the Making Jesus Real team, sports captains, library monitors and the Early Childhood team. They all played an important role in showing leadership, good example and responsibility to the rest of the student population. They took their role very seriously and lived up to the high expectations asked of them.

Our leaders lived by the school mantra: We Are Respectful Safe Learners.
Who we are

History of the school

In 1880 Mary MacKillop instructed two sisters to journey up the road from Penrith to start a new school for the students in need from St Marys. Sr Patrick Barry was the first principal of the school which was known as St Joseph Convent School. Later that year Mary MacKillop joined her sisters to ensure that a good Catholic education was being provided for the students. From this small cottage grew a school that at one point in time, was actually operating simultaneously on three separate sites.

From 2010 to 2011, Our Lady of the Rosary Primary School underwent significant building development. Now it is a modern school ready to provide the best learning experiences for the students in this area. Every learning space is either new or refurbished - new carpet, furniture and technology. It is a school that has its doors open for the future.

In 2010, after the canonisation of Mary MacKillop, the new building centrally located in the school, was named 'St Mary of the Cross MacKillop Building' in her honour.

The school crest embodies the major part of the Josephite emblem. The emblem highlights the particular devotion that are central to Josephite spirituality. The Sisters of St Joseph have a particular relationship with the focus on Jesus, Joseph, John the Baptist, Mary Mother of God and the Cross.

Location/drawing area

The school is located in St Marys and predominantly draws on students from St Marys, Colyton and Claremont Meadows. Families from neighbouring areas also choose to send their children to Our Lady of the Rosary Primary School.

The school serves the parish of Our Lady of the Rosary, St Marys. Students travel to school by bus, car or walk. Our Lady of the Rosary Primary School, St Marys, is conveniently located off Mamre Road, between the M4 and the Great Western Highway.
## Workforce Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>27</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>20</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>20</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2017</td>
<td>96</td>
</tr>
<tr>
<td>Percentage of 2017 teaching staff who were retained from 2016</td>
<td>95</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

During 2017 liturgy, prayer and shared faith experiences were embedded in the life of Our Lady of the Rosary Primary School. Teachers were active participants and facilitators of daily prayer within learning spaces, whole-school assemblies and prayer at weekly staff meetings.

Whole-school liturgies reflected the liturgical season of the church year. Significant feast days such as Our Lady of the Rosary, St Mary of the Cross MacKillop and St Joseph’s Feast Days were integral to expressing and celebrating the Catholic identity of the school.

The Opening and Closing School Liturgies and Graduation Liturgy remained important community celebrations for the school and parish community.

Students had regular opportunities to participate in parish masses, liturgies, Reconciliation and prayer as members of a believing, worshipping and witnessing community. Parish-based Sacramental programs for Reconciliation, Eucharist and Confirmation were high priorities within the parish and school community during the year.

The school foyer, staff room and all learning spaces had a prayer focus with Catholic icons and colours which reflected the liturgical season. Morning prayer at our whole-school Monday assembly set a prayer focus for the week. Just after midday each day the school community stopped to pray the Angelus together. This prayer was led by a group of student leaders from Year 6.

Social Justice

Social justice initiatives for 2017 included organising a range of fund raising events to respond to community and world needs, through awareness raising and responding in a spirit of generosity and service. The school supported significant local and worldwide humanitarian appeals. These included Project Compassion, Caritas Australia and St Vincent de Paul Christmas Appeal to provide food hampers for those in need, and financial support for an orphanage in East Timor.

School home and parish partnerships

The relationship between home, school and parish was strengthened by:

- parish and school information being conveyed to parents by the fortnightly school newsletter, skoolbag app and Facebook
- reflections and diocesan information being included in newsletters and on the website
- evening and day time information sessions being conducted for parents e.g. Sacramental information evenings; numeracy, literacy and Religious Education workshops
- parent invitations to participate in various school functions, liturgical events and programs such as Catholic Schools Week activities, liturgies and prayer reflections, and Gold and Silver awards each term
- Parent and Friends meetings for parents to involve them in the decision making processes of the school and practical and financial support of our Year 6 graduating students
- parental assistance in classrooms, at sport days, social and fundraising functions, uniform distribution and Mothers Day and Fathers Day stalls
- mutually supportive nature of the school and parish
- parent and school support of the parish-based Sacramental program
- the parish priest giving spiritual input at some staff briefings across the year and spending time in the playground when time permitted
Religious Education

Our Lady of the Rosary Primary School followed the Religious Education curriculum outlined in the Diocese of Parramatta syllabus, *Sharing Our Story*. The suggested teaching and learning strategies from the *Sharing Our Story* units were planned, developed, extended and modified by teachers to cater for the individual needs of their students. *Exploring Scripture* was a resource used to engage students actively to enhance the study of Scripture passages. The children’s text, *To Know, Worship and Love*, was used additionally within the learning environment to extend the children's knowledge of doctrine and tradition. *Understanding Faith* is a valuable resource from the Broken Bay Diocese. It was used in planning and delivery of Religious Education learning and teaching. Resources have been regularly updated to provide renewed ideas and support to enrich the teaching of Religious Education.

Throughout 2017, the curriculum focus in Religious Education was around strengthening pedagogy, enriching the theological background of staff, religious literacy, programming, meaningful assessment, prayer and Christian action.

Professional Learning of staff in Religious Education

Staff professional learning included:

- partnership between Notre Dame University and Our Lady of the Rosary Primary School - a PhD researcher working with the school to strengthen teacher pedagogical content knowledge
- **Staff Spirituality Day**
- **Friday prayer** - fortnightly
- **teacher learning meetings**
  - Senses of Scripture - the three levels of understanding Scripture
  - teaching of Scripture - word walls and use of relevant visuals to create the context of the Scripture
  - spirituality in the staffroom three times a year
- **The Way of Mercy Celebration**
- **Grade module meetings**
- **Senses of Scripture**
  - unpacking 2017 religious literacy data
  - review of 2017 formation goal, and data gathering from staff to set priorities for 2017
- **inservice on religious literacy marking**
- **inservice on improving religious literacy across the school**
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2017. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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 and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>91</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>100</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>96</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>100</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>98</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>91</td>
<td>47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>NAPLAN RESULTS 2017</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grammar and Punctuation</td>
<td>86</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
<td>90</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>88</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>92</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>94</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Numeracy</td>
<td>96</td>
<td>54</td>
</tr>
</tbody>
</table>

We congratulate the Year 5 students on their substantial growth from Year 3 NAPLAN in reading, writing, spelling, grammar and numeracy. The data from NAPLAN, in conjunction with classroom assessments, have been analysed by teachers in order to contribute to the development of school priorities and planning. Looking at overall results, an area for future development in
literacy includes extending students' inferential skills. Specific strategies to target these areas were explored through school-based professional development initiatives and parent education forums. Progress was monitored using improved data collection and analysis processes.

Writing was an area that was targeted for improvement throughout 2017. Professional development initiatives targeted the exploration of specific assessment and learning and teaching strategies to improve overall writing skills.

In Mathematics priorities have been developed that continued the enrichment of numerical knowledge, problem solving skills and understanding for students.

In English priorities have been made that are focused on continuing to enhance student knowledge, skill and understanding when reading and writing, through teachers facilitating and supporting small cooperative group activities that focus on literacy, and collaborative teaching practices to extend and deepen the learning opportunities of students.

School curriculum

The Diversity Support Team provided assistance for students who had special needs or disabilities, or language and literacy difficulties. Special programs designed by the Diversity Support Team supported new arrivals to Australia and students with English as their second language. We also had a trained counsellor who came to the school two days a week to support students in need.

Programs offered in 2017 included Reading Recovery, Extending Mathematical Understanding (EMU) intervention, Stage 3 Personal Development, Year 5 Leadership Development and the Positive Behaviour in Schools for Learning (PBS4L) program.

Our school offered a Transition to School program for new Kindergarten students coming to our school. This ensured that their first experience of school was positive, enjoyable and that parents felt supported. The student observations from these visits assisted teachers to group students and meet their needs. This program included pre-school visits; an information evening for prospective parents; orientation morning; and small group transition visits, including extra sessions for some children.

The school participated in a number of co-curricular activities to cater for a variety of talents and needs including:
- Don Bosco sports and activities visits
- Years 2 to 4 Swimming program
- Peer Support program
- Student buddy system
- leadership training day
- Gymnastics program
- School choir
- athletics carnival
- swimming carnival
- netball carnival
- cross country
- soccer
- oztag
- excursions
- Operation Art
- Canberra visit

Initiatives to promote respect and responsibility

In order to promote respect and responsibility, the school used a Positive Behaviour in Schools for Learning approach where we gathered extensive data on student learning and behaviour,
analysed this data and developed strategies to respond to specific student needs. A new mantra of being Safe Respectful Learners was implemented across the school and applied to all members of the community. This was discussed daily in each learning space and also at each fortnightly assembly. Peer support groups were also a significant opportunity to learn about what being a safe respectful learner looked like, sounded like and felt like. Each grade held regular class meetings so teachers could 'teach, practise and feedback' to students regarding their behaviour. There was a major decrease in the number of behaviour incidents both in the classrooms and on the playground. The amount of 'on task' learning behaviour increased significantly.

We supported this work further with our daily 'Making Jesus Real' Award. This was supplemented by the teacher and principal boat awards. Awesome cards were presented for showing exemplary social skills. Principal morning teas were celebrated when children were the recipients of the speedboat award, weekly Merit Award, the Star Award each term and the Gold Award each term. Our students looked forward to these awards and they realised they were being acknowledged for good work and responsible behaviour.

Our school captains, vice-captains and prefects set a positive example to all children. We also had sports captains, library monitors, a Making Jesus Real (Religious Education) team and a range of other student leadership teams such as our technology team and early childhood team. At the end of the year we had our Mary MacKillop Award which recognised those students who 'see a need and do something about it'.

Professional Learning

The school is involved in a major Parramatta Diocesan initiative, Focus 160, which aims to improve literacy and numeracy levels throughout the school.

The whole teaching staff had professional learning in a wide variety of areas, including:
- Focus 160 literacy (writing: 6 + 1 Traits and NSW Department of Education and Communities (DEC) writing continuum) and numeracy
- case management meetings to evaluate students’ literacy and numeracy
- ongoing EMU training
- Literacy Numeracy Action Plan (LNAP) including the appointment of 2 instructional leaders to work closely with our Kindergarten to Year 2 (K-2) teachers.
- agreed practice
- teacher learning plans
- Work Health and Safety (WHS) online training modules
- inquiry learning
- 6 Multiplicative Thinking twilight sessions
- Positive Behaviour Support for Learning (PBS4L)
- new Geography syllabus
- analysing various data and how to use it to enhance learning:
  - NAPLAN
  - Mathematics Assessment Interview (MAI)
  - Early Years Assessment (EYA)
  - Religious Literacy Assessment (RLA)
  - Progressive Achievement Tests in Reading (PAT-R)
- child protection
- Cardiopulmonary Resuscitation (CPR) and asthma and anaphylaxis awareness training
- National Disability Standards online course
- drama literacy workshops
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Religious Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 1</strong></td>
<td>We aimed for all students to demonstrate understanding of the relationship between Scripture, Catholic values, virtues, and Christian life.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 1** | For students to:  
* demonstrate the literal, scriptural and application senses of Scripture as expressed in class work samples focusing on the link between Scripture, Catholic values, virtues, and Christian life  
* respond to survey questions demonstrating an understanding of the links from Scripture, Catholic values, virtues and Christian life  
For teachers to provide rich learning opportunities where the three senses of Scripture are made explicit. |
| **Status of priority 1** | Ongoing |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for priority 2</strong></td>
<td>By the end of 2017, we wanted 80% of all students to be at, or above, their expected grade cluster in aspects of writing and those students on personalised plans, to meet their personal goals.</td>
</tr>
</tbody>
</table>
| **Steps taken to achieve priority 2** | We aimed for:  
* students to know and articulate their goals for learning and how they could improve  
* students to write/compose for authentic purposes and audiences everyday exploring print and multimodal texts.  
* teachers to provide oral and written feedback to students connected to the success criteria  
* teachers to use assessment for, of and as learning, to provide feedback and adapt the learning |
<p>| <strong>Status of priority 2</strong> | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 3</td>
<td>By the end of 2017 for all students to improve their visual reasoning in mathematical thinking and problem solving by demonstrating at least one year’s growth in multiplication and division.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 3 | We focused on:  
- students using efficient strategies in multiplication and division, and demonstrating mathematical reasoning and conceptual understanding through visualisation skills  
- students engaging in challenging and differentiated rich tasks  
- teachers collaboratively planning rich tasks using the enabling and extending prompts to differentiate the learning and to make connections between mathematical strands (use of collaborative planning guide) |
| Status of priority 3 | Ongoing                                      |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Religious Education</th>
</tr>
</thead>
</table>

**Reason for Priority 1**

All students will know how to live our school motto through knowledge and understanding of Scripture.

**Steps to be taken to achieve Priority 1**

Students will:
- investigate maps and images to gain a sense of biblical context in relation to passages of Scripture
- demonstrate the senses of Scripture as expressed in work samples which focus on the link between Scripture, Catholic values, virtues, and Christian life
- experience visual literacy tasks and integrated opportunities to deepen scriptural knowledge and meaning

Teachers will use *Exploring Scripture Kits* regularly with integration into choice activities.

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Literacy</th>
</tr>
</thead>
</table>

**Reason for Priority 2**

Our aim is that by the end of 2018, 80% of students will be at, or above, their expected grade benchmark in comprehension and students with personalised plans will achieve the goals as stated in their plans.

This will be measured by:
- running records with a self correction of 1:3 or lower
- understanding texts learning progressions
- PAT-R

**Steps to be taken to achieve Priority 2**

- Students will engage in rich and meaningful tasks exploring the connection of comprehension between reading, writing and speaking and listening.
- Students will build and use a repertoire of reading comprehension strategies during modelled, shared and guided reading, reciprocal teaching or reader’s circle across all Key Learning Areas (KLAs) and with a diverse range of texts.
- Teachers will provide opportunities for students to identify and articulate their personal goals in reading and viewing.
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>All students will be working mathematically to solve challenging rich problems. Eighty percent of students will be at their ‘on the way’ growth point or above in multiplication and division, and students with personalised plans will achieve the goals as stated in their plans.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | These will include:  
  - use of efficient strategies in multiplication and division  
  - demonstrating mathematical reasoning and conceptual understanding through problem solving and inquiry  
  - student engagement in challenging and differentiated closed and open tasks across many strands in Mathematics  
  - students using reading strategies to understand mathematical tasks, questions, pictorial representations |
Community Satisfaction

Parent satisfaction
During 2017, Catholic Education Diocese of Parramatta engaged insight SRC to conduct the Quality Catholic Schooling (QCS) survey to provide feedback from parents, students and staff about our school. This survey is conducted annually.

The QCS data collected and reported showed that parents at Our Lady of The Rosary Primary School:
- felt that they had an opportunity and were encouraged to make a contribution to school planning
- felt their children were provided with, and engaged in, a range of quality extra-curricular activities
- felt that teachers delivered classes, which were interesting and challenging for their child, and that teachers were passionate about what they did
- had seen an improvement in student behaviour since the previous year
- felt the introduction of the new Behaviour Management Plan had been quite successful but that this was an area for continued focus
- felt that the staff provided a stimulating learning environment and they were very positive about what was happening at the school
- felt that the staff were very approachable and that the parents' opinion counted

Student satisfaction
The QCS survey indicated that students experienced positive emotions at school, felt connected to the school and that they belonged.

The QCS data showed students felt that the ongoing implementation of the new Positive Behaviour in Schools for Learning strategy had been quite successful and had made a difference.

The students still felt, however, that this improvement needed to continue.

The survey indicated that students felt that the learning was stimulating, planned and purposeful. They were very keen to find out more about 'why they were learning' and wanted to have more choice in their learning.

The students were positive about their relationships with the teachers and that the teachers listened and understood their needs.

Teacher satisfaction
The QCS data showed that the staff were very satisfied with the implemented Positive Behaviour in Schools for Learning strategy. They saw improvement in the classroom and in the playground. Staff wanted to continue to focus on this area to develop the whole-school plan further.

The staff felt that the way staff engaged students in learning and the quality of teaching was a strength at the school and that they were building effective partnerships with the school’s parent community. They believed that an area for improvement was student motivation.

Of the four cultural pillars, which contributed to staff wellbeing, motivation and performance, role clarity scored lowest.

School improvement focus (the way that staff improved the way they carried out their work) was at a high level.

The staff felt that there was a real belief that the school was focused on quality teaching and creating a learning environment that maximised outcomes for students. The staff valued the many opportunities provided for professional learning. They particularly valued professional learning which was deeply embedded in their learning spaces with their students.
Student Profile

Enrolment Policy

Our Lady of The Rosary Primary School follows the Catholic Education Diocese of Parramatta (CEDP) Enrolment Policy and Procedures. This document can be obtained from the school office or can be accessed on the CEDP website http://www.parra.catholic.edu.au/policy-central

Current and previous years’ student enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>159</td>
<td>137</td>
<td>296</td>
</tr>
<tr>
<td>2016</td>
<td>186</td>
<td>169</td>
<td>355</td>
</tr>
<tr>
<td>2017</td>
<td>171</td>
<td>158</td>
<td>329</td>
</tr>
</tbody>
</table>

The school was a two stream school in 2017 and continued to maintain enrolments as a two stream school.

It is anticipated that the school will continue to maintain strong enrolments for a two stream school for the foreseeable future. Strong enrolment numbers in Kindergarten 2018 enrolments indicate this.

Students leaving in other grades were generally replaced by new enrolments to the school.

Student attendance rates

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>91</td>
</tr>
<tr>
<td>Year 1</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>94</td>
</tr>
<tr>
<td>Year 3</td>
<td>90</td>
</tr>
<tr>
<td>Year 4</td>
<td>94</td>
</tr>
<tr>
<td>Year 5</td>
<td>95</td>
</tr>
<tr>
<td>Year 6</td>
<td>93</td>
</tr>
<tr>
<td>School Average</td>
<td>93</td>
</tr>
</tbody>
</table>

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language background other than English (LBOTE)</td>
<td>237</td>
</tr>
<tr>
<td>Students with disabilities (SWD)</td>
<td>44</td>
</tr>
<tr>
<td>Indigenous</td>
<td>1</td>
</tr>
</tbody>
</table>
Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children. School staff as part of their duty of care, monitor part or whole day absences.

They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance. The principal or their delegate, may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

Our anti-bullying policy has in place procedures to deal with bullying issues. We have developed individual plans for some students with negotiated consequences as an intervention strategy to prevent bullying. These plans were written in consultation with parents.

The student management, welfare and discipline practices are aligned with a restorative justice framework that supports principles of procedural fairness and provides a consistent process for community members to work through grievances. This means that all children have a right to know the nature of an allegation and that all information relating to a given incident is considered. Children are informed how a matter is to be managed and given an opportunity to respond or to seek a review of resulting decisions.

A staff behaviour management team continued to update the student management practices. In 2017 we continued our major focus on Positive Behaviours In Schools For Learning (PBS4L). The children were regularly learning about how to be respectful, how to be safe and how to be learners.

Corporal punishment of students is prohibited at Our Lady of the Rosary Primary School. All policies and practices regarding Student welfare, discipline and anti-bullying policies and pastoral care are conducted with procedural fairness for all children, teachers and parents involved.

Hard copies of this policy may be obtained through the school office or can be found on the school’s website: www.olorstmarys.catholic.edu.au

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP), Complaints Handling policy. A copy of the school policy is available from the school office and school website and is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.

All policies and practices regarding complaints and grievances policies and pastoral care are conducted with procedural fairness for all children, teachers and parents involved.

There were no major changes to the policy in 2017.
Section Eleven: Financial Statement

Income

- Commonwealth (66%)
- Capital (0%)
- State (22.9%)
- Fees (10.8%)
- Other (0.3%)

Expenditure

- Capital (0.5%)
- Salary (79.1%)
- Non-Salary (20.4%)

RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,261,822</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$1,132,999</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$532,746</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$15,074</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,942,641</strong></td>
</tr>
</tbody>
</table>

RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Expense</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td>$24,127</td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$3,795,550</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$978,662</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$4,798,339</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including School Buildings, Furniture and Equipment.
7. **Salaries** refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave.
8. **Non-Salary** refers to all other Non-Salary Recurrent Expenses.