Our Lady of The Rosary Primary School,
St Marys
PO Box 811, St Marys 1790
Principal: Mrs Cheryl Fortini (Acting)
Phone: 9623 2500   Fax:
Email: OLRStMarys@parra.catholic.edu.au
http://www.olorstmarys.catholic.edu.au
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 2016 and gives information about the 2017 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 2016 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 five 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 and iPads to assist the learning, especially in numeracy and literacy, continues to be a priority. Children in Years 4, 5 and 6 had the option of bringing their own device to school to enhance their learning.

Parent

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

Meetings are held twice a term in an open forum. Issues such as 'Kiss and Drop', uniforms, canteen and traffic safety have been discussed. There have been many fundraisers this year such as the fete, Mothers Day raffle, Fathers Day gift stall, discos, mufti days and a Don Bosco afternoon.

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

Parents are 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.

Student

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

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

Our leaders live 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. 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.

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 on 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>19</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>1</td>
</tr>
<tr>
<td>The average teacher attendance for 2016</td>
<td>94.3</td>
</tr>
<tr>
<td>Percentage of 2016 teaching staff who were retained from 2015</td>
<td>90</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

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

Whole-school liturgies reflect 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 are integral to expressing and celebrating the Catholic identity of the school.

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

Students have 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 are high priorities within the parish and school community each year.

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

Social Justice

Social justice initiatives for 2016 have 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 of 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
- reflections and diocesan information being included in newsletters and on the website
- evening and day time information sessions being conducted for parents eg 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 permits
- combined school and parish fete
Religious Education

Our Lady of the Rosary Primary School follows 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 are planned, developed, extended and modified by teachers to cater for the individual needs of their students. *Exploring Scripture* is a resource used to engage students actively to enhance the study of Scripture passages. The children’s text, *To Know, Worship and Love*, is 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 is used in planning and delivery of Religious Education learning and teaching. Resources are regularly updated to provide renewed ideas and support to enrich the teaching of Religious Education.

Throughout 2016, 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 Evangelisation Day and twilight input sessions for staff
- 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
- Senses of Scripture
  - unpacking 2016 religious literacy data
  - review of 2016 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
Learning and Teaching

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 2016. 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>NAPLAN RESULTS 2016</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>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Literacy</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2016</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>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92</td>
<td>95</td>
</tr>
</tbody>
</table>

The 2016 NAPLAN results for Our Lady of the Rosary Primary School indicated that students in Years 3 and 5 out performed the national average of the percentage of students at, or above, national minimum standard in all areas except for Numeracy in Year 3 and 5 where we were just below the national average.
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 2016. 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 continue the enrichment of numerical knowledge, skill 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. A qualified speech pathologist worked at the school three days a week and was an integral part of the Diversity Support Team. We also had a trained counsellor who came to the school one and a half days a week to support students in need.

Programs offered in 2016 included Reading Recovery, Extending Mathematical Understanding (EMU) intervention, Stage 3 Personal Development, Year 5 Leadership Development and Year 4 Community and Road Education Safety (CARES) bicycle safety.

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
- leadership training day
- athletics carnival
- swimming carnival
- dance performances
- netball carnival
- cross country
- soccer
- oztag
- Maths Olympiad
- excursions
- Operation Art
- Canberra

Initiatives to promote respect and responsibility

In order to promote respect and responsibility, the school used a Positive Behaviour in Schools for
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 applies to all members of the community. This was discussed daily in each learning space and also at each weekly 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 class meetings every week 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 has increased significantly.

We supported this work further with our daily 'Making Jesus Real' Award, weekly Merit Award, the Star Award each term and the Gold Award each term. Our students look forward to these awards and they realise they are acknowledged for good work and responsible behaviour.

Our school captains, vice-captains and prefects set a positive example to all children. We also have 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 have our Mary MacKillop Award which recognises 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
- new NSW English and Mathematics syllabuses
- new Human Society and Its Environment (HSIE), History, Geography, and Science and Technology syllabuses
- 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
- first aid and Cardiopulmonary Resuscitation (CPR)
- National Disability Standards online course
- drama literacy workshops
- online History syllabus course
## School Improvement

### Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Religious Education - for students to have a deeper understanding of God in sacred Scripture and its application to Catholic life in this Year of Mercy</th>
</tr>
</thead>
</table>
| **Reason for priority 1** | This priority was chosen because:  
  ■ Feedback from staff indicated a need to refine assessments Kindergarten to Year 6 (K-6) for, as, and of learning.  
  ■ Year 4 and Year 6 RLA data indicated several strands as being below diocesan average.  
  ■ Teacher reflections indicated a need to have professional development around the Year of Mercy.  
  ■ Positive Behaviour Support for Learning (PBS4L) data indicated a need for children to make positive behaviour choices as an expression of lived Catholic life. |
| **Steps taken to achieve priority 1** | Steps taken to achieve the priority included:  
  ■ Staff Evangelisation Day focusing on the Year of Mercy  
  ■ staff working with students to break down the Scripture to gain a deeper understanding  
  ■ teachers visiting the Rosary Room to see Scripture taught in a deep and meaningful way  
  ■ teacher development over different ways to unpack Scripture |
<p>| <strong>Status of priority 1</strong> | achieved |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Numeracy - for students to improve their visual reasoning in mathematical thinking and problem solving</th>
</tr>
</thead>
</table>
| Reason for priority 2 | This priority was chosen because:  
  ■ NAPLAN data showed that growth was needed in mass and visualisation strands of numeracy.  
  ■ There was a need to continue the learning and improvement of the students' visualisation skills and the application of these across all strands.  
  ■ A need arose from teacher reflections on 2015 learning and student achievement. |
| Steps taken to achieve priority 2 | Steps taken to achieve the priority included:  
  ■ All teachers completed professional learning around measurement and geometry.  
  ■ Teachers assessed students in a standardised test for visualisation and mass.  
  ■ Staff were involved in a professional development day around visual reasoning.  
  ■ Teachers worked on developing students' visualisation skills and their language to be able to talk about these. |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>Literacy - for 80% of Stage 2 and Stage 3 students to be at or above their expected grade clusters in aspects of writing (DEC literacy continuum) and for vulnerable students to experience accelerated growth in line with their personal plan</th>
</tr>
</thead>
</table>
| Reason for priority 3 | This priority was chosen because:  
- NAPLAN data in writing - showed achievement below both state and CEDP benchmarks, particularly in Stage 2 and Stage 3  
- data observed from instructional walks and talks  
- teacher reflections on their need to have professional development around understanding and applying the literacy continuum to their teaching  
- the aim to deepen teachers’ understanding of the new English syllabus  
- an observed ‘widening gap’ on the writing data wall for Stage 2 and Stage 3 |
| Steps taken to achieve priority 3 | Steps taken to achieve the priority included:  
- A whole school-tracking document was developed and used to track students writing every five weeks.  
- Opportunities were given for teachers to visit other classes to observe good teacher practice.  
- Teachers were involved in professional development around quality teaching around writing, including feedback, learning intentions and success criteria and the writing process.  
- There was further professional development unpacking the DEC literacy continuum. |
| Status of priority 3 | Ongoing |
### Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Formation/Religious Education: for all students to gain an understanding of the relationship between Scripture, values and virtues to Christian life</th>
</tr>
</thead>
</table>
| **Reason for Priority 1** | This priority is chosen because:  
- Religious literacy data demonstrates the need to make connections between Scripture, values and Christian life.  
- Students need to apply a deeper level of understanding of Scripture.  
- Data indicates a need for children to make positive behaviour choices as an expression of lived Catholic life, based on a deep understanding of Scripture. |
| **Steps to be taken to achieve Priority 1** | Steps to be taken to achieve the priority include:  
- teachers developing effective teaching strategies eg interactive word walls, warm ups and religious literacy to unpack Scripture at three different levels; literal, spiritual and application, and highlight God’s mercy  
- students demonstrating the spirit of Jesus through daily actions and interactions with others and social justice work  
- students to unpack Scripture at three different levels: literal, spiritual and application |
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>Writing: by the end of 2017, 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</th>
</tr>
</thead>
</table>
| Reason for Priority 2 | This priority is chosen because:  
- NAPLAN results in 2016 showed a need to develop the Stage appropriate strategies and knowledge of spelling, grammar and vocabulary in context, to compose texts for authentic purposes and audiences.  
- Data has been observed from instructional walks and talks.  
- Writing data collected every five weeks showed a need to continue writing as a focus in 2017 as we still have room for growth.  
- Teachers have reflected a need to continue professional development around writing. |
| Steps to be taken to achieve Priority 2 | Steps to be taken to achieve the priority include:  
- We will continue a shared understanding of how to analyse students' writing samples and provide timely and effective feedback to students.  
- Every five weeks teachers will record aspects of writing clusters for their students, to track and monitor achievement.  
- Teachers will collaborate within grades and Stages to assess and validate student work samples.  
- Teachers will increase their understanding of how to teach spelling, grammar and vocabulary. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>By the end of 2017 all students will improve their visual reasoning in mathematical thinking and problem solving by demonstrating at least one year’s growth in multiplication and division.</th>
</tr>
</thead>
</table>
| Reason for Priority 3 | This priority is chosen because:  
- NAPLAN and school data walls identify students as having difficulty with multiplicative thinking.  
- Teacher learning and reflections identify a whole-school need to improve learning and student achievement in multiplication and division. |
| Steps to be taken to achieve Priority 3 | Steps to be taken to achieve the priority include:  
- Analysis of MAI data will identify vulnerable students and determine where to next, incorporating knowledge of growth points and the syllabus.  
- Students will engage in challenging and rich learning tasks about multiplication and division, using appropriate resources to assist learning.  
- Students will use and enhance language of multiplication and division.  
- Teachers will participate in multiplicative course to develop understanding and teaching. |
Community Satisfaction

Parent satisfaction
During 2016, 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 will be conducted annually.

The QCS data collected and reported showed that parents had seen an improvement in student behaviour since the previous year. The introduction of the new Behaviour Management Plan had been quite successful. However parents still felt that this was an area for continued focus.

Parents felt that the staff provided a stimulating learning environment and they were very positive about what was happening at the school. They felt that the staff were very approachable and that the parents’ opinion counted.

Parents commented that there could have been more extra-curricular activities at the school.

Our own local parent survey also supported the above findings.

Student satisfaction
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.

Students felt that their learning was interesting and enjoyable. 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. They felt 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 formal and informal processes that enabled staff to receive feedback on how they were performing their role, as well as the extent to which they were recognised, had improved and teachers were looking for more work in this area.

The staff felt more confident with the alignment of their own professional goals with the schools goals. There was a real sense of empowerment which was balanced with greater work demands.

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>2014</td>
<td>182</td>
<td>172</td>
<td>354</td>
</tr>
<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>
</tbody>
</table>

The school continued to settle as a two stream school in 2016 following the three stream grade graduating from Year 6 at the end of 2013. It is anticipated that the school will remain two stream for the foreseeable future. Strong enrolment numbers in Kindergarten indicate this.

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

There was very strong interest in Kindergarten 2017 enrolments.

Student attendance rates

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

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>93</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>92</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>93</td>
</tr>
<tr>
<td>Year 5</td>
<td>94</td>
</tr>
<tr>
<td>Year 6</td>
<td>90</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.

| Language background other than English (LBOTE) | 61 |
| Students with disabilities (SWD)              | 46 |
| Indigenous                                    | 3  |

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 continues to update the student management practices. In 2016 we continued our major focus on positive behaviours in schools for learning. The children are 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.

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.

There were no major changes to the policy in 2016.
Section Eleven: Financial Statement

### Income

- Commonwealth (67.4%)
- Capital (0%)
- State (21.4%)
- Fees (10.7%)
- Other (0.6%)

### Expenditure

- Capital (5.1%)
- Salary (73.7%)
- Non-Salary (21.2%)

#### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants¹</td>
<td>$3,568,460</td>
</tr>
<tr>
<td>Government Capital Grants²</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants³</td>
<td>$1,133,633</td>
</tr>
<tr>
<td>Fees and Private Income⁴</td>
<td>$565,528</td>
</tr>
<tr>
<td>Other Capital Income⁵</td>
<td>$30,325</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$5,297,946</td>
</tr>
</tbody>
</table>

#### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure⁶</td>
<td>$275,726</td>
</tr>
<tr>
<td>Salaries and Related Expenses⁷</td>
<td>$3,977,194</td>
</tr>
<tr>
<td>Non-Salary Expenses⁸</td>
<td>$1,146,229</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td>$5,399,149</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.