St Rose Catholic Primary School
Collaroy Plateau

2011 Annual Report
1. **Message from Our School Community**

1.1 **Message from the Principal**

The 2011 Annual School Report for St Rose Catholic School is a reflection, evaluation and celebration of the events, achievements, developments and challenges that contributed to the continued progress of the school as a learning community committed to quality Catholic education. This report highlights in particular the commitment to continually improve learning in the area of Numeracy.

1.2 **Message from the Parent Body**

In 2011 the St Rose Advisory Board continued to work with the school and parish to achieve our annual goals. The "Parent Prayer" was run in the church every Thursday morning. The members of the Board were again involved with decision making regarding enrolments and budget, and also met with the school accountant. The partnership between the school and parents was encouraged with many parent workshops being run. In 2011 we added to our prestigious Student Board Award, and introduced the Inaugural Parent Board Award, which recognizes a member of our community who has lived the school motto and been a significant member of our school and parish community. We successfully continued with the shared leadership model at St Rose and further strengthened the school/parish relationship.

1.3 **Message from the Student Body**

As senior leaders, reflecting on the 2011 school year we had many experiences that made learning fun and memorable. These included:

- the Ali Baba and the Forty Thieves school production;
- the Kokoda Track excursion;
- the Ready Steady Bake competition;
- the illustrator visit;
- the cooking experience with Hassan Ma'Souli;
- the Melbourne Cup afternoon; and
- Sport and Halloween school Discos.
2. **School Profile**

2.1 **Student Profile**

The following information describes the student profile for 2011:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>99</td>
<td>109</td>
<td>42</td>
<td>0</td>
<td>208</td>
</tr>
</tbody>
</table>

*Language background other than English

2.2 **Enrolment Policy**

The Diocese of Broken Bay has established an [Enrolment Policy](http://www.csodbb.catholic.edu.au/about/index.html)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodbb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 **Staff Profile**

The NSW government requires that this report detail the number of teachers in each of the following categories:

- **a)** have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- **b)** have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- **c)** do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
</tbody>
</table>

Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 **Teacher Attendance and Retention Rates**

The average teacher attendance rate during 2011 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

2.5 **Teacher Satisfaction**

The staff were surveyed and interviewed and the data gathered showed that the following areas were identified as strengths for 2011:

- collegial team approach;
- support for staff;
- Principal knows the students and how they learn;
- site well maintained;
• well resourced;
• varied Professional Learning opportunities;
• happy atmosphere;
• clear expectations and aim high;
• varied opportunities for learning;
• good links with the Parish;
• healthy Canteen;
• effective processes in place;
• clear communication; and
• positive relationships with school, parents and parish

2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94</td>
</tr>
<tr>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>93</td>
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<tr>
<td>3</td>
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<tr>
<td>5</td>
<td>94</td>
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<tr>
<td>6</td>
<td>95</td>
</tr>
</tbody>
</table>

The average student attendance rate for 2010 was 94%.

Management of 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 Education Act 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 in students, a sense of wellbeing and belonging
• 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, the Catholic Schools Office and the relevant Department of Education and Training 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.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

Students were surveyed and the following were noted as memorable and significant events and aspects of student life in 2011:

- Port Hacking Camp;
- Book Fair;
- The Writers’ Workshop;
- A3 Performance;
- Art Club;
- Rock and Water Program;
- Behind the News tasks;
- The Council Chambers Excursion;
- Building our mini terrarium;
- Literacy Groups; and
- Maths Groups.
3. **Catholic Life and Mission**

3.1 **Catholic Heritage**

St Rose Catholic School is located in Collaroy Plateau and forms an integral part of the Lakes Catholic Parish. In 1971 the late Father Norman O'Grady founded the school in a small house with one Kindergarten class and an enrolment of sixteen children. A classroom block was completed in 1973, and the first appointed Principal took office. By 1976 the school was fully operational with seven classes K to 6. Currently the school has a healthy enrolment each year from families within the parish. The school has no history of religious staff, however, there has always been tremendous support from the parish clergy and parishioners.

A significant aspect of our Catholic heritage is the leadership support provided by the St Rose Advisory Board. The Principal and a team consisting of teachers, parents and parishioners meet regularly to support aspects of Catholic Life and Mission from the School Improvement Plan.

3.2 **Religious Life of the School**

In 2011 we bid farewell to our Parish Priest. This marked the end of our seven year relationship with the Spiritan Missionary Order of priests. In 2011 the Bishop David provided our parish with a model of pastoral leadership which follows the Church's Code of Canon Law. In this model a Deacon has been entrusted with the leadership of our parish community in the role of Co-ordinator of Parish Life. Working alongside the Deacon are the Priests of our Parish, whom the Bishop has assigned to serve the community by their pastoral presence and sacramental ministry. The Priests Moderator assists the clergy by representing the Bishop to the community and supervising the pastoral care of the community. Our Decan and Priests are regular visitors to the school and are now well known by the school community.

In 2011 we continued to strengthen links between school and parish through participation in Sacramental programs. Thirty children participated in the Reconciliation and Eucharist programs to complete the 2010 Sacramental program. Fifty children began the 2011 Sacramental program and were confirmed in September.

The children were afforded many other opportunities to participate in parish life such as: Stage Family masses once a month; Class Reconciliation; Parish Mass each Wednesday; prayer in the Church; Grandparents’, Mothers' and Fathers' Day liturgies, as well as class liturgies.

The staff regularly prayed together each fortnight, to reflect and renew. These prayer opportunities were increased in Lent and Advent to take advantage of the Diocesan Lectio Divina Lenten and Advent programs.

On various feast days, such as St Rose of Lima, Mary MacKillop, Assumption and significant days in the life of the Church, the school and parish community came together for the celebration of the Eucharist.

The clergy and the parish office staff joined the school community on many occasions for celebrations and significant events in the life of the school.

Students and staff participated in Diocesan liturgical events such as the Year 6 Cluster Mass, Mission Week Mass, Blessing of Staff in the Parish Mass and the Diocesan Schools’ Staff Mass.

The school supported ministries in the parish as well as any call to assist with Outreach, such as St Vincent de Paul and CANA.

2011 culminated in a Christmas celebration led by a visiting musician who spent a day workshopping the children through the Nativity Story preparing them for a wonderful performance for parents and friends in the evening. The concert was well received by all and a valuable learning experience for the children.
3.3 Catholic Worldview

Initiatives that support the Catholic Worldview within the Key Learning Areas at St Rose were evident in the Religious Education modules, Human Society and its Environment, and Science and Technology units that were planned and taught. Religious Education is multi-dimensional. It underpins all areas of school life and it is reflected in all aspects of curriculum and policy development. Learning experiences were planned and implemented accordingly. A Catholic Worldview underpinned all that we did and was reflected in the following:

- daily prayer and class reflection activities;
- school assemblies led by rostered class who shared their learning in religion/social justice;
- greeting staff and visitors, with ‘peace be with you’ or ‘may God bless you’;
- senior leadership camps;
- social justice initiatives such as Project Compassion, sponsorship of children in Candela, Catholic Mission, CANA community and support for St Vincent de Paul Christmas hampers;
- Year 6 Reflection Day; and
- Peer Support Program Training and program.

A highlight in 2011 was our participation in the Broken Bay Peninsula Schools Mission Project. We listened as guest speakers described life for people in The Philippines, Cambodia and East Timor and the aid projects that are in place in these countries. Our school Mission Captains and Liturgy Leaders met with student leaders from St Joseph’s Primary School, Narrabeen, and representatives from the Lakes Parish Social Justice group to plan a joint initiative. Supported by some high school students from St Paul’s Catholic College, Manly and Mater Maria Catholic College, Warriewood developed a plan to investigate how we can establish a relationship with school children in The Philippines and help them. St Rose School representatives also made a commitment to continue our support of the Mercy Sisters working in Candela. A Talent Quest was held to raise money for this cause.

In addition, the students, from Kindergarten to Year 6, participated in the Peninsula Learning Community of Catholic Schools photo competition - ‘Catholic Worldview through the lens of a child’. This was an opportunity for the children to reflect on God’s beautiful world in which we are immersed, and to present their ideas in a visual format. We were extremely proud that the winner of this competition was one of our students.
3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the Professional Requirements for the Accreditation of Teachers of Religious Education which is implemented by all systemic schools in the Diocese.

Teachers engaged in the following professional learning programs:

- Prayer and Meditation;
- familiarisation of the New Roman Missal;
- two teachers continued their studies toward the Certificate A in Religious Education;
- one teacher participated in the WYD Madrid experience;
- six teachers provided support as catechists/group leaders for Parish Sacramental programs; and
- Spirituality Staff Development Day.
4. **Pastoral Care**

4.1 **Diocesan Policies**

The Diocese of Broken Bay has established Pastoral Care and Student Discipline Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 **School Implementation of Diocesan Policy**

School-based policies that have derived from Diocesan policies include: the Pastoral Care Policy which includes the Behaviour Management Policy and Anti-Bullying Policy and the Occupational Health and Safety Policy. The Pastoral Care Policy is available to parents and excerpts are regularly inserted into newsletters and referred to at Parent Forums. The Positive Behaviour for Learning approach underpins all aspects of behaviour within the school. Fortnightly reminders of lessons include the reminding and modelling of appropriate learning behaviours. A 'Rose Bunch' assembly was held twice a term to acknowledge the students who endeavour to follow the 'ROSE' school rules of Respecting Others, Self and the Environment. Newsletters and pamphlets with parent information enabled the whole school community to support this initiative. Social skills lessons and lunch club were introduced to help those students experiencing difficulties on the playground.

4.3 **Pastoral Care of Families**

A variety of support structures exist for families within the St Rose school community.

Each class has a team of class parents that are referred to by the Principal and administrative staff, should the need arise to support a family. This could take the form of cooking dinners, preparing lunches or picking up or dropping off children at school.

The class teachers, learning support team and the Principal all worked closely with parents during the year to provide support as required in relation to academic issues concerning their child. Where necessary, families were referred to local health agencies for professional support. Throughout the year students and families had access to a school counsellor upon referral via the Catholic Schools Office. This year the school counsellor has been of tremendous support to various children who have experienced difficulties.

4.4 **Resolving Issues**

The Diocese of Broken Bay has established a Complaints Handling Policy which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 **Occupational Health and Safety**

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Aligned with the St Rose School Improvement Plan (SIP), the main focus was the continued development of understanding and best practice in Mathematics. A series of professional learning sessions and training in conducting Clinical Interviews in the Number strand of Mathematics, together with continued training and practice in plotting students on growth points was provided to each teacher. Guidance was also provided in programming to assist the students to progress to the next growth point. Differentiated rotational grouping in the Number strand was demonstrated and successfully trialled by each class teacher.

Another on-going area of focus was effective programming strategies together with the monitoring by all teaching staff members to ensure consistency of practice across all Key Learning Areas. In Term 4, the St Rose staff joined with the Peninsula cluster of Catholic Schools for a Leading Learning staff development day, the theme of which was Using Data to Inform Teaching and Learning. Ongoing professional development was provided in the identification of the most effective and relevant forms of assessment and reporting strategies across the Key Learning Areas. A review was conducted into the timing and effectiveness of the various standardised tests implemented throughout the school and how they can be most effectively used to provide information for programming to improve student outcomes.

In order to most effectively utilise the Interactive Whiteboards to enhance teaching and learning, further training and follow up practice sessions were provided to all teaching staff members. There was also ongoing practice and professional development provided in the setting up of properties and the maintenance of the school class pages.

Zoomatics, a joint venture with Taronga Zoo and the PLCCS, (Peninsula Learning Community of Catholic Schools), provided enrichment opportunities for a group of Stage 1 students whilst the participation in the Australian Mathematics Olympiad provided the opportunity for talented Mathematics students in Stage 3 to be further challenged. Talented Stage 3 Writers were also afforded the opportunity to attend a gifted Writers’ camp.

In order to further develop students’ communication skills and assist in the transition to high school, Year 6 students participated in the Talk it Up program, a course run by Centacare in conjunction with Manly Council.

5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the National minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the National minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the National minimum standard. Students in Band 4 are achieving at the National minimum standard. Students in Bands 5 – 8 are performing above the National minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the National minimum standard in that test area and are not included in band distributions.
• State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All National data and State figures for the percentage at or above National minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

• In the 2011 cohort, there were 27 students in Year 3 and 25 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/)

Band Distributions (%) – Year 3

<table>
<thead>
<tr>
<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
<th>% at or above national minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading State</td>
<td>3.7</td>
<td>10.5</td>
<td>18.2</td>
<td>21.2</td>
<td>17.5</td>
<td>29.0</td>
<td>95.4</td>
</tr>
<tr>
<td>National</td>
<td>4.1</td>
<td>10.4</td>
<td>17.3</td>
<td>21.2</td>
<td>20.8</td>
<td>24.2</td>
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<td>3.8</td>
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<td>50.0</td>
<td>100</td>
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<tr>
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<td>4.0</td>
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<td>20.7</td>
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<td>24.6</td>
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<tr>
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<td>Gr. &amp; Punct. State</td>
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<td>6.7</td>
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<td>21.0</td>
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<tr>
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<td>15.4</td>
<td>26.9</td>
<td>23.1</td>
<td>34.6</td>
<td>100</td>
</tr>
</tbody>
</table>

The overall Literacy results demonstrate that 100% of the Year 3 cohort performed at or above the National minimum average in all areas with 72% of students achieving in the top two Bands (Bands 5 & 6). 100% of students achieved above the National minimum average in Numeracy.

The 2011 NAPLAN results show Writing to be the strongest strand in Literacy for the Year 3 cohort with 88.5% of students achieving in the top two Bands. This is an increase from last year’s strong results which had 68% of students in the top two Bands. This year no student was in the bottom two Bands for Writing. The results indicate that students are being supported and extended in their Literacy learning. The school will continue its emphasis on clustering of text types and focused explicit teaching of the structure and grammatical features of the text types.

Whilst the Writing results are exceptional, the data demonstrates general consistency in performance across the four strands of Literacy. These results indicate that our early intervention strategies which include specific programs that focus on Writing, Spelling and Reading have been successful in raising standards and meeting specific targets.

Pleasing gains have been made in Numeracy with 85% of students in the top three Bands, 58% achieving in the top two Bands. The absence of students in the bottom two bands should be attributed to the St Rose Strategic Plan and Diocesan Numeracy focus. In order to maintain these
strong results, Numeracy will continue to be the focus for professional development throughout the next year and beyond. Continued ongoing training will be provided to each teacher in conducting the Diagnostic Mathematics Analysis (Clinical Interviews) to establish growth points in their students’ learning in order to move them on to the next stage of their mathematical development.

The analysis of the NAPLAN will continue to be used as a tool to inform planning. Any students in Band 2 will be monitored and provided ongoing support in their learning.

**Band Distributions (%) – Year 5**

<table>
<thead>
<tr>
<th></th>
<th>Band 3 (-)</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6</th>
<th>Band 7</th>
<th>Band 8 (+)</th>
<th>% at or above national minimum</th>
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</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
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<tr>
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<tr>
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<td>100</td>
</tr>
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In the Year 5 cohort, 100% of students achieved at or above the National minimum in Reading, Spelling and Numeracy with 96% of students achieving at or above the National minimum in Writing and Grammar and Punctuation.

Grammar and Punctuation was the strongest strand of Literacy, with 60% of students achieving in the top two Bands. Reading results were also pleasing with 76% of students achieving in the top three Bands. The school will continue to hold professional learning conversations which will focus on literal comprehension and on explicit teaching of twelve specific comprehension skill areas.

Whilst Writing and Spelling showed strong representations in Bands 6 & 7, our target for next year will be to have a 16-20 % representation in Band 8.

There was a very small representation in Band 3 in Reading and Spelling. These students will be monitored and provided ongoing support in their Literacy learning. These results have served as a catalyst for 2012’s focus on professional learning in Spelling.

The overall Numeracy results showed a strong representation in the middle two Bands with no students represented in the bottom two Bands. Whilst these results are pleasing, with 68% of students achieving in the top three Bands, our target for 2012 will be to have a stronger representation of at least 16% in Band 8. The challenge in Numeracy will be to further develop student knowledge and skills by providing rich challenges as well as delivering explicit teaching in the targeted areas which need to be strengthened.

The NAPLAN results for Year 5 indicate the current teaching programs and intervention strategies are working effectively to support students’ skills and knowledge across all of Literacy and Numeracy. These approaches will be continued in 2012 with the expectation that students will continue to develop and extend their skills and understandings in these crucial Key Learning Areas.
5.3 Extra Curricula Activities

A variety of opportunities were afforded to the students in 2011. These complemented and enriched the curriculum. Students who had an interest and talent in Music were given the opportunity to participate in the Marana Music Festival at Mater Maria College in July. Stage 3 students joined students from Peninsula Cluster schools for the A3 Music festival. The Garden Club which plants and maintains the school garden continued to flourish and numerous students entered the Catholic Worldview Competition with three St Rose students taking out coveted prizes.

5.4 Professional Learning

Throughout 2011, the focus of improving teaching and learning was supported and underpinned by an effective teaching and learning model. This model which incorporates: Input, Reflection, Commit to Action and Feedback, provided the framework for each professional development session. The professional learning agenda focused on pedagogy and innovative learning practices to improve student outcomes and to further build leadership capacity with a Numeracy team being maintained. The main foci for Staff Development Days throughout the year were:

- Mathematics/Numeracy;
- Using Data to Inform Practice (Peninsula Cluster SDD);
- Interactive Whiteboard training; and
- Adult Faith Formation

Another on-going area of focus was Positive Behaviour for Learning (PBL) and the monitoring of consistency of practice across all Key Learning Areas.

Professional development was also provided in the identification of the most effective and relevant forms of assessment and reporting strategies across the Key Learning Areas.

In the area of Learning Support, teachers were given professional learning on ASD and ongoing in servicing and practice of CELF Screener and the Neale Analysis.

New Scheme teachers attended mentor meetings and NIDA courses organised through the Catholic Schools Office.

Throughout the year, staff members also attended Australian Literacy Educators Association (ALEA) professional development sessions and a variety of in service courses focusing on Literacy and Numeracy offered by the CSO.
6. **Strategic Initiatives**

6.1 **2011 Priorities and Achievements**

The school's Annual Plan priorities and challenges for 2011 were addressed in the following ways:

**Curriculum**

Consolidate and embed a shared pedagogy to improve the quality of teaching and learning across the whole school

1. For teachers to develop a deeper understanding of each student and how they learn

Evidence for achievement

Clinical Interview administration and analysis better understood by staff.
Staff Reflections on data ongoing with time at professional learning meetings to continue.
Professional Learning Conversations modelled and to be continued in 2012.

2. To increase teachers’ pedagogical content knowledge to inform practice and learning outcomes in Mathematics

Evidence for achievement

Mid Term annotated program checklist.
End of Term Key Reference Teachers program annotations.
Teacher Coach notes.
Letter/proforma to parents.
Updated Program proforma.
Staff Professional Goals.

3. To articulate outcomes in Mathematics for students

Evidence for achievement

Self efficacy for Numeracy Team members as leaders.

4. To begin to share Maths practice with the parent community

Evidence for achievement

Parents in classrooms experiencing hands on Maths.
Newsletter inserts.

**Catholic Life and Mission**

Develop and sustain processes to cater for the faith development of the Stage 3 students of the Parish.

1. To consolidate links within the parish schools to align Parish Family Masses to meet the needs of young people.

Evidence for achievement

Some alignment with the support of the Parish team.

2. To develop a ‘Youth Group’ for Stage 3 and beyond to meet and socialise in a faith orientated environment.

Evidence for achievement

Class invitations to Family Masses via email and newsletter.

*The above goals will be further developed in 2012, to encourage young families and people to attend Mass at either Church in the Parish.*
Pastoral Care and Student Well Being

Continue to develop and consolidate processes, to ensure a learning environment that caters for all students and maintains their well being.

1. To maintain the momentum of the Positive Learning for Behaviour (PBL) within the school environment.

Evidence for achievement
The flow chart for PBL was reviewed and updated to inform parents more frequently of any behaviours that require further parental and school support.

2. To develop students understanding of social skills so that they can implement them in social situations.

Evidence for achievement
This was successful for 2 terms, however a new strategy will be trialled in 2012, to sustain it for the entire year.

3. To ensure that parents & families are informed and make links with the school through Parent Education.

Evidence for achievement
An increased focus on linking the home environment with PBL strategies was made available via the newsletter and at assemblies.

6.2 2012 Priorities and Challenges

The focus areas and goals in the 2012 School Improvement Plans are;

CURRICULUM-TEACHING AND LEARNING

To use student data analysis to inform changes in teaching practice, of Spelling and Reading comprehension to improve student outcomes.

• Develop a shared understanding and consistency of practice in Spelling, Grammar and Punctuation.

• Develop a shared understanding and consistency of practice in teaching Reading comprehension.

• Explore ways of how best to meet the needs of the parent community for education.

Consolidate and embed a shared pedagogy to improve the quality of teaching and learning across the whole school.

• For teachers to develop a deeper understanding of each student and how they learn.

• To increase teachers’ pedagogical content knowledge to inform practice and learning outcomes in Mathematics.

• Articulate outcomes in Mathematics for students.

• Begin to share Maths practice with parent community.

PASTORAL CARE AND WELL BEING

Continue to develop and consolidate processes, to ensure a learning environment that caters for all students and maintains their well being.

• To maintain the momentum of the Positive Behaviour for Learning within the school environment.

• To develop students’ understanding of social skills so that they can implement them in social situations.
To ensure that parents and families are informed and make links with the school through Parent Education.

**CATHOLIC LIFE AND MISSION**

Engage families of St Rose school in faith formation and social justice initiatives.

- Encourage and provide opportunities for families to engage in the Mass, meeting them on their faith journey.
- Develop links with a Parish Social Justice initiative to align with the school’s Outreach program.
- Continue to develop and consolidate the teaching of RE and use data to inform teaching and learning experiences.
- Critically analyse the current Board Statement of Purpose to espouse the current culture at St Rose.
7. Parent Participation

7.1 Introduction

Parents involved themselves in the life of the school and by assisting in numerous ways such as:

- attending parent education sessions;
- attending school and class Masses as well as special liturgies;
- assisting in the classroom as volunteer helpers for Numeracy and Literacy;
- assisting at school, Peninsula and Diocesan carnivals;
- co-ordinating Chess tournaments;
- assisting in the library to shelve and cover books; and
- actively contributing to the various roles in the St Rose Advisory Board and P & F Association.

7.2 Parent Satisfaction

The following were identified as areas of strength at St Rose:

- local community support;
- clear and informative communication;
- committed and caring staff;
- all members of the community know each other;
- well maintained and modern facilities;
- technology is current and upgraded;
- Staff set high expectations and benchmarks for students;
- Staff constantly learning to meet the needs of students; and
- consistent approach to learning across the grades.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the “myschool” website at http://www.myschool.edu.au. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at http://www.csodbb.catholic.edu.au/resources/annrep.html

The contents of this annual report have been validated by the School’s consultant, Anne Duncan.