St Rose Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the ‘approved authority’ for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School’s Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School’s improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School’s website. Information can also be obtained from the My School website.
Principal’s Message

The 2015 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 school community’s continued commitment to
- service through a variety outreach and charitable works including; Project Compassion, Catholic Mission and Candela
- student wellbeing through the Positive Behaviour for Learning and Pastoral Care programs to support happy children
- parent engagement through various modes of delivery including online and interactive school involvement, offering a variety of information and education sessions to support student learning
- professional learning in the area of History and inquiry based learning in preparation for implementation of the new syllabus in 2016; the year ended with the draft St Rose Learning Framework as a model for inquiry learning to be further developed and embedded in 2016.

Parent Body Message

The St Rose Advisory Board began 2015 with a reflection meeting, inviting an external facilitator who supported a review of our Statement of Purpose and tenure of members. As a result of this meeting, we used the year to review our Statement of Purpose and make necessary adjustments. We also presented to the wider school community and invited expressions of interest from members of the School in joining the Advisory Board. As an outcome of this, we ended the year welcoming new Advisory Board members, as a way of moving forward and preparing for the future. In addition to ongoing support of the Principal in the areas of school improvement and enrolments, we have established processes to ensure future sustainability of the Advisory Board.

Student Body Message

As senior leaders the reasons why we enjoy being part of the St Rose School community are
- extra curricular activities such as chess, Italian, karate, dance and music
- gala days
- activities such as claymation, camp and reflection day
- fundraising raffles
- leadership opportunities
- Book Week
- a small school where everyone knows everyone
- strong school motto ‘Constant and True’
- enrichment opportunities such as international competitions, art and writing
competitions
- debating and public speaking
- * Maths Olympiad *
- talent quest
- sporting pathways to state carnivals
- achievements at sport representative levels
- great preparation for transition to high school
- approachable and motivating teachers.
SECTION TWO: School Features

School Features

St Rose Catholic Primary School Collaroy Plateau, is a Catholic systemic co-educational school.

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 from Kindergarten to Year 6. Over recent years St Rose has grown! Coupled with the commitment and recognition of a vibrant learning environment, St Rose School has undergone an extensive building and refurbishment program.

The facilities include administration offices, staff rooms, technology centre, library, hall, toilet block, canteen, undercroft area and resource rooms. All play areas are resurfaced, landscaped and all classrooms have air conditioning and interactive whiteboards. The School has installed two water tanks and built a flower and vegetable garden. The school offers a variety of co-curricular activities such as; Band, Choir, Chess, Peer Support, Rock & Water, Instrument Tuition, Dance, Karate and Italian Lessons.

Currently the school has a healthy enrolment of 9 classes with students 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.

Unique to St Rose is the Transition to High School Program that prepares the school’s ‘seniors’ in a quasi-high school setting, using strategies to develop independence and responsibility. The School prides itself on offering opportunities, through an inclusive approach, to students who have learning support needs. This ensures staff are supported to enable engagement and success for students so that they are transitioned into mainstream classes positively. Enrichment and differentiation learning opportunities are embedded into teaching programs that meet the individual needs of all students to foster new experiences.

The Parent Engagement Network (formally known as the P&F) is an updated and current approach to parents and school collaborating to support student learning and fostering a positive school community. At St Rose out motto of ‘Constant and True’ is core to our way of being and doing; reflecting a pursuit of excellence in learning, commitment to faith and service to others.


SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on My School website.

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>112</td>
<td>117</td>
<td>58</td>
<td>229</td>
</tr>
</tbody>
</table>

* Language Background Other than English

Enrolment Policy

The School follows the Enrolment Policy for Diocesan Systemic Schools. The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the CSO website or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 92.64%. Attendance rates disaggregated by Year group are shown in the following table.

<table>
<thead>
<tr>
<th>Attendance rates by Year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>93 %</td>
</tr>
</tbody>
</table>

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents’ legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters 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
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 CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student’s continuum of learning where possible. The CSO monitors each school’s compliance with student attendance and management of non-attendance as part of the system’s School Review and Development (SRD) processes. The School’s attendance monitoring procedures are based on the Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).
Staffing Profile

The following information describes the staffing profile for 2015:

<table>
<thead>
<tr>
<th>Total Teaching Staff*</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

* This number includes 10 full-time teachers and 6 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the My School website.

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Those having formal qualifications from a recognised higher education institution or equivalent.</td>
<td>16</td>
</tr>
<tr>
<td>Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.</td>
<td>0</td>
</tr>
</tbody>
</table>

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.
Day 1
Strategic Planning: The School Improvement Plan was developed in consultation with the staff to determine priorities for 2015. The curriculum focus was on the implementation of effective pedagogical practices across all Key Learning Areas.

Day 2
Wellbeing: The staff reflected on the demands of teaching and examined tools to support wellbeing, in line with Ignatian perspectives. The discussion centred on the impact of attitude in a person’s life and the role of gratitude in having positive results.

Day 3
The staff identified the intentions of the new History syllabus by delving into the skills, concepts and the inquiry nature of this discipline, in preparation for the 2016 implementation. The staff consolidated understandings of the St Rose Learning Framework.

Professional Learning (PL) focused on exploring innovative learning practices to improve student outcomes. This led to the development of the school-based St Rose Learning Framework. In addition the staff reflected on accountabilities in preparation for the Diocesan Curriculum Focus Day, applied strategies for providing effective feedback, identified the place of technology in learning, completed the Disability Standards for Education course, analysed the Mathematical Assessment Interview data for trends, and undated their qualifications in CPR, asthma and anaphylaxis.
Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

The school Mission goal in 2015 was to explore ways to support parent faith formation so as to enhance their children’s learning in Religious Education. There were three clear contexts for this direction:
- the increased implementation of class end of unit celebration liturgies and inviting parents, the Parish Priest and Principal
- the involvement of student and parent musicians in Parish Masses
- encouraging and inviting parents to attend Wednesday Parish Masses, whole school liturgies and Masses.

At the end of a Religious Education unit, teachers and students celebrate their learnings through a class liturgy. They invite their family, the Parish Priest and the Principal. This celebration liturgy exemplifies what the students have been learning in their Religious Education unit and they express this through a range of different ways, such as; prayer, visual arts, drama, singing, playing instruments and liturgical movement.

During 2015, a number of students, in particular those who play the guitar played at some of our Parish Family Masses. The school choir also sang at some of our whole school Masses and liturgies. Individual students participated in leading the congregation in singing the Responsorial Psalm and Eucharistic Prayer at most of our school and Family Masses. Through the students participating and being involved in the school Masses and liturgies it encouraged their parents to partake in the school and parish celebrations. Parents also became actively involved in our Parish Masses by playing the piano, guitar and singing. This has also lead to more of the students being actively engaged in the Parish Masses. St Rose had a special Parish Family Mass, welcoming Bishop Peter Comensoli to the Parish. The student and parent involvement, through music in our Parish Masses has successfully demonstrated the School mission of ‘walking together as a faith community on a journey of discipleship in service to others.’

During 2015 there was high student engagement in Liturgical celebrations which encouraged more parents and families to also be actively involved. Opportunities for the children to participate in faith experiences and for parents to attend, were often and varied. These included Family Masses once a month for each Stage; class Reconciliation; Remembrance Day, World Environment Day, Grandparents’, Mothers’ and Fathers’ Day liturgies. Various feast days, such as
St Rose of Lima, Mary MacKillop, the Assumption, the seasons of Lent, Easter, Advent and Christmas were key times throughout the year to draw attention to our Catholic traditions. The school is proud of the meaningful experiences that supported and allowed the students and parents to develop in their own faith formation.
Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Teachers continued to review English programs to fine-tune aspects of the new syllabus. The literature focus provided opportunities to springboard to other learnings. The School’s Public Speaking Competition provided an authentic purpose and audience for the speeches. There was a noticeable improvement in the standard of public speaking across the whole school. Ongoing literacy support was provided to students through various intervention programs, including the MultiLit program.

The EMU (Extending Mathematical Understanding) program underpins teaching and learning in Mathematics. The numeracy intervention provided intensive tuition to six Year 1 students identified through the Mathematical Assessment Interview (MAI) data. In response to the school wide EMU program, the MAI data results, for the Stage 1 classes, showed an improvement of 7% over previous years. High achieving Stage 3 students, who were identified in the areas of literacy and numeracy, participated in a variety of Peninsula Learning Community of Catholic Schools initiatives, including the Mathematics Olympiad Challenge, debating and public speaking. The St Rose debating team were the debating competition winners.

A third area of curriculum strength came from the Creative Arts program. The band and choir programs continued to grow. One third of students participate in either or both of these programs. The students showcased their talents with regular performances. The choir participated in their inaugural Eisteddfod at the Warringah Eisteddfod, followed by the City of Sydney Eisteddfod. In addition, the annual St Rose Has Got Talent performances were held with professional artists made up the judging panel for this year’s performances.

St Rose continued to excel in the sporting arena. All primary students participated in the Peninsula Catholic schools eagle tag, netball, cricket, rugby league, AFL and soccer gala days. St Rose teams were division winners in the eagle tag, netball and soccer tournaments. A mixed netball team won their division at the Catholic Primary Schools Carnival. At the Rugby Union Challenge, the St Rose team was the undefeated grand final champions playing at the Waratah half time game at Allianz Stadium. All of these trophies are proudly displayed in the School foyer.

The school had a record number of representatives at the Peninsula and Diocesan cross-country
carnivals, with two students qualifying for the State cross-country event. St Rose was the challenge trophy winner for the Peninsula Athletics Carnival. Again this year the School had representatives at the State Athletics Carnival. One student broke an age record and qualified to represent NSW at the National Athletics Carnival.
SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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

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

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>69.10 %</td>
<td>52.20 %</td>
</tr>
<tr>
<td>Reading</td>
<td>66.60 %</td>
<td>48.20 %</td>
</tr>
<tr>
<td>Writing</td>
<td>76.10 %</td>
<td>46.80 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>40.50 %</td>
<td>41.20 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>54.80 %</td>
<td>33.50 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2015</th>
<th>% of students in the top 2 bands</th>
<th>% of students in the bottom 2 bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>51.80 %</td>
<td>35.90 %</td>
</tr>
<tr>
<td>Reading</td>
<td>59.20 %</td>
<td>33.50 %</td>
</tr>
<tr>
<td>Writing</td>
<td>40.70 %</td>
<td>19.10 %</td>
</tr>
<tr>
<td>Spelling</td>
<td>51.80 %</td>
<td>32.60 %</td>
</tr>
<tr>
<td>Numeracy</td>
<td>46.20 %</td>
<td>27.80 %</td>
</tr>
</tbody>
</table>

NAPLAN Comments

Students placed in the top two NAPLAN bands in 2015 was considerably higher than the national
average across both Year 3 and Year 5 with the exception of Year 3 Spelling which was on par. Similarly the percentage of students placed in the lower two bands is considerably lower than the national average.

Solid results were evident in all four literacy strands in Year 3. In writing, 76% of students achieved proficiency (top 2 bands). In grammar and punctuation 69% of the cohort achieved proficiency with 43% achieving in Band 6. These results and the consistent gains made over the past three NAPLAN testing periods demonstrate steady growth. Whilst the writing results are exceptional, the data demonstrates general consistency in performance across the four strands of literacy. These results indicate that consistency of programming, early intervention strategies which include specific programs that focus on guided writing, spelling and reading have been successful in raising standards and meeting specific school and Diocesan targets. Overall numeracy results for the Year 3 cohort are very strong with 55% of students achieving at proficiency. 84% of students are represented in the top three bands. These results are consistent with the previous two years’ results with numeracy trend data showing solid growth. The positive effects of the Mathematical Assessment Interviews (MAI), differentiated rotational groupings, open-ended tasks and early intervention is continuing to be evident.

All the Year 5 cohort achieved above the national minimum standard in numeracy and in three of the literacy strands with the percentage of students in Bands 7 and 8 being between 16% and 26% above the national figures. In literacy, reading was the strongest strand with 59% of the cohort achieving in the top two bands. Spelling results were also strong with 52% of students in the top two bands, a significant increase on last years’ results. With the professional learning agenda continuing to focus on spelling strategies, it is expected this upward trend will continue. Writing results showed growth with 41% in the top two bands, up from 23% in 2014. The Year 5 numeracy results demonstrate a strong representation of 46% of the cohort in the top two bands, increased from 36% in 2014 with an overall 81% achieving in the top three bands. Item analysis indicates that across both cohorts, spelling continues to be an area requiring further improvement; this is a school improvement goal for 2016.
Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the Pastoral Care Policy for Diocesan Systemic Schools. This policy is underpinned by the guiding principles from the National Safe Schools Framework (2011) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School’s policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

The Positive Behaviour for Learning (PBL) approach underpins all aspects of behaviour within the School. Through shared leadership, the St Rose Catholic School community is encouraged to make informed choices and support each other to foster a safe and happy learning environment. Fortnightly reminders of lessons include the reminding and modelling of appropriate learning behaviours. Newsletters and the parent information page on the school website has enabled the whole school community to continue to support this initiative. Student Representative Council meetings were conducted regularly each term to enable students to have a voice in decision-making at St Rose. A ‘Rose Bunch’ assembly was held twice a term to acknowledge the students who endeavour to follow the ‘ROSE’ school rules - Respecting Others, Self and the Environment. A ‘games’ lunch club was held weekly to offer other play options at lunch time.

Anti-Bullying Policy

The School’s Anti-Bullying Policy is based on and informed by the Anti-Bullying Policy for Diocesan Systemic Schools and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation,
humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

At St Rose there is a shared responsibility to foster, promote and restore right relationships. Bullying is unacceptable and students, staff and parents all share the responsibility for preventing it. The School's Anti-Bullying policy builds on the St Rose Pastoral Care and Behaviour Management Policy to provide clear procedures and strategies to prevent, reduce and respond to bullying. At St Rose School the following strategies to prevent bullying are adopted:

- explicit teaching of positive behaviours
- regular recognition and acknowledgement of students who demonstrate appropriate behaviours that promote and restore right relationships
- vigilant classroom, playground and transition supervision
- provision of safe and structured playground spaces and activities at break times.

Complaints and Grievances Policy

The School follows the Complaints Handling Policy and Procedures for Diocesan Systemic Schools. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

The School's Pastoral Care Policy supports a respectful learning environment. The school motto 'Constant and True' supports the ROSE rules of Respecting Others, Self and the Environment. All School messages begin and end with this and it is at the core of our way of being and doing in a faith learning community.

Students are supported to be 'Constant and True' by displaying the appropriate behaviours that underpin the School's Vision; creating a Catholic learning community that nurtures, inspires and prepares individuals for their future.

The way of being at St Rose is guided by the School's Mission for each member of the School community; walking together on a journey of discipleship in service to others and providing excellence in teaching and learning so that the potential of each child is achieved.
SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

Mission
- Provided opportunities within the school and diocese to support parent faith formation so as to enhance their children’s learning in Religious Education. Invited parents to participate in school liturgies.

Learning and Teaching
- Reviewed and updated processes of assessment and tracking by implementing a current assessment plan and data gathering to inform teaching and learning and show learning gains.
- Consolidated processes of effective practices across Maths, English and Science to include tools of learning, such as IT and correlation to enhance teaching and learning.
- Developed and implemented effective Professional Learning sessions to prepare teaching staff to implement the new History/Geography Syllabus.
- Drafted a St Rose Learning Framework with an inquiry based approach to facilitate learning.

Pastoral Care
- Maintained policies and procedures, in relation to the needs of the school community, to ensure a learning environment catered for all students and promoting student wellbeing.

Priority Key Improvements for Next Year

Mission
- Explore and implement strategies in partnership with St Vincent de Paul Mini Vinnies to engage students in reaching out to those in need in the community.
- Plan and engage parents in end of Religious Education module class liturgies.

Learning and Teaching
- Maintain effective practices that are embedded across all Key Learning Areas and include tools of learning, such as IT and correlation to enhance teaching and learning.
- Consolidate Inquiry Based Learning and further develop the St Rose Learning Framework through the lens of History and Geography.
- Review and update the St Rose literacy plan and practices.

Pastoral Care
- Develop and promote parent education video clips to support parent engagement in student wellbeing.
- Implement professional learning for staff on social and emotional learning, to support student wellbeing practices.
The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

**Parent Satisfaction**

During the parent forums the following areas were identified as areas of strength at St Rose
- Year 6 Transition to High School Program
- literacy programs
- extra support in classrooms from Australian Catholic University Community Program
- teachers approachable and quick to respond to parent needs
- effective communication via email between parents and staff
- great strategies to support learning at home.
- variety of sporting opportunities.

**Student Satisfaction**

During the forum with senior leaders, students reflected on the 2015 school year and highlighted the following experiences that made learning fun and memorable, which included
- athletics carnival and swimming carnival
- gala days including the rugby 7’s gala day
- camp
- bush dance, dances and discos
- music
- library
- martial arts
- liturgies
- high school transition program
- netball NSW schools competition.

**Teacher Satisfaction**

The staff were surveyed and interviewed and the data gathered showed that the following areas were identified as strengths for 2015
- support in preparing for new changes in curriculum and syllabuses
- time allocated to plan learning programs
- excellent teaching and learning resources
- chess classes
- choir lessons
- band program
- extra classroom support
- a variety of inclusive community and liturgical events
• collegial support
• a positive culture for student wellbeing
• successful Kindergarten Orientation Program and the Transition to High School Program.
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

**Income**
- Commonwealth Recurrent Grants (54.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (18%)
- Fees and Private Income (23.3%)
- Other Capital Income (4.4%)

**Expenditure**
- Capital Expenditure (1.2%)
- Salaries and Related Expenses (70.7%)
- Non-Salary Expenses (28.2%)

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$1,515,186</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$503,101</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$651,253</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$122,677</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,792,216</td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$30,326</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$1,831,124</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$730,371</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>$2,591,822</td>
</tr>
</tbody>
</table>