



2020

ANNUAL SCHOOL REPORT



St Rose Catholic Primary School

8 Rose Avenue, COLLARROY PLATEAU 2097

Principal: Mrs Josie Vescio

Web: www.srcpdbb.catholic.edu.au

About this report

St Rose Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

The 2020 Annual School Report for St Rose Catholic Primary 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 a quality Catholic education.

This report highlights in particular, the school community's continued commitment to:

- Diverse Learning, student goal setting and scriptural story telling.
- Service through outreach and charitable works including Project Compassion, St Vincent de Paul and Catholic Mission.
- Student wellbeing and the implementation of the UR STRONG program to support students with strategies in engaging in healthy relationships.
- Parent engagement and navigating ways to communicate effectively and support Home Based Learning and transitioning back to the classroom.
- Professional learning focussing on student wellbeing, Home Based Learning and Diverse learners.

Parent Body Message

In a year when the partnership between the parents and school could have been weakened due to the restrictions of COVID-19, the school has gone above and beyond to ensure that the partnership remains as strong as it's always been. As we all grappled with the uncertainty of COVID-19, the speed, adaptability and creativity the teachers demonstrated when we had to switch to home based learning was remarkable.

While opportunities to join in on typical activities such as sport carnivals and literacy groups was unavailable this year, the school quickly adopted digital strategies such as video snapshots of events or livestreaming to ensure that parents still felt connected and were able to (virtually) share in school events. The quarterly video updates from the Principal, regular emails and the fortnightly newsletter also ensured that parents knew what was happening at all times.

All of the staff have shown outstanding commitment and lateral thinking to make it possible for much loved events such as the school talent quest, Lego Masters tournament and Year 6 celebrations to still go ahead. As a parent group we are very thankful for the efforts of all staff at St Rose in this extraordinary year.

Student Body Message

Student leaders were surveyed about the opportunities they were engaged in this year.

The following summarises their comments:

In the area of the Curriculum;

- Home Based and Online Learning
- Maths Challenge
- Extension English group
- STEM using 'Little Bits'
- Zoom Debating
- Zoom Public Speaking
- War Memorial Virtual Excursion
- Virtual Tour Excursions
- ICAS Competitions
- Excursions to the Zoo, The Rocks and Botanical Gardens
- Claymation
- Music tuition and band
- Choir
- Soccer and Cricket Clinics
- Cricket Gala Day
- Lunchtime Dodge Ball competition

In the area of Mission;

- Sacrament of Reconciliation for Lent and Advent
- Christmas Liturgy
- Reflection Day
- Fundraising for charities
- Mini Vinnies
- Live Streamed Liturgies

In the area of Student Wellbeing

- Martial Arts
- Meditation
- UR STRONG friendship program
- Lunch Clubs- Chess, Library, Games, Garden, Tech, Art and Home Learning
- Peer Support
- Buddy program
- Collaroy Centre Camp

School Features

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

The 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 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. Coupled with the commitment to and recognition of a vibrant learning environment, the school is a well maintained modern site.

The facilities include administration offices, staff rooms, library, hall, toilet block, canteen, undercroft area and resource rooms. All outdoor areas are surfaced for play and landscaped. Classrooms have air conditioning and interactive whiteboards. The School has a large water tank servicing the toilet block and flower and vegetable garden. A variety of co-curricular activities such as band, choir, chess, Peer Support, Rock and Water program, meditation, music, instrument tuition, dance, drama and karate are offered.

Currently, the School has a healthy enrolment of seven 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 the School 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. Staff are supported to enable engagement and success for students so that they are transitioned into mainstream classes positively. Enrichment and differentiated learning opportunities are embedded in teaching programs that meet the individual needs of all students to foster new experiences. The St Rose Learning Framework guides staff to develop learning pathways to address overarching concepts that are drawn from the syllabuses. The Concept Learning Pathway (CLP) ensures student engagement in authentic learning experiences are informed by student voice, driving inquiry learning to be purposeful and relevant in the context of their environment.

The Parent Engagement Network (PEN) engages with the School, collaborating to support student learning and fostering a positive school community. The School motto, '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.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
100	112	64	212

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.35%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.65	94.13	93.41	92.14	94.25	93.98	91.89

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of

care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

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

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	20
Number of full time teaching staff	6
Number of part time teaching staff	9
Number of non-teaching staff	5

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

During 2020 the staff focused on the following topics to support the School Improvement Plan and adapt to Home Based Learning due to the COVID-19 pandemic;

- New Pedagogies for Deep Learning
- Data Analysis
- Home-Based Learning
- Diverse Learning and Differentiation

The staff also participated in a system-wide 'Towards 2025' day focussing on the new Vision, Purpose and strategic direction for Catholic Schools Broken Bay.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

In 2020, the school's target was for all students to be able to retell a scriptural story. The school's three Mission strategies to achieve this target were; teachers to retell a scripture story using Godly Play/Scripture Storytelling resources; teachers to video record scriptural stories to engage students in Home Based Learning (HBL) and; students to produce re-creations of the story using a variety of modes including drama, art, film, digital, written, prayer and liturgy responses.

The school identified the need for students to delve deeper in their faith through understanding scripture stories and to apply their learning using the St Rose Learning Framework. In Term 1, the teachers continued to undertake professional learning in the area of Godly Play/Scripture Storytelling. Throughout the year, they applied their new learnings in their classroom context by retelling and modelling the scripture story using the Godly Play/Scripture Storytelling resources.

Due to Covid-19 restrictions and the students moving to Home Based Learning at the end of Term 1 and beginning of Term 2, all teachers with the assistance of the school videographer, prepared a video recording of themselves retelling a scripture story. The video was used in the HBL teaching and allowed flexibility in the students learning, as they were able to watch and listen to the scripture story via video rather than face to face.

A major aspect of using the Godly Play/Scripture Storytelling technique was for students to reflect and retell the story using a variety of modes of responses. After either watching the recordings or their teacher telling the scripture story, all students was given the learning opportunity to reflect on the story and retell it using either drama, visual art, film, digital, written, prayer or liturgy. Teachers would facilitate these learning experiences for the students and encourage them to connect the stories to their own real-life experiences. As a result, all students were able to retell the scripture story using one or more ways of responding, and they could relate it to their own life.

The rich dimension of the School's Catholic faith was demonstrated in many beautiful and alternative celebrations due to Covid-19 restrictions. The school community were still able to celebrate special feasts and events through whole school liturgies that were live-streamed to the parents and the St Rose community. The students continued to participate in Social Justice initiatives lead by the Mini Vinnies Social Justice Team. These initiatives included Caritas Australia's Project Compassion, St Vincent De Paul Winter Warmer Bags and Christmas Hampers, Candela, Peru Handicraft Stall and Catholic Mission Socktober.

Curriculum, Learning and Teaching

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

The 2020 year focused on pedagogy and innovative learning practices to improve student outcomes and promote student well-being and ownership of learning. Due to the COVID-19 pandemic from mid-Term 1, teachers and administration staff upskilled in the areas of on-line provision of learning and disseminating of information. Strategies included discerning and providing appropriate resources and use of IT tools across the grades. The See Saw platform provided both in-school and home-based interactive learning opportunities for the Kindergarten to Year 2 classes, whilst GOOGLE Classroom was utilised more extensively for the Year 3 to Year 6 cohorts.

The co-teaching approach was important in assisting staff to gain a deeper understanding of St Roses' Conceptual Learning Framework (CLF) and provided teachers with insights into best practice. Emphasis was placed on the development of students' skills, with a particular focus on Co-operative Learning skills to allow for greater participation and student voice.

Another key focus was on differentiated learning through the lens of enrichment and extension to support each student's academic, social, emotional, and spiritual growth. Staff participated in the internationally recognised URSTRONG Program workshops. As social-emotional wellbeing and character education are already such an integral part of our school's philosophy, this friendship program aligns perfectly with our values. Through a series of sessions, the students learnt to use language to better express their feelings, stand up for themselves, and put out Friendship Fires®. The URSTRONG Program helps students and teachers to establish a common language so that they can co-identify social issues and learn to better communicate solutions. Other strategies, such as the Rock and Water program and meditation continued to be promoted to support student growth in social and emotional learning.

The EMU (Extending Mathematical Understanding) Program underpins teaching and learning in Mathematics. The numeracy intervention provided intensive tuition to six Year 1 and Year 2 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 a marked improvement over previous years. High achieving Stage 3 students, who were identified in the area of literacy participated in debating and public speaking events. Due to

COVID-19 restrictions, these activities were able to proceed albeit adapted using ZOOM to engage with and challenge other students across the diocese.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

Initiatives promoting respect and responsibility

The implementation of the new Personal Development & Health syllabus for 2020 has provided students with the opportunity to develop resilience and connectedness and to learn to interact respectfully with others. Through this new syllabus they develop a commitment to the qualities that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice, to contribute to the well being of themselves and others. (PDH Syllabus 2020 P 10).

To further enhance the promotion and culture of respect and responsibility, the school has participated in the URStrong program and embedded the strategies to develop skills to support students in achieving healthy and respectful relationships.

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. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

Data showed achievements in;

Mission: To assist students to identify and connect as members of the faith community.

- All students were able to retell a scriptural story.

Teaching and Learning: To facilitate greater student agency through engagement in the inquiry process.

- All students were able to identify and achieve at least one learning goal.

Student Wellbeing: To support students to use a variety of strategies that promote academic, social and emotional wellbeing.

- All students were able to identify and utilise at least one conflict resolution strategy to use in social interactions.

Priority Key Improvements for Next Year

Evangelisation and Catechesis

Catechesis takes place through quality teaching in RE and teachers are responsible for maximising learning growth for all students.

- All students will be able to identify and show at least one higher-order thinking strategy when engaged in Religious Education learning experiences.

Student Achievement

Students exercise agency in their learning to make a positive difference in the world.

- All students will be able to identify and show strategies used in the skill of 'Collaboration'.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

The school surveyed the parents via The Learning Bar survey Tell Them From Me (TTFM).

Data from the survey strongly indicated that parents;

- Were welcomed
- Were informed
- Were able to talk to teachers
- Attended meetings
- Supported learning at home
- Were satisfied with the amount of Homework assigned
- Felt the school supported learning and positive behaviour
- Felt the school was safe and inclusive
- Felt their child was included and treated fairly
- Were encouraged to participate in school liturgies, prayer and parish.
- Acknowledged the strong prayer and faith life of the school

Student satisfaction

The school surveyed students in Years 4 to 6 via The Learning Bar survey Tell Them From Me (TTFM). The key areas of focus were Social-Emotional outcomes and drivers of student outcomes.

Data from the survey strongly indicated students;

- With a positive sense of belonging
- With positive relationships
- That value schooling outcomes
- With positive behaviour at school
- Who are interested and motivated
- Try hard to succeed
- Valued the school's effective learning time, relevance, rigour, safety, positive teacher-student relationships, learning climate & expectations of success

- Strong faith values, relationship with God, prayer and liturgy, social justice initiatives and faith life relevance.

Teacher satisfaction

The school surveyed the staff via The Learning Bar survey Tell Them From Me (TTFM).

Data from the survey strongly indicated strengths in drivers of student learning which focussed on;

- Leadership
- Parent involvement
- An inclusive school
- Technology
- Teaching strategies
- Data-informed practice
- A learning culture
- Collaboration

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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.

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,516,568
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$421,729
Fees and Private Income ⁴	\$640,462
Interest Subsidy Grants	\$6,894
Other Capital Income ⁵	\$103,319
Total Income	\$2,688,972

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$236
Salaries and Related Expenses ⁷	\$1,921,729
Non-Salary Expenses ⁸	\$734,020
Total Expenditure	\$2,655,985

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT