



# 2022

## ANNUAL SCHOOL REPORT



### St Rose Catholic Primary School

8 Rose Avenue, COLLARROY PLATEAU 2097

Principal: Fiona Ngamu

Web: [www.srcpdbb.catholic.edu.au](http://www.srcpdbb.catholic.edu.au)

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## About this report

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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 at local school level and 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](#).

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## Message from key groups in our community

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### Principal's Message

The 2022 Annual School Report for St Rose Catholic Primary School aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. St Rose Catholic School is a community of faith.

As Principal of St Rose Collaroy Catholic Primary School, I am very proud and honoured to work alongside the highly dedicated and innovative staff, committed parents, respectful students and inclusive parish, all of whom enhance, inspire, and support this brilliant learning community.

2022 has been a year of review and visioning for the future. A year to further develop new teaching and learning processes and practices, introduced during a period of growth and resilience. Our focus was to embed the St Rose Core Values of Respect, Compassion, Justice, and Service, whilst developing life-long learners actively engaged in learning that develops critical thinking skills, collaboration and creative problem solving in a Catholic school environment.

Differentiated programming with the use of technology, independent learning and initiative ensured every student thrived and reached their potential and beyond. Our families continued to support their children, working alongside the teaching staff and parish community to provide a nourishing learning platform that developed real-life learning skills.

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

- Diverse Learning – celebrating the unique abilities of all students
- 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 'Zones of Regulation' to support students with strategies in engaging in healthy relationships
- Parent engagement and navigating ways to communicate effectively and support the transition back to the classroom
- Professional learning focusing on student wellbeing, Diverse Learners and advanced use of technology as a teaching and learning tool

## Parent Body Message

2022 has been a dynamic year allowing our school community to come back together after a time of restrictions and isolation. At St Rose Collaroy we pride ourselves on encouraging and supporting a parent community that is engaged with their child's learning. In a time where many families are working and/or involved in after-school activities with their children, we understand and appreciate the time each family dedicates to our school community events throughout the year.

Over the year we celebrated such events as our Rosebud's Tea and Tissues morning, the Mother's Day celebrations, Father's Day Breakfast, Grandparent's Morning Tea, the Halloween Disco, as well as the HUB's Parent Trivia Night. This event brought together parents and staff at St Rose in a night of both celebration and appreciation, with a ton of laughter and fun!

The many school liturgies and Masses such as the Holy Week Liturgy, were spiritual and unique, embedding the Catholic core values that flow through this wonderful school community. The year ended with Christmas Carols on a warm Friday night, whereby the Christmas spirit was alive and well!

For these events to occur a dedicated team of parent helpers is always required, we are so very grateful to those involved throughout the year. Thank you also to the staff at St Rose for their ongoing dedication and care towards our children.

## 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:

- Maths Challenge groups
- Extension English groups
- STEM using 'Little Bits'
- Inter-school Debating
- Whole school and inter-school Public Speaking
- Canberra Stage 3 Excursion
- ICAS Competitions
- Excursions to the Zoo, The Rocks and Botanical Gardens
- Claymation
- Music tuition, Performance and Training Bands, and School Choir
- AFL, NRL, Basketball, Soccer and Cricket specialist clinics
- Inter-school Gala Days
- Lunchtime teachers verse Year 6 netball games

In the area of Mission:

- - Sacrament of Reconciliation
- Lent and Advent Christmas Liturgy
- Year 6 Spirituality and Reflection Day
- Fundraising for charities Mini Vinnies and Project Compassion (Eg: St Partick's Day, Socktober)

In the area of Student Wellbeing:

- Martial Arts
- Meditation
- UR STRONG friendship program
- Lunch Clubs - Chess, Library, STEM, Games, Garden, Tech, Visual Arts
- Peer Support Buddy program
- Swimming Carnival
- Halloween Disco
- Christmas Carols Concert
- Book Week
- St Rose Has Got Talent

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## School Features

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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 cocurricular activities such as band, choir, chess, Peer Support, Rock and Water program, meditation, music, instrument tuition, dance, drama, and martial arts are offered.

Currently, the School has a healthy enrolment of eight 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 diverse learning 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.

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
103	102	52	205

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles 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 2022 was 90.10%. 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
91.70	90.40	89.90	90.40	89.20	88.30	90.90

## 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 Quality Assurance and Improvement 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.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	21
Number of full time teaching staff	9
Number of part time teaching staff	5
Number of non-teaching staff	7

### 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 and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

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 programs provided by CSBB. The school takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development, which includes evaluating NESA accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The following provides specific information relating to the focus of the 2022 staff development days.

- Diocesan Collaborative Culture of School Improvement Cycle
- Embedding the St Rose Core Values of Respect, Compassion, Justice and Service
- Review of the new English and Mathematics K-2 NSW Syllabus
- Introduction to the CSBB Catholic Charter

The staff also participated in a system wide "Towards 2025" day focusing on the implementation of the new CSBB (Catholic Schools Broken Bay) vision, purpose and strategic direction.

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## Catholic Identity and Mission

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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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 2022, the school's focus was the implementation of the new Catholic Schools Broken Bay (CSBB) K-2 Religious Education Curriculum in the kindergarten classes and for all staff members and kindergarten parents to be introduced and familiarise themselves with the new curriculum. The new curriculum has been established by Catholic Schools Broken Bay in order to achieve the Towards 2025 Goal no.2 'We will accompany students, families and staff to know Christ and to grow in faith.' According to Bishop Anthony Randazzo, the aim is to have a new RE Curriculum for Broken Bay to support students to 'fall in love with Jesus' The new approach of teaching Religious Education in K-2 is grounded in a Montessorian methodology and has been adapted from Gerard O'Shea's "Educating in Christ" handbook. The curriculum focuses on all students developing a strong relationship with God, through hands on, sensory and tactile experiences.

Throughout the year, our Religious Education Coordinator and kindergarten teachers participated in ongoing, intensive professional learning and training lead by CSBB Deputy

Lead staff members. They implemented the new curriculum in Term 1 and continued with this new program throughout the entire year. Kindergarten students had the opportunity to listen and observe Bible Stories being told through words, figurines and actions. They developed a sense of belonging to our Catholic Culture through learning about our Catholic traditions and rituals and they built a stronger relationship with God.

All the staff and kindergarten parents were introduced to the K-2 Religious Education Curriculum, through professional learning meetings run by the Religious Education Coordinator and kindergarten teachers. They were given the opportunity to observe the retelling of a Bible story, along with viewing and analysing the student response activities.

In 2022, students, staff and families expressed and gave witness to their Catholic identity in various ways. Post Covid-19, The rich dimension of the School's Catholic faith increased with whole school masses and liturgies occurring in both the Church and school environment. The school continued to build strong partnerships with the Parish, the local Northern Beaches community and the broader community. The school implemented a range of social justice initiatives through their 'Mini Vinnies' (Social Justice Team), supporting organisations such as St Vincent de Paul, Caritas Australia and Catholic Mission.

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## Curriculum, Learning and Teaching

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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.

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In 2022 the focus for professional learning was on familiarisation of the new upcoming English and Mathematics syllabi for K-2 to implement in 2023. Our major focus in collaborative coaching was on English, particularly Writing and Spelling. High yield strategies, particularly Mentoring and Coaching models, had a positive impact on teacher confidence and skill. This professional learning led to a change of practice and improved student outcomes as shown in the Naplan results this year.

The collaborative coaching model was consolidated by the Assistant Principal who worked alongside teachers to co-plan, model and co-teach a variety of English lessons using the spelling strategies. Teachers engaged in cycles of coaching focused on Spelling and Writing. This included professional learning sessions led by the school's Literacy Coordinator/ Assistant Principal with assistance from the Catholic Schools Broken Bay Coach Lead. Teachers then worked with both the Literacy Coordinator to co-plan, observe modelled lessons and co-teach lesson sequences that explored implementation of the Effective Spelling Strategies model (Topfer) and Bump It Up Walls in writing that assist students to self-assess their writing.

Provision for the learning support and enrichment needs of our students, supported through our Diverse Learning team's targeted intervention programs, are features of the school's differentiation practices. The Diverse Learning team continued to support students across all classes in small groups and one on one interventions. Adjustments were continually made for students to achieve success at their point of need. Diverse Learning timetables were refined to ensure that support and/or extension was provided at the most effective times and in

classrooms with the highest needs. Students continued to be offered many opportunities for enrichment across the curriculum; these included focused writing groups for support and extension, mathematics programs, opportunities for research through targeted research group sessions with our librarian each week and Public Speaking via the interschool competition.

## 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

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	91%	52%	0%	12%
	Reading	81%	54%	0%	11%
	Writing	84%	50%	0%	7%
	Spelling	69%	48%	0%	15%
	Numeracy	66%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63%	31%	4%	14%
	Reading	71%	39%	7%	11%
	Writing	70%	25%	0%	18%
	Spelling	59%	37%	0%	14%
	Numeracy	39%	25%	7%	16%

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## Pastoral Care and Student Wellbeing

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### 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 2022.

### 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 2022.

### 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 2022.

### Initiatives promoting respect and responsibility

Pastoral care and wellbeing initiatives are undertaken to promote respect and responsibility within the community and are vital in creating a community of learners. The school follows the Positive Behaviours for Learning (PBL) model of Behaviour Management and implements the U R Strong inter-personal relationships program.

A safe and supportive environment for learning is achieved through the explicit teaching and modelling of the four school Core Values of Respect, Justice, Compassion and Service. These Core Values have a term focus in which they are explicitly taught with a weekly focus on expectations of behaviour. The daily assembly reinforces the Core Values and expectation of behaviour. This is then supported by classes undertaking explicit instruction around the Core Values and in the Principal weekly updates reinforcing this for families. The community has become familiar with the four core values and each term one value is discussed in relation to self, others and the environment.

Strategies which the school has embraced to develop a respectful and responsible school include:

- Social and Emotional Learning Time: This targeted initiative identified Social and Emotional Skills needed to be further developed students with teachers planning and programming targeted lessons around for Responsible Decision Making, Self-Awareness and Self-Management.
- Wellbeing Week: An allocated week in each term where the school community is provided with initiatives to consider their own mental health and wellbeing to highlight the importance of Wellbeing and connection with family and friends. Themes for this year included 'Building Positive Relationships', 'Family', 'Three for the tree or sea', and 'Celebrating Diversity'.

- Respectful Relationship Groups: These Kindergarten to Year 6 peer groups, led by Year 6 students had a shared lunch in Wellbeing Week during Terms 1-3 and in Term 4 a Peer Support program was taught over eight weeks. The Term 4 program reinforced the skills for Self-Management, Responsible Decision Making, Self-Awareness and Relationship Skills. The students led lessons about Resilience, Growth Mindset, Bucket Filling and Inclusivity.
- Parent Engagement: Parents were actively involved in creating a positive and respectful environment. With the introduction of a staff Wellbeing Team this year, a goal is to include parent voice next year in 2023.
- Student Agency: In 2022 students were a part of a School Representative Council (SRC). Students in the SRC initiated waste reduction initiatives such as 'Waste Free Wednesdays,' soft plastic recycling and reviewing the waste management system with a waste audit which impacted greatly on the school community.

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## School Improvement

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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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

**Mission:** To educate and enable students to be active contemporary disciples of Jesus. Students demonstrated an improvement in learning and agency as measured by the implementation of play-based activities (K-2 new RE curriculum).

**Teaching and Learning:** To facilitate greater student agency through high quality learning experiences and 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. Implement K-2 RE units to be more authentically linked to deeper learning, aligning the 'Educating in Christ' activities with Montessori style play based teaching program informed by CSBB Continuous Improvement Cycle. Y2 class introduced to new RE curriculum later in the year. 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 demonstrate strategies used in the skill of collaboration and critical thinking skills.

**Student Wellbeing:** To support students to use a variety of strategies that promote academic, social and emotional wellbeing. Embed St Rose Core Values of Respect, Compassion, Justice and Service. Students identify 'Zones of Regulation', triggers, and self-management strategies to remain emotionally balanced in the 'Green zone'.

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## Community Satisfaction

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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:

- Feel welcomed
- Were informed
- Believe the school supports their child's learning and positive behaviour
- Were able to talk to teachers
- Attended meetings and school events
- Supported learning at home
- Were satisfied with the amount of Homework assigned
- 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
- Recognised the development of positive core values and beliefs throughout the school community
- Would highly recommend the school to a friend or colleague

### Student satisfaction

The school surveyed students in Years 5 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 and faith life relevance
- 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 and expectations of success
- Strong faith values, relationship with God, prayer and liturgy, social justice initiatives
- Felt safe attending this school

### 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 focused on:

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

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,831,740
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$486,783
Fees and Private Income <sup>4</sup>	\$820,040
Interest Subsidy Grants	\$5,641
Other Capital Income <sup>5</sup>	\$884
<b>Total Income</b>	<b>\$3,145,090</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$58,497
Salaries and Related Expenses <sup>7</sup>	\$2,411,417
Non-Salary Expenses <sup>8</sup>	\$868,458
<b>Total Expenditure</b>	<b>\$3,279,876</b>

### 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 2022 REPORT