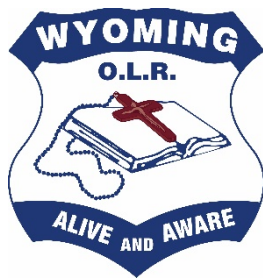


2018 Annual School Report



Our Lady of the Rosary Catholic Primary School, Wyoming

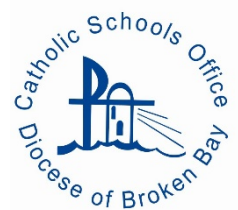
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ABOUT THIS REPORT

Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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 be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

In 2018 Our Lady of the Rosary (OLR) celebrated 40 continuous years of Catholic education in Wyoming. The wonderful work of the original parents led by Fr Philip Murphy enabled a small school to begin with a staff of five including Therese Williamson our foundation Principal. During the early 90's the school hit a peak enrolment of 420 students and is now close to 320.

We continued to make big gains in our academic achievement levels in 2018. We are leaders in numeracy and literacy achievement. A feature of our school is the diligence of the school leadership team that analyses data and enrolment trends to meet the needs of all students. All staff were trained in dyslexia education. Through direct intervention we have introduced *Teaching Handwriting, Reading and Spelling Skills* (THRASS) for our dyslexia students and for those who needed strengthening in phonemic and graphemic links.

Cultures of Thinking (CoT) is fully embedded into our curriculum and deep thinking is now evidenced for all students K-6.

Eight, new state of the art, classrooms are being built. OLR is proud to celebrate its past and very confident of its future.

Parent Body Message

A new Parent Council was formed with the goals of acting as a sounding board for the Principal in important strategic decision making. Again many activities took place including discos and trivia nights for the whole family to enjoy. We were also successful in raising much needed funds for our school resourcing.

This year the Parent Council planned for our 40th year of operation by organising a thanksgiving Mass and events to celebrate such an important milestone. Opening the time capsules and perusing the memorabilia proved a hit with all who came to celebrate.

The new building is taking shape and we are very excited at having 8 brand new classrooms complete with the latest in educational innovation to fit nicely with our *Cultures of Thinking* learning framework.

We were very proud of our students who continued to shine academically with high NAPLAN results and also creatively where the school for the first time entered the Wakakirri competition. The parents feel blessed to have dedicated teachers and a principal who knows every child and is passionate about providing the best education available. Our school continues to grow and we are a proud asset to the wider community of Gosford

Student Body Message

At OLR the student leadership team and student representative council (SRC) work towards a vibrant and happy environment where every student feels welcome and included.

The students are given opportunities to participate in many programs and activities to showcase and develop new skills and talents. Lunchtime club gives children the chance to engage in a social setting outside the playground, coding club develops coding and technological knowledge, Wakakirri has given opportunities to learn and perform dance through storytelling. Mini Vinnies help raise awareness for those less fortunate than ourselves with food drives and Christmas appeals. Tournament of Minds, Central Coast Cluster (CCC) Debating, Chess Club, Education Assessment Australia tests, Newcastle Permanent Maths competition, Rock N Water, Seasons for Growth, school band and choir, Maths games and Maths Olympiad all challenge the mathematical, creative and persuasive mind.

OLR students also participate in a wide variety of sporting events which include athletics, netball, touch football, soccer, swimming, AFL, union, league and cricket.

OLR encourages children to do their personal best, respect all and live justly.

SECTION TWO: SCHOOL FEATURES

School Features

Our Lady of the Rosary Catholic Primary School Wyoming, is a Catholic systemic co-educational school.

OLR is a proud Catholic primary school in the Josephite tradition. It commenced 40 years ago with the great leadership of the parent community and Fr Murphy. Our motto is: 'Alive and Aware'. We are alive and aware to the wonder of God and all that underpins our work is based on the Catholic belief of the risen Christ.

We provide education for all who wish to come from suburbs such as Kariong, Point Clare, Springfield and Ourimbah. Our school population has remained stable at approximately 317 - 340 students in the past decade. We are a parallel streamed co-educational school from Kindergarten - Year 6.

In the last few years OLR is seen as a leader in innovation and design. We were among the first schools to champion *Cultures of Thinking*, which originated from Harvard University USA, and has enabled student agency and delivered a thinking, inquiry curriculum to the students.

All staff were trained in dyslexia education as we are aware that we have many students who have language development issues as a result of this common but equally debilitating diagnosis.

OLR has introduced a coding curriculum K - 6. This year we continued to work in our TRIBES for social and emotional development and made great use of locally produced *Worry Woos'* program.

Our academic credentials continued to be enhanced with outstanding results in NAPLAN across all areas and great individual and class results in Maths Olympiad, Newcastle Permanent Maths competition, WORD MANIA and all of the International Competitions and Assessments for Schools (ICAS) assessments.

One of the features of our success in learning achievement is the use of Literacy and Numeracy coaches who work in and alongside class teachers to bring about individual learning gains. Every third staff meeting is dedicated to analysing data and looking at student work to bring about design improvements.

All staff are accredited as proficient and all are now working towards the Australian Institute for Teaching and School Leadership (aitsl) national standards.

For the very first time our school participated in Wakakirri and came second overall in the new school category.

The students were provided with wonderful Eucharistic liturgies, prayer experiences, reconciliation and sacraments throughout 2018. We farewelled the Parish Priest and welcomed our new administrator who is very aware of the need to provide meaningful experiences for children to learn about Jesus and the Gospel messages. Of particular note were the social justice initiatives that were undertaken in our school. We were the highest fundraising school for Daffodil day and continued to provide great assistance to Vinnies, Coast Shelter and the Drought relief appeals.

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
141	173	50	314

* 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 2018 was 92.74 %. 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 %	93 %	93 %	92 %	92 %	94 %	92 %

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 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 [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

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 NESAs. 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: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. 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.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	29
Number of full time teaching staff	13
Number of part time teaching staff	9
Number of non-teaching staff	7

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	Understanding Dyslexia and Significant Difficulties in Reading/ DYS Part 1 and Part 2. This course was to develop the knowledge of the teachers in supporting those students identified as having 'dyslexia' and improve student engagement in all areas of the curriculum.
Day 2	Sheena Cameron & Louise Dempsey Writing Workshop. This was a NESA Registered course at Proficient level which outlined the key principles of an effective writing programme and included planning, additional mini-lessons and in-depth work on editing.
Day 3	Staff participated in a Divine Mercy experience at the Divine Mercy Spirituality Centre at Somersby. The day was led by a Vincentian Priest. The purpose of the day was to give staff the opportunity to further develop and reflect on their own Catholic faith journey.

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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.

OLR is a faith community in which our students are encouraged to know and love God as revealed by Jesus and inspired by the Holy Spirit. The catholicity of the school is evident through the rich liturgical life and regular interaction with the parish and priest.

OLR works together with families and the parish to forge strong links between all. Student attendance at Mass, termly Reconciliation for Years 3-6 and school prayer assist the formation of Catholic discipleship in our children and the wider community. The school continues to engage and involve students, staff and families in morning prayer, whole school Masses, class Masses and Liturgies. Significant days are recognised through whole school prayer at morning assembly. Religious Education (RE) is a key learning area taught in all classes K-6. Prayer is part of daily school life for students, parents and staff.

The Sacramental program enables home, school and parish to work together. Children from OLR received the Sacraments of Confirmation, Reconciliation and Eucharist this year. The parish sacramental programs are supported through the school by regular communication with parents and carers regarding upcoming events through the weekly newsletter, distribution of the parish sacramental schedule, and morning assemblies.

While most of the children involved are from Years 2 and 3, children from older classes also participate in the Sacramental program provided by the parish and its sacramental team. The school supports the Sacramental program by providing classrooms, planning the celebration Mass/Liturgy, planning and hosting the enrichment days and assisting the Sacramental Mass/Liturgy.

The Religious Education learning and teaching programs, which are based on the Broken Bay K-12 Religious Education curriculum, feature opportunities for students to engage deeply on the Scriptures, Tradition, Liturgy and Prayer within our faith. Through the integration of thinking routines, students are able to make their thinking visible as well as illustrate their knowledge, analysis and connections to the content of our outcome-based curriculum.

Students from Year 6 along with the principal and Religious Education coordinator (REC) represent the school each year at the Year 6 leadership Mass. They also attend the diocesan Mission Mass in October. Staff attend the Diocesan staff Mass at the beginning of the year.

Social justice continues to be a key focus at OLR. The newsletter contains weekly input from the principal and REC that supports and explores the Catholic worldview, a Gospel reflection and elements of Pope Francis' teachings. The school has participated in fundraising for Caritas, St Vincent De Paul and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

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.

Under the guidance of literacy and numeracy coaches, staff members have engaged in professional learning focusing on developing a whole school approach on how to provide timely, effective and appropriate feedback to students about their achievement, relative to their learning goals. Staff meetings and individual coaching were used to immerse staff in the outcomes, objectives and content of the English and Mathematics syllabus. Data from all aspects of literacy and numeracy was the catalyst for the coaches to work across the grades with teachers. The school has two *Extending Mathematical Understanding* (EMU) specialist trained teachers. The specialists work with teachers and mathematically vulnerable students to further enhance the high level of mathematical education from K-6. All teachers are trained to conduct Mathematics Assessment Interviews (MAIs) and all students completed this assessment. Teachers continued to work towards effectively tracking students along the growth points.

A number of staff were trained in the THRASS program and have been working with small groups of children in Years 1 to 5. The THRASS program is used to support targeted children in the areas of handwriting, reading and spelling.

A range of technologies are used across the school to assist with learning. Each classroom is equipped with data projectors and interactive whiteboards (IWBs), and has access to a number of personal computers (PCs), laptops and tablets. In 2018 new devices, including iPads, Chromebooks, laptops and Sphero SPRK+ robots, were purchased to support the learning. Each K-2 class has eight iPads to support key numeracy and literacy learning experiences. Years 3-6 have access to a fleet of Chromebooks which allow for interactivity between teacher and student, student and student. A number of professional learning (PL) opportunities were provided for staff on the use of the technology. 2018 has seen the embedding of a K-6 Coding curriculum and the opportunity for students to attend an on-site coding camp during school holidays.

A particular focus this year has been to consolidate the *Cultures of Thinking* (CoT) within the school. The school, with support of the CoT coordinator, has ensured that students' and teachers' view of their classroom is one that encompasses the eight cultural forces. The school has worked to embed the 8 cultural forces throughout the school and within all key learning areas.

The school continued the K-6 public speaking and *Spelling Bee* competitions to support the speaking and listening and spelling outcomes. Children were also, for the first time, given the opportunity to take part in the Wakikirri competition, Australia's largest performing arts event for schools. The children depicted a narrative through music, dance and drama.

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](#).

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.95 %	53.20 %	4.76 %	8.60 %
	Writing	69.05 %	41.90 %	4.76 %	10.00 %
	Spelling	66.67 %	46.60 %	4.76 %	12.50 %
	Grammar	71.43 %	53.10 %	4.76 %	11.00 %
	Numeracy	69.05 %	39.20 %	2.38 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	42.55 %	38.60 %	14.89 %	12.60 %
	Writing	8.51 %	13.70 %	19.15 %	23.40 %
	Spelling	21.28 %	34.50 %	17.02 %	13.60 %
	Grammar	46.81 %	35.50 %	4.26 %	14.30 %
	Numeracy	38.30 %	27.60 %	6.38 %	14.00 %

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 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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

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. There were no changes made to this policy in 2018. Note: the policy on the CSO website is the updated policy for implementation in 2018.

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 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. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

For a number of years now the school has a *Positive Behaviour for Learning* (PBL) approach as the basis for all pastoral care in the school. This year the school implemented the social and emotional awareness principles in to our teaching learning programs through the use of the *Worry Woos* program.

Our TRIBES groupings from K-6 continued where each term we set aside a half day for all of the students to come together across the grades to undertake social and emotional activities to emphasise solidarity and friendship and also participate in anti bullying activities and to build resilience.

At each fortnight assembly our Year 6 leaders role play the PBL behaviour of the week for the whole school which is a powerful educational strategy as the students are highly engaged when it is presented by their peers.

Mini Vinnies held a sleep out in winter to raise awareness of homelessness in our local area and thrice a week lunch clubs ran for students who may need time off the playground from all of the noise and commotion.

Rock n Water and *Seasons* programs were supported through teacher and or parent nomination.

Our Family Liaison Officer (FLO) worked closely with our families and where practicable financial as well as social and emotional support was provided. The school's counsellor also worked with approximately 12 students who were experiencing social or emotional dislocation this year.

One of the strong features of this year was the encouragement given by our Year 6 leaders in 'calling out' bad behaviour and bullying to support those in need. One of the wonderful and enduring features of OLR is the genuine care and concern the staff show for the children and families.

OLR provides multiple opportunities for all children to be engaged in a positive and self esteem building activity. Whether it is an academic pursuit such ICAS assessments, *Tournament of the Minds*, chess, writing competitions, Word Mania or creative pursuits such as Wakakirri, choir and band, all children have a chance to shine. There are dozens of extra curricula activities that happen throughout the year for all children.

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. 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

In 2018 we consolidated work in *Cultures of Thinking* through the appointment of a coordinator who facilitated the work with the 8 cultural forces being key features of every class. The maths and literacy coaches continued to drill down on differentiated tasks that enabled overall student improvement as measured through NAPLAN, MAI and Progressive Achievement Tests (PAT) data.

Worry Woos was introduced as a framework for our social and emotional pastoral care initiatives. All staff were trained in dyslexia education which was beneficial for many of our students who have been diagnosed as twice exceptional. This means teachers can now confidently provide learning pathways for gifted students who have been blocked due to their inability to decode the print effectively.

We introduced gifted education practices and explored models to cater for students identified in this range.

The staff also worked with Religious Education to strengthen their own spiritual connections to their faith and to learn how to better prepare our students for Mass. Individual teachers also continued in their theological studies in the Graduate Certificate in Theology.

Priority Key Improvements for Next Year

All staff will be trained in gifted education with identification and teaching through enrolment in the Gifted Education Research and Information Centre (GERRIC) Graduate Certificate with the University of NSW. The key feature of next year is to introduce cluster groupings in Grades 2, 4 and 6 to cater for all of the identified students who are in the gifted or exceptional range. A new identification system will be introduced which will include using data from diagnostic testing as well as through our partnership with leading local educational psychologists.

Staff will complete online training through Autism Spectrum Disorder (ASD) education program to better cater for our ASD students.

With great excitement we will occupy the new classrooms in Term 2 next year and with that our educational philosophy and beliefs will be supported through the introduction of learning spaces that cater for differentiated learning outcomes.

We will also plan for the introduction of a wrap-around services class for some behaviourally challenged children where partnerships will be secured with psychologists, speech therapist and occupational therapist.

SECTION TEN: 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

Parents felt very involved and encouraged in their support of their children in the learning, play and overall education of their children. We were delighted to learn that our principal and Religious Education Coordinator (REC) had successful appraisals as the overwhelming consensus of the parent community is that our children are flourishing under their leadership.

There were many open classroom opportunities, parent education forums, assemblies, open days and Parent Council events open for all parents. Parents are very pleased that they can freely have their say about the initiatives and direction of the school and feel very informed and communicated to by the principal, staff and the various media channels established to keep us up to date.

We know that our school is doing really well on all measures when we speak to friends whose children attend other local schools. OLR does well consistently in NAPLAN, academic competitions, sporting events and creative arts.

We can't wait to enjoy the new building as it is the first of its kind in the local area and we know that our children will enjoy the latest facilities available.

We are also pleased to welcome our new priest administrator.

Student Satisfaction

In 2018 we experienced a great year of learning with supportive teachers, who challenged us to reach our full potential. As part of OLR wellbeing, we participated in tribe sessions, including a Mini Olympics. We went extremely well in the national competition of *Word Mania*.

When a Kindergarten child starts at OLR they are given a buddy from Year 5. This system supports the students in their early years of primary school. At OLR we have a debating team that participates against other schools in the diocese. Our school achieved outstanding results in debating.

At OLR we have had many sporting teams that participated against other Catholic schools. Some of the sporting teams were AFL, cricket, rugby league, rugby union, netball, soccer and touch footy. The OLR staff put a lot of time, effort and money into our fantastic excursions. We had brilliant times at places like Canberra, Brisbane Water National Park, Australian Reptile Park, Hunter Valley Zoo, Point Wollstonecraft Recreation Centre, C.A.R.E.S Bike Safety and Australia Walkabout Park.

2018 was an inspirational year. OLR has a community spirit, encouraging us to live in faith and prepares us for any future challenges.

Teacher Satisfaction

Throughout 2018 teachers enjoyed the support from the leadership team in the educational direction and initiatives offered at OLR. Teachers in particular relished the chance to partake in 20 hours of face to face instruction to be accredited as teachers of dyslexia. We have many students in our school who have dyslexia or associated issues and the teachers felt that the professional development we received at OLR this year was very much tailored to our students.

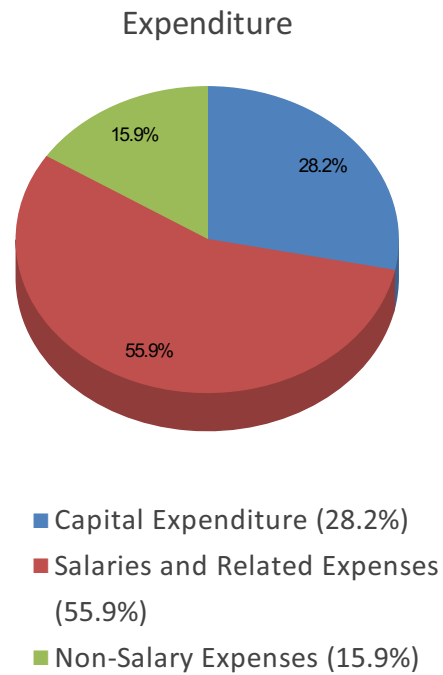
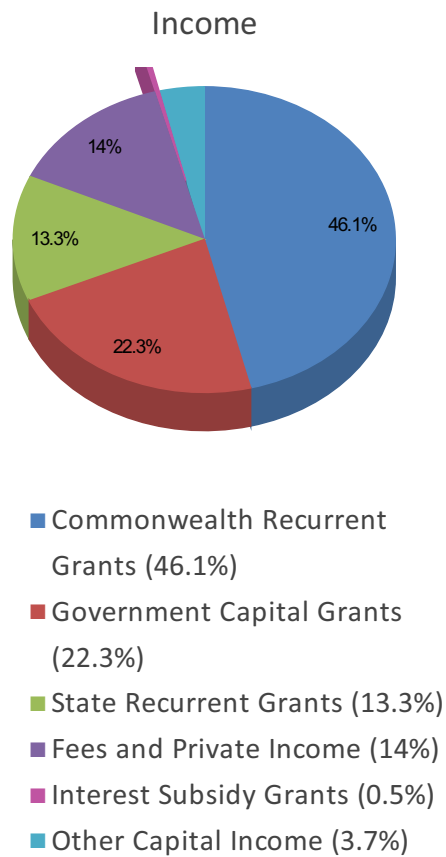
Teachers were also given opportunities to receive training in THRASS, maths, literacy, writing, pastoral care and first aid instruction. All of the teachers have now been accredited against the aitsl proficient standards and overall there is a wonderful sense of collegiality with all working towards school improvement goals that place the child at the very centre of all that is achieved.

There is a strong bond among the teachers as the leadership model in existence is distributive and transformative with consultation and collaboration at the heart of all conversations which ultimately are about instructional teaching.

Teachers are inspired by the leadership direction that meets the needs of both the students and their own.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,470,600
Government Capital Grants	\$1,196,834
State Recurrent Grants	\$714,278
Fees and Private Income	\$752,753
Interest Subsidy Grants	\$26,733
Other Capital Income	\$198,235
Total Income	\$5,359,433

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$1,553,207
Salaries and Related Expenses	\$3,072,448
Non-Salary Expenses	\$874,594
Total Expenditure	\$5,500,249