



2019

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

92 Glennie Street, WYOMING 2250

Principal: Mr Frank Cohen

Web: www.olrwyomingdbb.catholic.edu.au

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2019 has been a momentous year for OLR as we officially blessed and opened 8 new classrooms in a building named as St Mary of the Cross Centre. The state of the art building design is based on the school's learning direction that encompasses Cultures of Thinking from Harvard University. Each room is equipped with the latest in technology which makes use of Google Classroom and active inspire software. The rooms are configured in such a way to allow for individual, paired, group and whole class work using such things as lounge booths, ottomans and lecture style seating.

The school was nominated as part of a NSW Parliamentary Enquiry into effective use of data to drive strong student gains in outcomes based learning. The school's NAPLAN results when compared with local and statistically similar schools is at a high achievement level for both literacy and numeracy.

All teaching staff were trained in Dyslexia and Gifted education and differentiation is a major feature of the school's learning and teaching programs, where a dedicated diverse learning coordinator has been appointed.

The school excelled in external academic, cultural and sporting competitions in 2019.

Parent Body Message

The Parent Council were once again active in the life of the school and each Term meeting had a learning agenda focus for parents to receive information on how teaching and learning is done at OLR. The themes this year were on COMPASS, Maths, Technology and Anxiety strategies. Our meetings this year focused on finishing off the multi purpose court which we have done! We also addressed uniform issue and general operational issue with the Principal and Executive staff.

We were very excited to have a brand new building for our children and especially and acknowledge the hard work of the Principal in getting a state of the art building for our community.

Our school children continued to shine in all manner of pursuits. NAPLAN once again our school did very well in the area and the sporting and cultural successes are a result of the extra work our staff undertake to prepare and assist our children achieve.

2019 was another successful year for OLR school and the future is looking bright with a host of opportunities for our children to enjoy. We are considered a very good school in the Greater Gosford area.

Student Body Message

The school leaders and student representative council continued to work for the common good of all with a focus on strengthening the happy environment that is OLR school.

The students were given a multitude of opportunities to participate in sport, cultural, drama, dance and academic offerings. These included the continuation of the school's involvement in Wakakirri, Tournament of the Minds, debating, chess club, education assessments Australia, Newcastle Permanent Maths, Seasons for Growth, band, Maths Olympiad, Word Mania, Mini Vinnies, social justice sleep outs and working for the homeless. Some students went on to represent at state level in cricket and 1500m running.

The students are well served by a specialist PE teacher which enables the students to participate in Diocesan wide sports such as touch, soccer, swimming, AFL, league, union, cricket, athletics and netball.

At OLR all students are encouraged to participate in all activities and are supported in doing their personal best.

School Features

Now in its 41st year OLR continues to thrive as a school of academic and pastoral excellence. Our motto: 'Alive and Aware' is a constant reminder to everyone in the community to work for the common good for all students in the faith.

Students are drawn from suburbs such as Kariiong, Point Clare, Springfield, Narara, Wyoming and Niagara Park. The enrolment pattern of the past 5 years sits comfortably between 316 - 342 students. Although we are often seen as the school of choice due to our strong academic results, we are however in a location that is an older part of Greater Gosford. We also have families who stay only for a year or two before moving out of area to the coast or further afield for work. Local public schools in the area have seen dramatic decreases in the enrolments due to the same reasons. OLR has remained stable for some time and with the addition of the new building the expectation is for the school to grow to approximately 380 students.

We continue to be seen by the wider educational fraternity as a lighthouse school for innovation in inquiry learning, differentiation and for promotion of thinking dispositions. This year alone the school spent a significant amount of money on training all staff in the Mini Gifted education certificate form the University of NSW. This means all teachers are trained in gifted education and are able to move from identification to strategies in order to cater for our most gifted and abled students.

The school has employed a literacy and maths coach in recent times to work in the classroom directly with teachers. This means we are addressing the point of needs for teachers to work on taking students to the next step in their learning.

All staff are registered and are proficient in the standards and maintain their accreditation through rigorous evaluative means.

As a Catholic school we have been served well by our new Parish Administrator who is working hard to develop greater bonds between Parish and school. The Eucharistic masses and general liturgies have been wonderful experiences for all children.

We have continued to respond well to social justice initiatives through our Mini Vinnies with winter sleep out, food drives and volunteering work. We were able to help out Coast Shelter and Mary Macs place with food and also did a drought save the farmers run. This is Christianity at work and our school continues to work in our local communities for the good of all.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
147	169	54	316

* 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 2019 was 92.58%. 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
91.50	93.48	93.30	92.38	92.89	92.06	91.97

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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	27
Number of full time teaching staff	13
Number of part time teaching staff	8
Number of non-teaching staff	6

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 the CSO. 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

Day 1: GERRIC's Mini Certificate of Gifted Education (Mini-COGE) Day 1, provided research-informed and practical professional development to teachers and school leaders. This course up-skilled staff to be able to; differentiate the curriculum for high-ability students, implement ability grouping or acceler

Day 2: Mini Certificate of Gifted Education (Mini-COGE). Day 2 teachers were guided to be able to design and implement school-wide programs to cater for the needs of Gifted and Talented students; lead and support the development of curriculum that caters for gifted students' advanced needs; and mentor teac

Day 3: Embedding Formative Assessment workshop with Dylan Wiliam. This course focused on developing an understanding of assessment as a critical component of learning. Dylan Wiliam offered practical techniques for implementing formative assessment and discussed how to sustain the development of formative assessment

Catholic Identity and 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 inspired by the Holy Spirit and are encouraged to live by our school Motto; Alive and Aware. We are Alive to the challenges of an ever changing world and Aware of the God-Given uniqueness of each individual. This is evident through the rich liturgical life and increasing numbers of participation at Weekend Masses.

OLR offers opportunities to engage in Liturgical celebrations, morning prayer, Termly Class Masses and Biannual Reconciliation Liturgies. 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. 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 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 becoming more Scripturally based, are enriched with thinking routines and learning opportunities catering for all academic levels. 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.

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 school continued the model of teacher coaches for Maths and English. The focus on Maths this year was to look at the initial MAI data and then from it introduce an On The Way Growth Point Schema. Teachers were asked to plot weekly where each child is against the growth point as they achieve things in each lesson and not wait for confirmation via MAI at the beginning of next year. The Maths coach then worked alongside teachers on moving the students to the next stage on the on the learning progression.

The school now has four 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. Targeted lessons were made for Year 1 and vulnerable Year 2 students.

The THRASS program is used to support targeted children in the areas of handwriting, reading and spelling from Year 1 - 6. 8 Staff members are now THRASS trained.

The English coach focused on writing in each room with sizzling starters and a focus on Word Study based on the results of the Four Forms of Spelling. A dedicated 20 minutes is devoted each day just to spelling which has led to a dramatic improvement in the spelling results throughout the school.

This year, a dedicated coordinator for Diverse Learning, with a focus on Gifted and Talented Programming and Development, was appointed. From Term 2 the cluster based model to cater for more able students was introduced. Identified students participated in Maths and/or English classes that catered to their specific needs and abilities. All teachers participated in the Mini Certificate of Gifted Education Post Graduate course through the University of NSW.

All classrooms at OLR reflect the school wide philosophy of Cultures of Thinking. The school has worked to embed the 8 cultural forces throughout the school and within all key learning areas.

The now annual, K-6 public speaking and Spelling Bee competitions took place to support the speaking and listening and spelling outcomes. Students from Years 3-6 performed in the Wakikirri competition, with over 60 students performing in what is Australia's largest performing arts event for schools. The children depicted a narrative through music, dance and drama.

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.

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	57%	59%	8%	10%
	Reading	50%	54%	14%	10%
	Writing	65%	55%	3%	5%
	Spelling	54%	52%	3%	11%
	Numeracy	49%	42%	3%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	63%	37%	6%	17%
	Reading	31%	38%	6%	12%
	Writing	16%	19%	6%	18%
	Spelling	37%	38%	6%	13%
	Numeracy	44%	32%	2%	14%

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 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. Further information about this and other related policies may be obtained from the CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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. There were no changes made to this policy in 2019.

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 2019.

Initiatives promoting respect and responsibility

Our Lady of the Rosary has a well-established Positive Behaviour for Learning (PBL) approach as the basis for all pastoral care in the school. Our Lady of the Rosary has implemented the Social Emotional Learning principles into our teaching and learning programs. The school also regularly participates in whole school Social Emotional Learning activities that are presented in an interactive, meaningful and safe way.

Our TRIBES groupings from Kindergarten to Year 6 continued where each term we set aside half a 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.

This year, Mini Vinnies held a sleep-out in winter to raise awareness of homelessness in our local area. Lunch clubs ran three times a week for students who may have needed time off the playground from some of the noise and commotion.

The Rock and Water program is an experience that provides young people a pathway to self-awareness, and increased self-confidence and social functioning. The Seasons for Growth program offers children and young people a safe space to come together, and share their experiences of change and loss. Both of these 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 20 students and families who were experiencing social or emotional dislocation this year.

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 as 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 extracurricular activities that emerge throughout the year for children of all ages and abilities.

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

All trained have now been trained in gifted education and have attained a certificate in Gifted Education through the University of NSW. Key students have been identified in the gifted or most abled range and now are part of the cluster groupings of students who work on tasks appropriate to their ability levels.

Some staff have completed the online modules for Autism Spectrum Disorder. and many more have completed the THRASS modules.

The new St Mary of the Cross Centre has been officially opened and blessed and the Year 1 - 4 students have moved into the rooms.

Initial planning for a wrap around services model for our challenging students has begun and will continue into 2020.

Priority Key Improvements for Next Year

The expectation is that the many programs already initiated in the school will be embedded in 2020. The remaining handful of staff yet to be trained in THRASS will do so and also those for ASD certificate.

The math coaching model will be refined to become a prominent feature particularly in the K - 2 Years. A new learning support model will be introduced to take advantage of a wrap around service provided by external experts in the field of psychology, OT and Speech.

A new Principal and acting Assistant Principal will be working at OLR to embed current programs and to evaluate the programs already in place. Once established the leadership team will set about designing new improvement plans beyond 2020.

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 continued their partnership with the school in supporting children to develop as a whole human beings. There is an air of openness in decision making and the Parent Council act as a very good conduit between school and families. Decisions made are based on consultation between the Principal and Council.

Parents were delighted to hear the news that the Assistant Principal went through the review process with flying colours. The school provided ample opportunities for parents to be in the classrooms either as helpers or through open room visits. Parents are very happy with the direction of the school and the wonderful programs in place.

There is strong communication through various channels that has kept all families informed.

The school is seen in the local community as a great school for academic success. We are ranked very highly on prominent website that ranks schools in the local area. Friends from other schools often tell us that we are doing well as a school.

The opening of the St Mary of the Cross Centre has been a great boost to our school and we are the envy of others.

We are saddened to learn that our Principal and Assistant Principal will move to other schools next year.

Student satisfaction

In 2019 we were provided with so many rich experiences from our teachers. We did well on all external tests and again placed or came first in the Word Mania completion for the Hunter and Central Coast.

The buddies in Year 5 looked after the Kindergarten children really well and every grade got to experience coding, robotics and Science experiments that invoked our curiosities. We went to Canberra, Bathurst, National Parks, Reptile Park, Zoo, Point Wollstonecraft and CARES.

We were able to play all types of sports and gala days. We had teams for cricket, league, union, soccer and netball. Some of us did really well and went on to represent at Broken Bay and Polding levels.

The students love the new building and feel able to learn in flexible environments. The 2019 was spirit filled and many children received their sacraments and we participated in lively masses and liturgies. Our new Parish Administrator relates his homilies really well for us and we think he is a great person.

Teacher satisfaction

Teachers were offered over 25 hours of professional development in gifted education and dyslexia education. Some were also trained in autism spectrum disorder and THRASS teaching and learning. Staff meetings tended to focus on professional readings and then using cultures of thinking routines to jigsaw their contents.

There is a strong bond amongst the staff and a willingness to constantly improve and learn new and exciting things. The focus on the student at the heart of all that we do is paramount to our professional learning agendas.

The collegiality amongst the staff is evident and the leadership team with a new focus on diverse learning has established our school as a school of excellence.

Democratic and transformative leadership is the way things are achieved in the school and the staff appreciated the openness of which they can talk about any issues or to share concerns and offer ideas.

Staff at OLR are well supported and always encouraged to learn new and exciting things.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 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 2019	
Commonwealth Recurrent Grants ¹	\$2541615
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$719284
Fees and Private Income ⁴	\$764643
Interest Subsidy Grants	\$22211
Other Capital Income ⁵	\$259326
Total Income	\$4307079

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$3008064
Salaries and Related Expenses ⁷	\$3074866
Non-Salary Expenses ⁸	\$1064196
Total Expenditure	\$7147126

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 2019 REPORT