



2023

ANNUAL SCHOOL REPORT



Our Lady of the Rosary Catholic Primary School

92 Glennie Street, WYOMING 2250

Principal: Mr Bernard Cumming

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 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

2023 was another busy but highly successful year in the history of Our Lady of the Rosary. It was the first year of many that there were no restrictions due to Covid-19.

Our teachers continually strive for excellence as lifelong learners through ongoing professional learning and development. Our students are encouraged to be resilient, respectful and responsible, and to engage in caring interactions with each other and members of our community.

At Our Lady of the Rosary, the dignity of each of its members is respected and nourished, aligning with, and responding to, our sense of Gospel values. We partner with parents to ensure all children are celebrated and supported.

It is with great pride that I introduce the 2023 Annual Report to you – I hope it provides a snapshot of life at Our Lady of Rosary and gives some sense of the dynamic and supportive culture that characterises our community.

Parent Body Message

As we bring to a close another exciting year, I wanted to take this moment to reflect on some of the amazing achievements of our school community this year.

I remember a hot day in January where we met the new members of our community at our welcome BBQ, the kids and parents had a wonderful time, and it was great to see everyone get together and reacquaint themselves with old friends and make new ones as we enjoyed sausage sandwiches and good company.

Throughout the year the Parent Council has led the charge for many events and community building in the school. The discos continue to be a popular event each year, and the turn outs for 2023 were amazing. I know my kids and their friends had a blast and it was easy to see the excitement on many children's faces as they partook of all the different activities that were organised.

From the Father's Day & Mother's Day stalls to trivia nights, as well as a Bunnings BBQ (and everything in between), the parents and friends of the school have worked diligently to enrich the community we are all part of. I was happy to be able to facilitate various sessions of the P&C meetings to attract new faces and make those who may have been apprehensive or unable to attend in the evenings have the opportunity to have a voice in the school. Whether it was me or the wine and cheese we will never know. This was a wonderful opportunity for myself to get to know members of the community and this has also led to new members on

the committee for 2024 who I wish all the best as I step away as chairperson and welcome the new committee who I am sure will do a fantastic job. Please support them and your school for the upcoming year.

Thank you to all the people who have volunteered in various roles and activities to make our school a better place, and thank you to the parents of our school, who have brought such joy and happiness to the school each day.

Wishing you all a very happy and safe festive season.

Student Body Message

2023 was an amazing year for OLR especially as we had many fun events, involving the whole OLR community.

We had an amazing time at the Swimming Carnival, Athletics Carnival and Cross Country. The Sporting events this year after COVID were as lively as ever, since we had multiple students participating in every event and succeeding further past our school community.

Crazy sock day was a very fun day for all the kids because it is a day where all of the kids can wear whatever socks they want for the whole day to support those in need. Book week is also one of the best weeks of the school year, because it is a week where the students can dress up as a character from their favourite book and show the school which character they chose during the parade.

Our highlight of the year would have to be the school discos, because they are always so fun to go to and the students get to play outside all night.

We were honoured to be the school captains for 2023 because we got to participate in various school events on behalf of the students, and the school.

Emily and Louie - School Captains

School Features

Our Lady of the Rosary Catholic School is a Catholic systemic co-educational school, part of Catholic Schools Broken Bay. The school was established by the Sisters of St Joseph in 1978.

The school caters to students from Kindergarten to Year 6 (K-6) across sixteen classes and is part of the Our Lady of the Rosary Catholic Parish. Enrolments are drawn from many suburbs on the Central Coast, although predominantly our families come from North Gosford, Wyoming, Narara, Niagara Park, and Lisarow.

A new building with contemporary indoor and outdoor learning areas, along with extensive greenspaces, all contribute to the well-being of all the children and play a vital part in their learning success.

The school enjoys an excellent reputation as a community with high-quality learning and teaching practices within an environment of support, nurture, and partnership with parents.

We strive to model Gospel values for our children and all in the community so that each may contribute to building a better world.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
199	190	80	389

* 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 2024. 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 2023 was 89.91%. 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
90.80	88.70	91.10	91.00	89.20	89.70	88.90

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	27
Number of full time teaching staff	18
Number of part time teaching staff	9
Number of non-teaching staff	5

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA 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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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

A highlight for Staff is our Staff Spirituality Day. This year it was in June and was held at the St Joseph's Spirituality and Education Centre at Kincumber. The day involved looking at Scripture and how this impacts on the prayer life of staff. The staff find this an invaluable day, which assists them to aid the students with their prayer life too.

The staff held a number of twilight sessions after school to become familiar with the new Years 3-6 English and Mathematics syllabus that will be introduced in 2024.

Staff also gathered at the end of Term Two for a diocesan wide Staff Development Day. The staff joined with all other staff from Catholic Schools Broken Bay for a wonderful day looking at the Goals of the 'Towards 2025 Strategy'.

We were fortunate to hear inspiring words from our Bishop Anthony and our Director of Schools, Danny Casey, along with motivational speaker Mark Wales and school improvement consultant, Dr Linda Bendiksen.

Catholic Identity and Mission

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

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to 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 1 as well as Years 7-10 classrooms in 2022/2023 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.

Our Lady of the Rosary, Wyoming Annual School Report - Religious Education

OLR is a faith filled community that inspires our students both in heart and mind to know Christ, to love learning and to use their talents to be the very best they can be. Our vision is to provide the students of Our Lady of the Rosary, Wyoming with an authentic, professional Catholic Education, delivered with care and compassion.

Our school Motto; Alive and Aware supports students in understanding the challenges of an ever changing world and the God-Given uniqueness of each individual. This is evident through the rich liturgical life the students are exposed to while at school.

We offer opportunities to engage in Liturgical celebrations, morning prayer, Whole School and Grade Masses and Reconciliation Liturgies during Lent and Advent. The Sacramental program enables home, school and parish to work together. Children from OLR received the Sacraments of Reconciliation, Confirmation and First Holy Communion 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 Religious Education learning and teaching programs have a strong scripture focus, which is supported by the use of effective techniques such as Biblical Micrography, Godly play, Illuminated Text, Visio and Lectio. These techniques allow the students to delve deeply into the scripture to better understand the scripture and its meaning for their lives. RE lessons 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.

In 2022 our Kindergarten students piloted the new Religious Education syllabus and this program continued in Year 1 this year. Next year we begin to share this with Year 2, Year 5 and Year 6. Students will have the opportunity to explore their faith with the overarching aim of: 'Inspiring Hearts and Minds to know Christ and Love Learning'. The methodology is based upon the work of Maria Montessori and Sofia Cavalletti. It is a carefully prepared, rich learning environment that caters for the individual student's developmental stage: the typical order of learning runs from body to heart to mind.... from the concrete to the abstract. The primary goal of the curriculum is to bring each student into closer intimacy with Jesus.

Social justice continues to be a key focus at OLR. The school has participated in fundraising for Caritas, St Vincent De Paul and Catholic Mission. Teachers incorporate the Catholic worldview into their teaching programs. The newsletter contains input from the Principal and REC that supports and explores the Catholic worldview, a Gospel reflection and prayer to support Feast days and other key initiatives.

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.

OLR honours its commitment to quality Catholic education by providing high-quality educational programs that enable each child to reach their full potential.

OLR challenges every student in a supportive learning environment and values each student's different abilities. We acknowledge that students learn in different ways; therefore, learning programs must contain various options for learning. A wide range of support is provided for students who need assistance with learning academically and socially, and academic strengths are challenged during classroom learning. The Learning Support Team at OLR continued to assist the teaching staff in meeting the diverse needs of students. We consulted with students, their families, and specialist services to understand individual needs and determine the adjustments required. The Learning Support Team collaborated with teaching staff to develop and deliver a variety of programs and interventions.

A specialised Learning Support Teacher continued to work at OLR throughout 2023 and implemented a variety of intervention programs that address key outcome growth for targeted students. Students were provided with the opportunity to participate in the UNSW ICAS assessment programs in the areas of Science, Computer Skills, Writing, Spelling, English, and Mathematics. Many students participated in the Premier's Reading Challenge. A significant group of Years 5 & 6 children participated in the Newcastle Permanent Maths Competition. Opportunities were provided for our more able students in Science and Math. Children participated in Maths Olympiad and Maths Games, facilitated by The Australasian Problem Solving Mathematical Olympiads (APSMO). APSMO is a not-for-profit, professional organisation that offers a range of mathematical competitions for students aged from around eight to 14. The programs are unique in that they focus on the students' ability to solve mathematical problems in a creative manner - as opposed to simply reaching a solution using a prescribed method.

In 2024, a teacher will be appointed as the 'High Potential and Gifted' coordinator, working closely with colleagues at our Central Office.

This year, we began 'Collaborative Coaching'. This is a wonderful initiative of Catholic Schools Broken Bay, where teachers meet each week with the Assistant Principal to look specifically at an aspect of learning for each child. While we did this informally before now, this is a more formalised process. The teachers value this time greatly, where they can meet with colleagues weekly to discuss student learning.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at Our Lady of the Rosary Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	70%	54%
	Reading	83%	67%
	Writing	87%	76%
	Spelling	67%	61%
	Numeracy	88%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	53%	64%
	Reading	77%	74%
	Writing	68%	66%
	Spelling	71%	69%
	Numeracy	68%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

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 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

The school adopts a Positive Behaviour for Learning (PBL) approach as the foundation for all pastoral care, with clear procedures and processes for communicating behavior expectations and associated consequences to students, staff, and parents. This consistency positively impacts student wellbeing, fostering a safe, welcoming, and orderly learning environment. Each student's individuality is valued, nurtured, and their unique skills and talents respected and acknowledged.

A teacher holds the designated role of Pastoral Care and Wellbeing Coordinator to ensure this area within the school maintains a high profile. The school effectively employs communication strategies, including social media platforms, to inform and engage parents in the daily life of the school.

Every term, the school hosts a 'Wellbeing Week,' focusing on activities that promote the wellbeing of students, parents, and staff. These activities often include special prizes for students and a Coffee Van for parents and staff. Parents and carers are invited and involved in many school activities, fostering a sense of connection, welcome, and belonging.

There is a wide range of extracurricular activities available for students, including chess, choir, coding, and 3D modeling. The Parent Council also organises discos, and in 2024, another Colour Fun Run will be held.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

In 2023, our school continued to work towards our Catholic Schools Broken Bay Towards 2025 Goals. Once again, we connected with colleagues within Catholic Schools Broken Bay through working parties and the combined Staff Learning Day at the end of Term Two.

During 2023, a new syllabus in English and Mathematics was introduced from Kindergarten to Year 2. The staff embraced this new syllabus. We also began exploring the new Year 3 - Year 6 English and Mathematics syllabus that will be introduced next year.

In 2022, Kindergarten engaged with a new Religious Education syllabus. This will continue, with Year One also adopting the new syllabus. In 2022, the staff were introduced to the new Catholic Schools Broken Bay Charter. Further exploration of this document will occur in 2023.

Priority Key Improvements for Next Year

In 2024, Pope Francis has called the year, the Year of Prayer. The staff will be looking at the many ways to pray to continually develop our relationship with Jesus. In turn, they will also assist the students with their prayer life.

All classes, K-6, will be implementing the new Mathematics and English syllabus in 2024. Much staff professional Learning time will be spent on fine-tuning our implementation.

Our school follows a program titled 'Positive Behaviour for Learning (PBL). It is timely for a review so in 2024, the staff, along with the students and the parents will look at the PBL program and how we can fine-tune so it is the best it can be.

Community Satisfaction

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

Parent satisfaction

The opinions and ideas of parents, students, and teachers are valued and sought after. Their suggestions are incorporated into planning for and achieving improved outcomes for students.

Parents acknowledge that the school is friendly, supportive, and community oriented. Attendance at school events such as liturgies, Masses, assemblies, and sporting events indicates a high level of interest and involvement by parents and carers. Award assemblies are always extremely well-attended. Special events such as Mother's Day, Father's Day, and Grandparents' Day are highly anticipated by the community. Parents volunteer to assist with in-class activities such as reading groups and sporting events. This extra help and support is highly valued by the staff.

In 2023, the school facilitated Maths and English Information Evenings for Kindergarten parents. Attendance numbers were high, and feedback was positive.

In 2023, we continued to enroll a number of students from surrounding schools. Some elements of OLR that are regularly highlighted by parents are the caring approach to students, the welcoming environment, the high expectations we have of students, as well as the well-equipped learning spaces. Enrolments continue to grow, with a third Kindergarten class for 2024.

Student satisfaction

Student satisfaction is very apparent at OLR. Students consistently demonstrate respect and tolerance towards each other, and their satisfaction is evident through their involvement in school activities and with others. Students believe OLR fosters a positive learning climate where everyone is expected to succeed. They take great pride in their school, and the learning experiences they undertake are highly valued. Friendships and social groups formed at OLR are extremely positive and provide a strong foundation for lifelong connections.

The Student Representative Council (SRC), the Mini-Vinnie group, and choir are just three examples of student involvement. SRC positions are elected and highly sought after, while membership in Mini-Vinnies and the choir continues to grow.

Our leadership program for senior students continues, offering Year 6 students the opportunity to nominate for leadership roles such as School Captains, Vice-Captains, and Sports Captains. This modeling provides excellent formation opportunities for younger students. Leadership positions are viewed as important and worthwhile goals for which all children strive.

Teacher satisfaction

The teaching staff are committed, highly motivated professionals. The collegiality of the staff is noteworthy. The care and attention taken by teachers to ensure student needs are met is exemplary. They set high standards for the children and encourage them to always do their best.

The staff are open to professional learning opportunities as they work to improve their pedagogical knowledge. More experienced teachers are supportive of beginning teachers and willingly share their expertise.

The staff values our Annual Staff Spirituality Day, and they pray together on a weekly basis, supporting each other in an inclusive and pastoral manner.

The introduction of 'Collaborative Coaching' allows teachers to meet weekly to discuss students' learning with colleagues and members of the school leadership team. Teachers value this time each week and are grateful that it continues.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,280,548
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,133,751
Fees and Private Income ⁴	\$1,298,293
Interest Subsidy Grants	\$14,773
Other Capital Income ⁵	\$2,479
Total Income	\$6,729,847

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$93,172
Salaries and Related Expenses ⁷	\$4,295,364
Non-Salary Expenses ⁸	\$1,789,864
Total Expenditure	\$6,085,228

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 2023 REPORT