



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2015



Rosary Primary School Watson

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Principal

Mrs Maureen Doszpot

Section One: Message from Key Groups in our Community

Principal's Message

This annual report provides an opportunity to outline the initiatives and achievements during the 2015 school year. A major focus was implementing our 'Innovative Designs for Enhancing Achievements in Schools' (IDEAS) project, to align the school's Vision to agreed teaching principles – Together we do our BEST: Believe, Explore, Strive, Triumph. Professional learning and development has been another key area of focus with an emphasis on improving teacher understanding of the writing process and using student assessment data to inform teaching and learning in Mathematics. We continued to ensure the teacher mentoring program was rigorous, supportive and reflective, and built the professional capacity of teachers to improve student outcomes. We have much to be proud of and value the partnership between school, home, parish and the wider community. We look forward to building on our accomplishments as we continue our process of renewal.

Parent Body Message

Veritas! The motto of our School calls us to be an educational facility of the 21st Century. 'Veritas' is Latin for 'truth' but it is as much a verb as a noun. That is, an active search for truth in all its forms. This is the key to education at Rosary Primary School; it is at the heart of the work of the Community Council. The search for truth is not simply an intellectual enterprise but one which encompasses the whole person – in our case, the whole child. This means that we are constantly seeking to discover the best in each child in each year at Rosary.

An annual report records the data of our progress, successes and failures. It is an essential accountability measure but it necessarily misses that which makes Rosary excellent – the people, especially our children and our staff. In 2015 Rosary successfully built its learning plan around the strategic theme of B.E.S.T.; initiated a BYOD program; won the national Wakakirri competition; and, had much success on the sporting fields. These are illustrations of the human stories that are our real successes. The Council recognises these and many others and joins with parents in celebrating our achievements.

Student Body Message

Year 5 in 2015 was an amazing experience with new things happening throughout the year. Our new BYOD program gave us the ability to expand our learning and present it in many different ways. It made learning so much easier and was also better for the environment, as we were using less paper.

The highlight of last year was definitely participating in Wakakirri! It was fun and exciting, but we also learnt a lot during the time we were practising. We learnt how to express what the characters were feeling through movement and the use of facial expressions. In the end, with a bit of luck and heaps of team building skills, we managed to pull it off and became national winners! There were many more amazing and interesting opportunities in all subjects, like Night at the Museum, NAPLAN, Pyjama Day, the extraordinary fun camp and many more educational projects.

Last year's learning has really helped us progress in our education. Year 5 helped enormously to prepare for later times in our lives!

Section Two: School Features

Rosary Primary School is a Catholic systemic Co-educational School located in Watson.

Rosary is a Catholic School providing a challenging and comprehensive education for students from Kindergarten to Year 6, within an atmosphere permeated by gospel values. The community is proud of the school's rich history and strives to keep the Dominican spirit alive. The school motto *Veritas* (Truth) is reflected and promoted in all school activities and experiences.

Rosary Primary School students, staff and families work collaboratively to develop partnerships where: faith is celebrated; there is an ongoing focus on literacy and numeracy; creativity is encouraged; sport and fitness are promoted; and, sustainability becomes a way of living. The dedicated staff at Rosary work together, teaming their different interests and experiences to ensure the students are nurtured, engaged and challenged. They differentiate the curriculum wherever possible to suit the learning needs of individual students.

At Rosary, the core curriculum document for Religious Education is *Treasures New and Old*, and teachers program using the *Australian Curriculum* in English, Science, Mathematics, History Geography, The Arts and Indonesian.

Rosary has a strong learning support program, a Before and After School Care Program, specialist LOTE (Indonesian) and Music teachers, as well as providing the opportunity for individual music lessons. There is a strong emphasis placed on sustainability and inclusive education.

The access for staff and students to Information Communication Technologies (ICT) continues to be a strong feature of the school. The school is well resourced with desktop and laptop computers, interactive white boards, digital cameras, learner response systems and iPads, highlighting the school's commitment to providing classrooms that are exciting places of learning. A successful bring your own device (BYOD) iPad program for students in Years 5 and 6 was introduced in 2015.

Rosary participates in a range of co-curricular activities that have had a positive effect on students and their learning. Students in Years 4, 5 and 6 attend school camps and also participate in the Rostrum Public Speaking Competition. Rosary students have the opportunity to develop their interests and talents by joining school clubs for chess and running, while school teams are entered into the Tournament of Minds and Mathematics Olympiad. The school choir performs at Floriade each year, while Year 5 students take part in the Wakakirri story dance festival, being national winners in 2015.

Section Three: Catholic Identity and Faith Formation

Our school follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*.

Religious Life & Religious Education

Rosary has a well-defined sense of its mission in Catholic education. The school works closely with the parish and values the Parish Priest's support evidenced through his presence in the school, and his celebration of school, class and family Masses and prayer celebrations. A major focus at Rosary is the sacramental programs for Reconciliation, Eucharist and Confirmation that are ministered in Years Two, Three and Six respectively. The Religious Education Co-ordinator, class teachers and Parish School of Religion work in unison to involve families in these sacraments. Through several whole school Masses, we celebrated milestones of the school year and major feast days of the Church year. During Holy Week we actively participated in the re-enactment of the Easter Story.

Rosary Primary School continues to highlight and promote social justice issues by supporting a number of charitable organisations such as Caritas, Missions Australia and St Vincent de Paul. We strive to develop the belief that we can make a difference in the world, through participation in a range of fundraising events for those in need.

Rosary Primary School follows the Archdiocesan Religious Education Curriculum, *Treasures New and Old*. Throughout 2015, a number of staff meetings were allocated to up-skill class teachers as they implement the revised *Treasures New and Old Units* using the backwards by design framework and assessment rubrics.

The religious dimension of the Catholic faith is reflected in student/teacher relationships and in the values by which students are guided. Skills such as, reflection, critical thinking, problem solving, analysis and discernment form the basis of teaching and learning across the curriculum. These are fundamental to effective decision-making and the formation of personal attitudes, values and opinions.

Throughout 2015, the staff continued the IDEAS process of renewal, and the revised Rosary Vision Statement and newly formed Principles for Learning "Believe, Explore, Strive and Triumph" (BEST) were launched at the Opening School Mass. A whole school assembly at the beginning of each term was used to focus on one element of BEST, to help embed the vision and principles in the language and culture of the school.

Section Four: Student Profile

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
172	169	57	341

* Language Background Other than English

Enrolment Policy

The Archdiocese of Canberra and Goulburn has established an *Enrolment Policy for Catholic Schools*. The Catholic Education Office monitors the implementation of this policy. The policy has been developed in the context of government and system requirements.

Information about enrolling in a Catholic school in the Archdiocese of Canberra and Goulburn may be accessed at the [Catholic Education Office](#) website.

Student Attendance Rates

The average student attendance rate for 2015 was 93.87%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95%
Year 1	96%
Year 2	95%
Year 3	94%
Year 4	93%
Year 5	94%
Year 6	91%

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the

- consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
 - documented plans are developed to address the needs of students whose attendance is identified as being of concern;
 - the Catholic Education Office designated School Services Officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

Section Five: Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	5	26

* This number includes 16 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
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Professional Learning

During 2015, all teachers were involved in professional learning designed to develop their skills and understandings to improve student outcomes. The professional learning included whole staff days, subject specific in-services, meetings and conferences. The school held four whole staff days in 2015, the content of which was: a Writing Workshop; a spiritual formation day reflecting on Missionary Discipleship; a Rock and Water Introductory Workshop ; and, a day on CPR training and the management of asthma and anaphylaxis.

Teacher Qualifications

All teachers are qualified as required by the relevant authorities.

Section Six: Academic Profile

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 School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are 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.

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66%	48%	2%	11%
	Writing	54%	47%	0%	7%
	Spelling	40%	41%	8%	15%
	Grammar and Punctuation	68%	52%	8%	11%
	Numeracy	42%	34%	10%	15%

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	45%	34%	12%	18%
	Writing	31%	19%	2%	18%
	Spelling	47%	33%	10%	15%
	Grammar and Punctuation	53%	36%	6%	17%
	Numeracy	33%	28%	6%	16%

Section Seven: School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Plan and informed by the Internal School Review process. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Regional Consultant.

Key Improvements Achieved in 2015

In 2015, our Numeracy focus was on our Kindergarten cohort. Teachers used a data wall complemented by a pedagogy wall to help find the most appropriate strategies to develop students. A weekly problem solving afternoon was introduced and a greater emphasis was given to providing students with frequent exposure to higher-level mathematical problems rather than routine procedural tasks.

Kindergarten and Year 1 teachers participated in the 'Early Literacy Initiative' coordinated by Catholic Education. Data gained from the ongoing analysis of writing samples and student conferences, enabled teachers to focus on the needs of individuals, as well as the whole class group. Through implementing a daily voluntary writing session, the teachers were able to provide positive opportunities for students to compose a range of texts for authentic purposes and audiences. There was growth in each individual student's writing ability as evidenced in writing samples and tracked using the 'First Steps Writing Continuum'. Improvement was noted in individual student's ability to write silently for a sustained amount of time and a variety of published writing pieces were completed by students.

Priority Key Improvements for 2016

Student writing will continue to be a focus in 2016 with the emphasis being on providing opportunities to write for authentic purposes. At a minimum, students K - 6 will plan, draft, conference, refine and publish at least one piece of writing per term. There will be more open-ended writing opportunities for students; ongoing professional development for teachers; and a publishing parent support group established.

We will continue to work towards improving teacher capacity to improve student outcomes in numerical thinking based on Schedule for Early Number Assessment (SENA) and Learning Assessment Framework (LAF) data. We will look for evidence of changes in classroom practice, provide targeted professional reading, and regular staff meetings will be used for data analysis and ongoing planning.

Teachers will form Professional Learning Communities to support each other embed the agreed pedagogical principles (Believe, Explore, Strive, Triumph) and help develop a school wide culture where all students are challenged to achieve their B.E.S.T.

Section Eight: School Policies

Student Welfare Policy

Reconciliation and the re-establishment of relationships forms a major part of behaviour management at Rosary Primary School. The Behaviour Management and Anti-Bullying Policy draws its principles and practices from what we, as followers of Jesus, believe to be fundamental to maintaining a harmonious environment through positive relationships. We believe that every person: is an individual and should be treated as such; is entitled to respect, dignity and forgiveness; and, can strive to do their best. Our school rules reflect a balance between the rights and corresponding responsibilities of each person and are designed to promote the wellbeing and safety of everyone. Our policy focuses on preventative, supportive and corrective measures to support all students.

Corporal punishment is expressly prohibited in this school. In addition we do not sanction the administering of corporal punishment by non-school persons to enforce discipline at our school.

The full text of the school's Behaviour Management and Anti-bullying Policy is available on the school website or from the Front Office.

The full text of the School's Student Welfare Policy may be accessed on the School's website or at the Administration office.

Complaints and Grievances Resolution Policy

The Archdiocese of Canberra & Goulburn Catholic Education Office has established a *Complaints Policy* which is implemented by our school and all systemic schools in the Archdiocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. The Catholic Education Office (CEO) monitors the implementation of this policy.

The full text of the *Complaints Policy* may be accessed on the Catholic Education website at <https://cg.catholic.edu.au>.

Rosary Primary School is committed to: building a healthy and positive school environment that is free from discrimination and harassment; making staff, students and community members aware of their rights and responsibilities; communicating effectively; resolving differences justly, efficiently and promptly; and, implementing relevant legislation.

We believe that most grievances can be avoided by clear communication. While we accept our responsibility to consult and to communicate effectively, community members also have an obligation to read notices and newsletters, to attend meetings, and to seek clarification when required.

There may; however, still be times when members of the community disagree with or are confused about school decisions. The Rosary Complaints and Grievances Resolution Policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly and confidentiality is always maintained. A full text of the school policy is available on the school website or from the Front Office.

Section Nine: 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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

In 2015, the school sought the opinions of parents on a range of aspects of school life. A simple four-scale online survey instrument with the capability to provide comments was used to collect the information. Seventy five parents across all grade levels, completed the parent satisfaction survey in 2015. The most positive responses were to the statements that: a high standard behaviour is expected from students at Rosary; Rosary is meeting the social needs of my child; my school keeps me well informed about school activities and events; and, our school is well resourced. 15% of respondents disagreed with the statement that 'the school has a clear understanding of my child/ren's needs'; while 13% did not agree that 'the school keeps me informed about my child/ren's progress'. 93% of respondents agreed with that 'overall I am satisfied with the education of my child/ren at Rosary Primary School'.

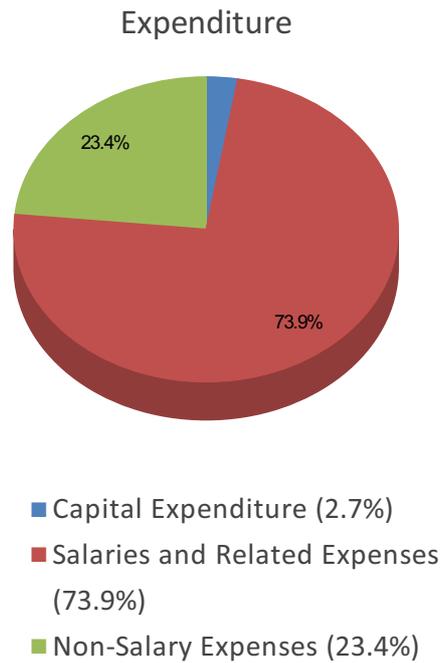
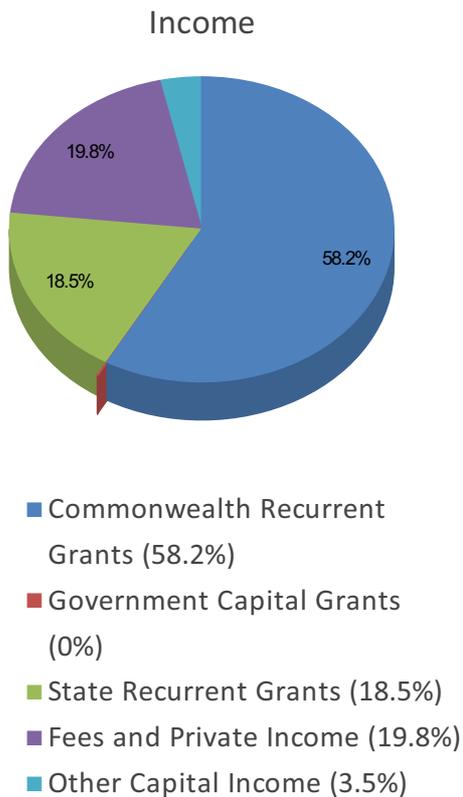
Student Satisfaction

In 2015, the school sought the opinions of students from Year 3 to Year 6 on a range of aspects of school life. A simple four-scale online survey instrument with the capability to provide comments was used to collect the information. 154 students completed the student satisfaction survey in 2015. The most positive responses were to the statements that: my teacher expects me to try my hardest; my teacher encourages me to improve the standard of my work; my school expects students to act responsibly; and, my school has clear rules and expectations. The comments from students were very positive and expressed their love for the school and the belief that they are valued and cared for. The disagree responses ranged from 0.56% to 8%.

Teacher Satisfaction

In 2015, the school sought the opinions of all staff members on a range of aspects of school life. A simple four-scale online survey instrument with the capability to provide comments was used to collect the information. 18 of the 26 staff members responded to the survey. All respondents agreed with the thirteen survey statements. The most positive responses were to the following: my colleagues are supportive; I feel my role is important at Rosary; my colleagues set good examples to students; my workplace has a positive ethos; Rosary encourages democratic decision-making; there are clear goals and expectations for staff at Rosary; communication is effective at Rosary; and, I have opportunities for professional development. The least positive feedback was to the statements: student management is consistent at Rosary; and, conflict is handled well at Rosary.

Section Ten: Financial Statement



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,407,076
Government Capital Grants ²	\$1,119
State Recurrent Grants ³	\$763,430
Fees and Private Income ⁴	\$818,960
Other Capital Income ⁵	\$145,542
Total Income	\$4,136,127

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$100,665
Salaries and Related Expenses ⁷	\$2,799,882
Non-Salary Expenses ⁸	\$888,524
Total Expenditure	\$3,789,071

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.