



CATHOLIC EDUCATION
Archdiocese of Canberra & Goulburn

Annual School Report to the Community 2016



Rosary Primary School Watson

Fleming Street, Watson 2602

Phone: 02 4248 0010

Email: office.rosary@cg.catholic.edu.au

Website: www.rosary.act.edu.au

Principal

Mrs Maureen Doszpot

Section One: Message from Key Groups in our Community

Principal's Message

This Annual School Report provides an opportunity to outline the initiatives and achievements during the 2016 school year. A major focus was broadening the emphasis of our 'Innovative Designs for Enhancing Achievements in Schools' (IDEAS) project, which aligns the school's Vision to agreed teaching principles– Together we do our BEST: Believe, Explore, Strive, Triumph – to send a consistent message to the wider community. Professional learning and development has been another key area of focus with continued prominence given to improving student writing outcomes and using student assessment data to inform teaching and learning in Mathematics. Teachers formed Professional Learning Communities to support and challenge each other as they worked towards achieving the whole school goal of 'developing a school wide culture where all students are challenged to achieve their B.E.S.T.' 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

Two words are frequently used in educational circles today: "Wellbeing" and "Excellence". The first refers to the creation of an environment that caters and cares for the needs of all students, staff and families. The second refers to the core work of schools to promote academic, professional and skills attainment to encourage all to achieve their full potential. We are founded on a tradition of seeking the best for all because that is what members of a community of faith should be able to expect. Beyond that we are seeking the Truth in all its forms as part of our Dominican heritage and encapsulated in our motto, *Veritas*. We are committed to excellence, not simply through high attainment in NAPLAN or other tests but through the arts, creativity, technology and sporting success too. 'Excellence' captures the sense that this is an educational community focused on and committed to doing its B.E.S.T. The Community Council celebrates our achievements and is dedicated to playing a part in our ongoing success. We also want to pay tribute to Maureen Doszpot, our Principal of a decade for her leadership and vision that has brought about this wonderful school and its many achievements.

Student Body Message

2016 has been a year of growth due to our student leadership responsibilities in Year 6. The BYOD program continued to be a fantastic tool for our learning. The leadership opportunities we experienced at Camp challenged us to become better leaders and more resilient in our decision making. We also established new levels of trust between ourselves.

It has been wonderful doing our part to help the school and we have really enjoyed it. An example of this was the Term Four Year 6 Mission Fete where we raised over \$1500 for the Catholic Missions to assist those in need in Cambodia.

Other highlights this year have been Confirmation, the Invention Convention, the Federation Convention and learning alongside our amazing Kindergarten buddies. It felt wonderful to help a younger student learn things that we learnt from our own Year 6 buddies. Through our student leadership responsibilities, we carried on a Rosary tradition that is reminiscent of the circle of life.

2016 has been an amazing year and it will really help us next year when we continue our growth journey into high school. We are sure that we will look back on this year and fondly remember all the memories that we have made.

Section Two: School Features

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

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 bring your own device (BYOD) iPad program for students in Years 5 and 6, introduced in 2015 continues to be very successful.

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 Mathematics Olympiad. The school choir performs at Floriade each year, while Year 5 students take part in the Wakakirri story dance festival, being ACT finalists in 2016.

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 2016, teachers continued to 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 2016, a whole school assembly at the beginning of each term was used to focus on one element of Rosary's Principles of Learning "Believe, Explore, Strive and Triumph" (BEST) to help embed it in the language and culture of the school.

Rosary staff participated in three two-hour twilight spirituality sessions facilitated by a member of the Catholic Education Catholic Identity and Faith Formation team, with a focus on the Year of Mercy and Scripture.

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 2016:

Girls	Boys	LBOTE*	Total Students
165	171	43	336

* 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 2016 was 94.13%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	94%
Year 2	95%
Year 3	95%
Year 4	93%
Year 5	93%
Year 6	92%

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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	5	27

* This number includes 17 full-time teachers and 5 part-time teachers.

Percentage of staff who are Indigenous	0%
--	----

Professional Learning

During 2016, 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 three whole staff days at the beginning of 2016, two of which focussed on Visual Arts: reviewing the Visual Arts component of the Australian Curriculum; visiting the National Gallery and National Portrait Gallery; and, participating in practical workshops. On the third day, all staff undertook First Aid and CPR training.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	65%	49%	8%	11%
	Writing	65%	49%	2%	6%
	Spelling	50%	46%	12%	12%
	Grammar and Punctuation	62%	52%	6%	10%
	Numeracy	44%	36%	15%	14%

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	37%	35%	10%	15%
	Writing	8%	17%	20%	18%
	Spelling	20%	30%	14%	18%
	Grammar and Punctuation	39%	36%	12%	15%
	Numeracy	14%	29%	6%	17%

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 2016

In 2016, our Numeracy focus was on our Year One and Kindergarten cohort. The Year One teachers used the 2015 data to inform teaching and learning and this was evidenced in classroom programs. Professional conversations were enriched by the use of the data and pedagogy walls. This meant that adjustments and modifications were clear, precise and directed at student needs. There was a continued focus on the inclusion of one problem solving mathematical experience every week. The aim was to provide students with frequent exposure to higher-level mathematical problems.

Kindergarten, Year One and Year Two teachers participated in the 'Early Literacy Initiative' coordinated by Catholic Education. Daily writing sessions were held across all grade levels.

There was continued focus on the analysis of writing samples and the use of data to determine actual growth. Growth was determined using the 'First Steps Writing Continuum'. Collaborative planning and programming allowed teachers to share areas of expertise and develop evidence-based approaches targeting what students needed to learn to improve.

Priority Key Improvements for 2017

Analysis and use of student data in Numeracy will continue to be a focus. In response to 2016 NAPLAN data, spatial reasoning will be an area for teacher professional learning. Improved teacher confidence and competence, specifically in the interpretation and implementation of SENA strategies will be addressed through staff professional learning sessions. Improvement of student outcomes through the implementation of the Learning Assessment Framework (LAF) and subsequent analysis of data, will be a priority in Years Five and Six.

In response to NAPLAN data, improvement of reading outcomes across all grade levels will be a key priority. We will look for changes in teacher pedagogy when teaching reading, evidenced by adjustments in programs. We will continue to work to further improve student outcomes in writing. Our 'Writer's Festival' will remain as a celebration of successful writing.

There will be a continuation of Professional Learning Communities following their success in 2016. This will continue to reinforce the agreed pedagogical principles (B.E.S.T) and enhance the culture of professional learning characterised by positive and respectful relationships and collaboration.

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 Student Welfare Policy may be accessed on the School's website or at the Administration 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's website or at the Administration 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 2016, the Parent Survey was distributed to all parents via email from Catholic Education and was completed by 140 Rosary parents. The most positive parent responses were to the statements: my child is happy going to this school; the school is a safe place for my child; this is a good Catholic school; and, I know what is happening at the school and coming events. The most common responses to the statement, "The BEST thing about this school is" were positive comments about the sense of community, the staff, happy children, values and the educational experiences provided. The main areas of concern related to teacher communication with parents, supporting students' individual needs, homework and Parent / Teacher interviews.

Student Satisfaction

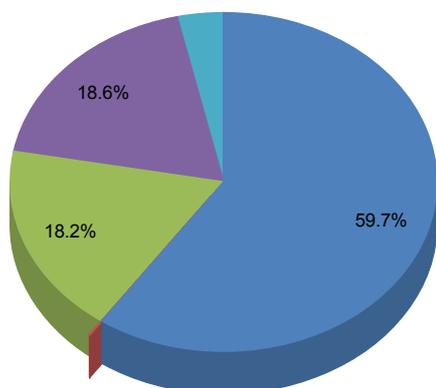
In 2016, the Student Survey was distributed by Catholic Education and completed by 138 students in Years 4, 5 and 6. The most positive responses were to the statements: I use technology at this school to help me learn; the school encourages me to be a good community member; my teachers care about me; my learning is improving at this school and, I would recommend this school to others. The main areas of concern related to the statements: the homework we do helps me learn; student behaviour is well managed at this school; and, the school listens to my concerns.

Teacher Satisfaction

In 2016, invitations containing a link to the on-line survey instrument were sent to all staff. 18 of the 25 staff completed the survey. The most positive responses were to the statements: I believe my work at this school is important; I believe my work makes a difference to our students; this school is a good place to work; I get a lot of satisfaction from working in this school; this is a good Catholic school; prayer is important at this school; and, I am aware of the current priorities of the school's Annual Improvement Plan. The main area of concern related to the statement: the demands placed on me in my role at this school are reasonable, with the typical comment being 'the actual job of teaching is becoming secondary to the amount of paper work and accountability records.' Other areas of concern were associated with the statements: our staff meetings are productive; I get feedback on the things I am doing well; and, I get feedback that helps me be a better teacher.

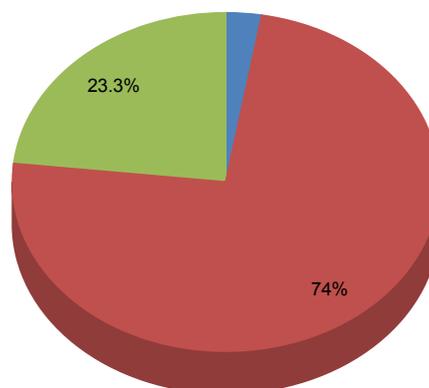
Section Ten: Financial Statement

Income



- Commonwealth Recurrent Grants (59.7%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.2%)
- Fees and Private Income (18.6%)
- Other Capital Income (3.5%)

Expenditure



- Capital Expenditure (2.7%)
- Salaries and Related Expenses (74%)
- Non-Salary Expenses (23.3%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,577,280
Government Capital Grants ²	\$1,019
State Recurrent Grants ³	\$786,932
Fees and Private Income ⁴	\$803,873
Other Capital Income ⁵	\$151,230
Total Income	\$4,320,334

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$106,254
Salaries and Related Expenses ⁷	\$2,897,236
Non-Salary Expenses ⁸	\$910,440
Total Expenditure	\$3,913,930

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.