



2023

ANNUAL SCHOOL REPORT



St Rose Catholic Primary School

8 Rose Avenue, COLLARROY PLATEAU 2097

Principal: Fiona Ngamu

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About this report

St Rose 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

The 2023 Annual School Report for St Rose Catholic Primary School aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. St Rose Catholic School is a community of faith.

As Principal of St Rose Collaroy Catholic Primary School, I am very proud and honoured to work alongside the highly dedicated and innovative staff, committed parents, respectful students and inclusive parish, all of whom enhance, inspire and support this brilliant learning community.

A highlight for the St Rose community in 2023 was the 50-year anniversary events. The school community and Parish united to celebrate and reflect on the special people both past and present, who built this school to be the place it is today. A staff reunion saw generations of teachers and school leaders come together to share stories and enjoy a special time together. The school liturgy and lunch were a beautiful experience for our current families as well as those from past generations. The final Celebration Day on a Saturday afternoon, saw the Bush Band (consisting mostly of past staff members) lead our community and friends to dance and sing, as well as present student Semester 1 History unit displays in our hall, and provide St Rose merchandise – all memories we will cherish for years to come.

2023 has been a year of review and visioning for the future. A year to further develop new teaching and learning processes and practices, introduced during a period of growth and resilience. Our focus was to embed the St Rose Core Values of Respect, Compassion, Justice, and Service, whilst developing life-long learners actively engaged in learning that develops critical thinking skills, collaboration and creative problem solving in a Catholic school environment.

Differentiated programming with the use of technology, independent learning and initiative ensured every student thrived and reached their potential and beyond. Our families continued to support their children, working alongside the teaching staff and parish community to provide a nourishing learning platform that developed real-life learning skills.

St Rose also commenced implementing the new NSW English, Mathematics and CSBB Religious Education (Early Stage 1 and Stage 1) curriculums into our teaching and learning programs. Stage 2 and Stage 3 outcomes and programming for English, Mathematics and Religious Education will be embedded from 2024. The new curriculums will:

- Build strong foundations in literacy and numeracy with new English and mathematics syllabuses for Kindergarten to Year 2
- Give teachers more time to concentrate on deep learning by reducing the hours teachers spend on non-essential learning and compliance requirements

This report highlights in particular, the school community's continued commitment to:

- Diverse Learning – celebrating the unique abilities of all students
- Student goal setting and scriptural story telling
- Service through outreach and charitable works including Project Compassion, St Vincent de Paul and Catholic Mission
- Student wellbeing and the implementation of 'Zones of Regulation' to support students with strategies in engaging in healthy relationships
- Parent engagement and navigating ways to communicate effectively and support the transition back to the classroom
- Professional learning focusing on student wellbeing, Diverse Learners and advanced use of technology as a teaching and learning tool

Parent Body Message

2023 has been a dynamic year allowing our school community to rebuild the community structure through events such as the 50-year anniversary and involvement within the school. At St Rose Collaroy we pride ourselves on encouraging and supporting a parent community that is engaged with their child's learning. In a time where many families are working and/or involved in after-school activities with their children, we understand and appreciate the time each family dedicates to our school community events throughout the year.

Over the year we celebrated such events as our Rosebud's Tea and Tissues morning, St Patrick's Day, the Mother's Day celebrations, Father's Day Breakfast, Grandparent's Morning Tea, the Beach Disco, as well as the Parent Engagement Network (PEN)'s themed Parent Trivia Night. This event brought together parents and the St Rose staff in a night of celebration and appreciation, as well as a ton of laughter and fun!

The many school liturgies and Masses such as the Holy Week Liturgy, were spiritual and unique, embedding the catholic core values that flow through this wonderful school community. The year ended with Christmas Carols on a warm Friday night, whereby the Christmas spirit was alive and well!

For these events to occur a dedicated team of parent helpers is always required, we are so very grateful to those involved throughout the year. Thank you also to the staff at St Rose for their ongoing dedication and care towards our children.

Student Body Message

Student leaders were surveyed about the opportunities they were engaged in this year. The following summarises their comments:

In the area of the Curriculum:

- Maths Challenge groups
- Extension English groups
- School Cluster extension programs
- STEAM using 'Little Bits'
- Inter-school Debating
- Whole school and inter-school Public Speaking
- Collaroy Stage 3 Excursion
- ICAS Competitions
- Excursions to the Zoo, The Rocks and Botanical Gardens
- Claymation
- Music tuition, Performance and Training Bands, and School Choir
- AFL, NRL, Basketball, Soccer and Cricket specialist clinics
- Inter-school Gala Days
- Lunchtime teachers verse Year 6 netball games

In the area of Mission:

- Year 6 Leadership Day
- Sacrament of Reconciliation
- Sacrament of the Eucharist
- Sacrament of Confirmation
- Lent and Advent Christmas Liturgy
- Year 6 Spirituality and Reflection Day
- Fundraising for charities Mini Vinnies and Project Compassion (Eg: St Partick's Day, Socktober)

In the area of Student Wellbeing:

- Martial Arts
- Meditation
- UR STRONG friendship program
- Lunch Clubs - Chess, Library, STEAM, Games, Garden, Tech, Visual Arts, Dance
- Peer Support Buddy program

- Swimming Carnival
- Beach Disco
- Christmas Carols Concert
- Book Week
- St Rose Has Got Talent

School Features

St Rose Catholic Primary School Collaroy Plateau is a Catholic systemic co-educational school. The school is located in Collaroy Plateau and forms an integral part of the Lakes Catholic Parish. In 1971 the late Father Norman O'Grady founded the school in a small house with one Kindergarten class and enrolment of sixteen children. A classroom block was completed in 1973, and the first appointed Principal took office. By 1976 the school was fully operational with seven classes from Kindergarten to Year 6. Coupled with the commitment to and recognition of a vibrant learning environment, the school is a well-maintained modern site.

The facilities include administration offices, staff rooms, library, hall, toilet block, canteen, undercroft area and resource rooms. All outdoor areas are surfaced for play and landscaped. Classrooms have air conditioning and interactive whiteboards. The school has a large water tank servicing the toilet block and flower and vegetable garden. A variety of cocurricular activities such as band, choir, chess, Peer Support, Rock and Water program, meditation, music, instrument tuition, dance, drama, and martial arts are offered.

Currently, the School has a healthy enrolment of nine classes with students from families within the Parish. The school has no history of religious staff. However, there has always been tremendous support from the parish, clergy, and parishioners. Unique to the School is the Transition to High School program that prepares the school's 'seniors' in a quasi-high school setting, using strategies to develop independence and responsibility.

The school prides itself on offering opportunities through an inclusive approach to students who have diverse learning needs. Enrichment and differentiated learning opportunities are embedded in teaching programs that meet the individual needs of all students to foster new experiences. The St Rose Learning Framework guides staff to develop learning pathways to address overarching concepts that are drawn from the syllabuses. The Concept Learning Pathway (CLP) ensures student engagement in authentic learning experiences are informed by student voice, driving inquiry learning to be purposeful and relevant in the context of their environment.

The Parent Engagement Network (PEN) engages with the school, collaborating to support student learning and fostering a positive school community. The school motto, 'Constant and True' is core to our way of being and doing, reflecting a pursuit of excellence in learning, commitment to faith and service to others.

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
108	95	40	203

* 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 91.91%. 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
93.80	92.00	91.40	92.10	92.80	91.00	90.30

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	15
Number of full time teaching staff	9
Number of part time teaching staff	6
Number of non-teaching staff	3

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

The ongoing professional development of each staff member is highly valued. Professional Learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The school takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development, which includes evaluating NESAs accredited professional development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

The following provides specific information relating to the focus of the 2023 staff development days.

- Diocesan Collaborative Culture of School Improvement Cycle
- Embedding the St Rose Core Values of Respect, Compassion, Justice and Service
- Review of the new English and Mathematics K-6 NSW Syllabus
- Curriculum Reform – Cognitive Load Theory – Practical insights
- Introduction to the U R Strong Student Wellbeing school wide program

The staff also participated in a system wide "Towards 2025" day focusing on the implementation of the new CSBB (Catholic Schools Broken Bay) vision, purpose and strategic direction.

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.

In 2023, the school's focus was the implementation of the new Catholic Schools Broken Bay (CSBB) K-2 Religious Education Curriculum in the Kindergarten and Year 1 classes and for all staff members, Kindergarten, and Year 1 parents to be introduced and familiarise themselves with the new curriculum. The Year 2 teacher was introduced to the new syllabus in Term 4 with a view to begin implementation in Term 1 2024. All staff were introduced to the new syllabus for Stage 3 and Stage 3 teachers will also begin implementation in Term 1 2024.

The new curriculum has been established by Catholic Schools Broken Bay to achieve the Towards 2025 Goal no.2 'We will accompany students, families and staff to know Christ and to grow in faith.' According to Bishop Anthony Randazzo, the aim is to have a new RE Curriculum for Broken Bay to support students to 'fall in love with Jesus'. The new approach of teaching Religious Education in K-2 is grounded in a Montessorian methodology and has been adapted from Gerard O'Shea's 'Educating in Christ' handbook. The curriculum focuses

on all students developing a strong relationship with God, through hands on, sensory and tactile experiences.

The approach to teaching religious education in Australian Catholic schools from Years 3-10 develops student knowledge and understandings of Christianity in the light of Jesus and the Gospel, and its unfolding story and diversity within contemporary Australian and global society. It expands student spiritual awareness and religious identity, fostering their capacities and skills of discerning, interpreting, thinking critically, seeking truth, and making meaning. It challenges and inspires their service to others and engagement in the Church and the world.”

NCEC - Framing Paper Religious Education in Australian Catholic Schools. 2018, p7. Religious Education in Years 3-10 provides witness to Jesus' example of accompaniment, supports students to encounter Jesus as the source of Christian life and provides opportunities for personal and communal transformation.

Throughout the year, our Religious Education Coordinator and Year 1 teacher participated in ongoing, intensive professional learning and training lead by CSBB Deputy Lead staff members. The new Year 1 curriculum was implemented throughout 2023 and Kindergarten teachers continued with this new program throughout the whole year. Kindergarten teachers were able to participate in reconnect sessions with CSBB lead staff members. Kindergarten and Year 1 students had the opportunity to listen and observe Bible Stories being told through words, figurines, and actions. They developed a sense of belonging to our Catholic Culture through learning about our Catholic traditions and rituals and they built a stronger relationship with God.

In 2023, students, staff and families expressed and gave witness to their Catholic identity in various ways. The rich dimension of the School's Catholic faith increased with whole school Masses and liturgies occurring in both the Church and school environment. The school continued to build strong partnerships with the Parish, the local Northern Beaches community and the broader community. The school implemented a range of social justice initiatives through their 'Mini Vinnies' (Social Justice Team), supporting organisations such as St Vincent de Paul, Caritas Australia, and Catholic Mission.

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 has been very proactive in adapting to changes in curriculum and focusing on professional development to improve teaching practices. The shift towards implementing new English and Mathematics syllabi shows a commitment to staying current with educational standards. Collaborative Coaching and mentoring have been effective in boosting teacher confidence and skills. The specific focus on areas like Multiplication and Division in Mathematics in Semester One, and Fluency in Reading for English during Semester Two demonstrates a targeted approach to addressing areas of need across different grade levels. The emphasis on explicit instruction and understanding of cognitive load shows a deep understanding of effective teaching strategies.

The involvement of the Diverse Learning team in providing targeted interventions and support for students across all classes has continued to be a focus. It is essential to ensure that all students receive the support they need to succeed, and we are dedicated to meeting those needs.

Offering opportunities for enrichment, such as school-based Writing groups, Mathematics programs, and Public Speaking competitions, as well as cluster extension days for various Key Learning Areas, confirms our commitment to providing a well-rounded education that caters for all abilities. St. Rose is focused on fostering both academic achievement and personal growth for its students.

A curriculum reform introduced explicit instruction in primary schools, a teaching approach that is systematic, direct, and structured. It involves clear and precise explanation of concepts, modelling of skills, guided practice, and regular feedback to ensure that students understand and master the material being taught, before moving on to the next concept.

One of the key principles of 'Explicit Instruction' is breaking down complex skills or concepts into smaller, manageable steps. This allows teachers to scaffold learning effectively, providing students with the necessary support as they gradually build their understanding and proficiency. By presenting information in a clear and organised manner, explicit instruction supports students to develop a solid foundation of both knowledge and skills.

At a primary school level, 'Explicit Instruction' is particularly important for laying the groundwork in core subjects such as Reading, Writing, and Mathematics. For example, in reading instruction, teachers explicitly teach phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. They break down each component, providing explicit instruction on how to apply these skills, and offer ample opportunities for practice.

Similarly, in Mathematics, 'Explicit Instruction' may involve breaking down mathematical concepts into concrete, pictorial, and abstract representations. Teachers provide step-by-step explanations, model problem-solving strategies, and guide students through exercises to reinforce understanding.

Explicit Instruction is also valuable when teaching other subject areas, such as Science, History and Geography. By clearly outlining learning objectives, providing explicit instruction, and offering opportunities for guided practice, teachers can ensure that students develop a deep understanding of content and are equipped with the necessary skills for success. Improving and embedding content knowledge of each subject area has also become a major focus.

Moreover, explicit instruction is beneficial for all students, including those with diverse learning needs. By providing clear explanations, structured support, and frequent feedback, teachers can effectively meet the individual needs of their students and promote inclusive learning environments.

In summary, a focus on Cognitive Load and 'Explicit Direct Instruction' has played a vital role in 2023, providing students with clear, structured, and systematic instruction across various subject areas. Breaking down complex skills and concepts into manageable steps, teachers can ensure that all students could learn and succeed.

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 St Rose 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	62%	54%
	Reading	84%	67%
	Writing	87%	76%
	Spelling	68%	61%
	Numeracy	77%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	77%	64%
	Reading	93%	74%
	Writing	100%	66%
	Spelling	92%	69%
	Numeracy	84%	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

Pastoral care and wellbeing initiatives have a central role and are undertaken to foster and promote positive relationships, respect, and responsibility within our school community.

The school promotes **four core values** throughout the year and focuses explicitly on one each term - Respect, Compassion, Justice, and Service. Our core values complement our matrix of positive behaviours and expectations. The daily morning assembly reinforces the core values and expectations of behaviour. This is then supported by classes undertaking explicit instruction around the core values and in the Principal weekly updates reinforcing this for families.

The community has become familiar with the four core values and each term one value is discussed in relation to others, self, and the environment with the core value of 'respect' an overarching concept throughout the whole year.

The **URSTRONG friendship program** adds another layer of empowering our students with strategies to deal with conflict in a respectful and productive way. This program will be fully implemented in 2024 with teachers and students first being trained and upskilled in 'Friendology' before parents and our wider school community are invited to attend training workshops to help facilitate a culture of kindness at St Rose.

Strategies which the school has embraced to support student wellbeing and develop a respectful and responsible school environment include:

- **Social and Emotional Learning Time:** This targeted initiative identified Social and Emotional Skills needed to be further developed students with teachers planning and

programming targeted lessons around for Responsible Decision Making, Self-Awareness and Self-Management.

- **Wellbeing Week:** An allocated week in each term (usually mid-term, Week 6) where the school community is provided with initiatives to consider their own mental health and wellbeing to highlight the importance of Wellbeing and connection with family and friends.
- **Themes** for this year included 'Building Positive Relationships', 'Managing Feeling and Emotions', 'Family', 'Three for the tree or sea', and 'Celebrating Diversity'.
- **Respectful Relationship Groups:** These Kindergarten to Year 6 peer groups, led by Year 5 and 6 students had a shared lunch in Wellbeing Week during Terms 1-3 and in Term 4 a Peer Support program was taught over eight weeks. The Term 4 program reinforced the skills for Self-Management, Responsible Decision Making, Self-Awareness, and Relationship Skills. The students led lessons about Resilience, Growth Mindset, Bucket Filling, and Inclusivity.

Parent Engagement - Parents were actively involved in creating a positive and respectful environment. With the introduction of a staff Wellbeing Team this year, a goal is to include parent voice next year in 2024.

Student Agency - In 2023 students were a part of a School Representative Council (SRC). Students in the SRC initiated many new ideas and initiatives to be pushed throughout the school relating to the playground, canteen, lunch clubs etc. Our goal is to continue this further next year with more opportunities for our students to facilitate change suggestions of new ideas to improve our school and continue to have a strong student voice.

In the area of Student Wellbeing:

- Martial Arts
- Meditation
- UR STRONG friendship program
- Lunch Clubs: Chess, Library, STEM, Games, Garden, Tech, Visual Arts
- Wellbeing Programs: 'The Zones of Regulation', 'Bucket Fillers', 'How Big is my Problem?'
- Peer Support Buddy program
- Swimming Carnival
- Athletics Carnival
- School Disco
- Bush Dance
- Christmas Carols Concert
- Book Week
- Lego Masters
- Student Representative Council (SRC)
- Life Education visit (Healthy Harold)
- St Rose Has Got Talent (Talent Quest)

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

Evangelisation and Catechesis

To educate and enable students to be active contemporary disciples of Jesus. By the end of 2023.

The RE work samples and engagement of K-2 students will show improvement in learning and agency as measured by the implementation of play-based activities.

Measures of Success:

- Implement K-2 RE units to be more authentically linked to deeper learning, aligning the 'Educating in Christ' activities with Montessori style play based teaching program informed by CSBB Continuous Improvement Cycle. Y2 class introduced to new RE curriculum later in the year.
- Engage CSBB Deputy Workstream Lead Catechesis to support implementation of new pedagogy of RE curriculum K-2.
- Invite CSBB Deputy Workstream Lead Catechesis to attend and assist at Wednesday PL sessions for RE programming.
 - K-2 teachers to attend cluster PL sessions.
 - Adjust 2023 Scope and sequence to reflect the new units of work (Y1-2)
 - REC to support classroom teachers implementing new units through a mentoring model (K-2)
 - Review vision for learning at SRCP-inquiry, thinking routines, technology, assessment filters, rubrics, real world focus.
 - Introduce high yield strategies for RE in classrooms - learning walks, program review.
 - Resourcing and learning space.

Student Achievement

To increase student agency through high quality learning experiences.

Implement the K-2 English and Mathematics curriculum.

Familiarising the Y3-6 English and Mathematics curriculum.

Measures of Success:

- Collaborative Coaching focus Mathematics semester 1 and Written Language semester 2.
- Gather baseline data from rubric for measuring improvements in pedagogy and assessment (MAI Feb 2023)
- Revised English and Mathematics scope and sequences to be implemented K-2
- Change language from Learning Support to be Diverse Learners which includes Learning Support and Enrichment programs.
- Invite CSBB Diverse Learning High Achiever Education Officer for discussion of our school's needs.
- Employ an experienced Learning Diversity coordinator for 2024.
- Investigate and purchase online assessment platform for data tracking and standardised assessments – Essential Assessment online platform to be implemented in 2024.

Priority Key Improvements for Next Year

Evangelisation and Catechesis: Catechesis takes place through quality teaching in RE and teachers are responsible for maximising learning growth for all students. Embed K-2 RE units to be more authentically linked to deeper learning, aligning the 'Educating in Christ' activities with Montessori style play based teaching program informed by CSBB Continuous Improvement Cycle.

Introduce Stage 3 (Years 5 and 6) to new RE curriculum. All students will be able to identify and show at least one higher order thinking strategy when engaged in Religious Education learning experiences.

Student Achievement: Students exercise agency in their learning to make a positive difference in the world. All students will be able to identify and demonstrate strategies used in the skill of collaboration and critical thinking skills.

Utilise the Essential Assessment platform to track student data – ensuring progress from K-6 for all students. Embed Explicit Instruction and Daily Reviews – Curriculum Reform.

Student Wellbeing: To support students to use a variety of strategies that promote academic, social and emotional wellbeing. Embed the U R Strong Social and Emotional Wellbeing Program across K-6 to ensure common language and strategies for positive friendships.

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 school surveyed the parents via The Learning Bar survey Tell Them From Me (TTFM).

Data from the survey strongly indicated that parents:

- Feel welcomed
- Were informed
- Believe the school supports their child's learning and positive behaviour
- Were able to talk to teachers
- Attended meetings and school events
- Supported learning at home
- Were satisfied with the amount of Homework assigned
- Felt the school was safe and inclusive
- Felt their child was included and treated fairly
- Were encouraged to participate in school liturgies, prayer and parish
- Acknowledged the strong prayer and faith life of the school
- Recognised the development of positive core values and beliefs throughout the school community
- Would highly recommend the school to a friend or colleague

Student satisfaction

The school surveyed students in Years 5 to 6 via The Learning Bar survey Tell Them From Me (TTFM). The key areas of focus were Social-Emotional outcomes and drivers of student outcomes.

Data from the survey strongly indicated students:

- With a positive sense of belonging
- With positive relationships that value schooling outcomes
- With positive behaviour at school and faith life relevance
- Who are interested and motivated
- Try hard to succeed

- Valued the school's effective learning time, relevance, rigour, safety, positive teacher student relationships, learning climate and expectations of success
- Strong faith values, relationship with God, prayer and liturgy, social justice initiatives
Felt safe attending this school

Teacher satisfaction

The school surveyed the staff via The Learning Bar survey Tell Them From Me (TTFM).

Data from the survey strongly indicated strengths in drivers of student learning which focused on:

- Parent involvement
- An inclusive school
- Technology
- Contemporary professional learning
- Teaching strategies
- Data-informed practice
- A learning culture
- Collaboration
- Shared leadership

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	\$1,917,769
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$507,554
Fees and Private Income ⁴	\$911,534
Interest Subsidy Grants	\$2,178
Other Capital Income ⁵	\$1,294
Total Income	\$3,340,331

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$16,361
Salaries and Related Expenses ⁷	\$2,500,763
Non-Salary Expenses ⁸	\$1,084,974
Total Expenditure	\$3,585,737

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