



Holy Rosary Catholic Primary School

Annual Reporting

For 2015

Dear Parents/Carers

This year's annual reporting on 2015 has a new element attached to it. As well as the usual "School Performance Information" schools must now also report on the following:

1. School Improvement – reporting on success measures against our 2015 Annual School Improvement Plan
2. Financial and Infrastructure Report – 2016 budget
3. Other matters determined by the school – messages from key groups

School Improvement Report

In 2015 the school introduced 'Explicit Direct Instruction' in English across PP-Yr 6. Although significant change in learning, will take a few years to occur, I am pleased to share some early successes we have had. The 2015 Pre-Primary PIPS (Performance Indicators in Primary School) results in literacy, showed that our students made better progress this year than other years.

This improvement is also reflected in our EYLND Term 1 results for Year 1, (that is the class that undertook EDI in 2015). This year we have seen the students achieve the highest mean ever in the Burt Word, Concepts About Print, Dictation and Duncan tests.

Another focus for the school, in 2015 was to continue with the Nelson math program as well as focus on teaching problem solving strategies in mathematics. Based on our 2015 NAPLAN results, our Yr 3 class showed a slight improvement from our 2014 class and our Yr 5 students achieved the best result for a number of years.

Last year we also targeted improving attendance. Although the average attendance rate of the students remained the same as it was in 2014, that is 85%, it is heading in the right direction and will continue to remain a focus.

Financial and Infrastructure Report

Expected income for 2016	\$3 049 491
Expected Expenses for 2016	\$2 981 785
Surplus	\$67 706

Principal's Report

The following is the school report for 2015.

To the staff, thank you for the commitment and dedication that you have shown when it comes to caring for and teaching the students of Holy Rosary. I greatly appreciate the time you have invested and the support you have given.

Secondly to the parents and carers. Thank you to all who have supported the school, by either assisting with fund raising, helping out in the classrooms, or simply a kind word of praise or encouragement.

A thank you to the members of the School Board, who give up their time freely each month to ensure the school is kept financially on track. A special thank you to P&F members, who have worked arduously in not only raising funds for the school but also in providing social activities for our families to enjoy.

I would also like to thank Fr Nicholas, Fr John and members of the parish, who have assisted the school with the Sacrament of Confirmation, school masses, family masses and class liturgies.

Finally a big thank you goes out to the students. Congratulations on continuing to strive to improve yourselves. I am always pleased to see our students flourish, not just academically, but also when it comes to developing confidence, leadership skills and when I see you caring for others.

To our Year 6's and other students who left the Holy Rosary community in 2015, I wish you well and hope that you take with you the values, knowledge and skills that the school and its community have taught you. I hope you remember the 4 R's. Show reverence to God, respect your self and others, be resilient and be responsible for your own learning, your behaviour and your actions.

I would also like to take this opportunity to thank and bid farewell to staff who left and wish you all the best for the future.

A few years ago the Executive Director of Catholic Education in Western Australia launched the system's Strategic Direction under the acronym LEAD, that is Learning, Engagement, Accountability and Discipleship.

As a school we are in the process of aligning ourselves with this direction and the following 2015 report is reflective of this. Space prevents me from listing all of our initiatives, so I have focused on the main ones in each area.

Learning

Last year the school participated in the Australian Government funded "Flexible Literacy for Remote Primary Schools Program" and has entered into a three year partnership with 'Good to Great Schools' (founded by Noel Pearson) to deliver Explicit Direct Instruction in English. This program gives teachers a step-by-step guide to creating effective lessons that maximise student learning. The model was developed by John Hollingsworth and Dr Silvia Ybarra from DataWORKS and is based on educational theory, brain research, data analysis and direct instruction.

The Spelling Mastery program was introduced and this program helps students to become life-long spellers by equipping them with strategies to spell words. Spelling Mastery helps students to understand the relationship between sounds, word parts and spelling patterns.

Engagement

It was pleasing to see the P&F continue in 2015. Not only did they provide valuable funds for the school, they also provided social activities that help build community.

2015 also saw the school host a number of different visitors, the Director of Catholic Education of WA and on various occasions, delegates from the Good to Great Schools. All spoke positively of what is happening at Holy Rosary which reflects the work carried out by dedicated staff.

Accountability

All classrooms were refurbished in 2015 and this has made a great improvement to the look and feel of these rooms. New classroom furniture is being rolled out each year, as well as keeping up to date with the latest technology, that is iPads, laptops and so on.

Discipleship

The school continued to work closely with the Parish and the Religious Education Consultant from Broome. Classes were involved in the Christian Service program and it was wonderful to see the Year 6s making and distributing soup to the homeless of Derby.

School Performance Information

1.	Contextual Information	<p>Holy Rosary School, is a Catholic co-educational primary school in Derby, and caters for approximately 165 students from 3 Year Old Kindergarten to Year 6. The school is a place where staff, parents, children and members of the wider community work together to achieve their total development in a harmonious environment.</p> <p>As a school, we are concerned with developing the whole person. As well as academic achievement, we also promote the following four values:</p> <p>REVERENCE Showing our love for Jesus RESPECT For ourselves, others and property RESILIENCE Never giving up when things become difficult RESPONSIBILITY For our behaviour and learning</p> <p>In 2015, Holy Rosary commenced the Australian Government funded "Flexible Literacy for Remote Primary Schools Program" and entered into a three year partnership with 'Good to Great Schools' (founded by Noel Pearson) to deliver Explicit Direct Instruction in English.</p> <p>The school has a computer laboratory and well-resourced library. Children with special needs at either end of the spectrum are catered for, so that each child is helped to achieve his/her potential. Support teachers provide extra help in the area of mathematics (Extending Mathematical Understanding program) literacy and Reading Recovery.</p> <p>A very important part of our teaching team at Holy Rosary are our Aboriginal Teaching Assistants who work in partnership with the classroom teachers to provide a well rounded education. The major emphasis in the school is to improve literacy and numeracy standards and each class is required to plan a two hour literacy and one hour numeracy block each day.</p>
2.	Teacher Standards and Qualification	<p>Two staff members hold a Master of Education. Two staff members hold a Graduate Diploma in Education.</p>

		Eight staff members hold a Bachelor of Education. One staff members holds a Bachelor of Arts.																
3.	Workforce Composition	<p>Thirteen teaching staff of which twelve are females and three are males. Three teaching staff are indigenous.</p> <p>Eighteen non-teaching staff of which sixteen are female and two are male. Twelve of the non-teaching staff are indigenous.</p>																
4.	Student attendance at School	<p>The average attendance rate for the school was 85%.</p> <table border="1" data-bbox="790 654 1402 1019"> <tr> <td colspan="2">The average attendance rate for each year level is as follows</td> </tr> <tr> <td>PP</td> <td>87%</td> </tr> <tr> <td>Yr 1</td> <td>82%</td> </tr> <tr> <td>YR 2</td> <td>89%</td> </tr> <tr> <td>Yr 3</td> <td>83%</td> </tr> <tr> <td>Yr 4</td> <td>80%</td> </tr> <tr> <td>Yr 5</td> <td>89%</td> </tr> <tr> <td>Yr 6</td> <td>84%</td> </tr> </table> <p>To encourage school attendance the following strategies are implemented:</p> <ul style="list-style-type: none"> ➤ Morning bus service ➤ Recognising and rewarding students each term who attend 95% or higher ➤ In class incentives ➤ Recognition and reward for the class with the best weekly attendance ➤ ATA home visits to students who do not attend ➤ Personalised Attendance Plans 	The average attendance rate for each year level is as follows		PP	87%	Yr 1	82%	YR 2	89%	Yr 3	83%	Yr 4	80%	Yr 5	89%	Yr 6	84%
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5.	NAPLAN Information	<p>Percentage of students AT or ABOVE Minimum Standard</p> <table border="1" data-bbox="748 297 1402 696"> <thead> <tr> <th data-bbox="751 297 1074 367">Year 3</th> <th data-bbox="1074 297 1399 367">Year 5</th> </tr> </thead> <tbody> <tr> <td data-bbox="751 367 1074 409">Reading: 80</td> <td data-bbox="1074 367 1399 409">Reading: 82</td> </tr> <tr> <td data-bbox="751 409 1074 450">Writing: 62</td> <td data-bbox="1074 409 1399 450">Writing: 65</td> </tr> <tr> <td data-bbox="751 450 1074 551">Grammar and Punctuation: 56</td> <td data-bbox="1074 450 1399 551">Grammar and Punctuation: 70</td> </tr> <tr> <td data-bbox="751 551 1074 622">Spelling: 62</td> <td data-bbox="1074 551 1399 622">Spelling: 76</td> </tr> <tr> <td data-bbox="751 622 1074 696">Numeracy: 73</td> <td data-bbox="1074 622 1399 696">Numeracy: 87</td> </tr> </tbody> </table>	Year 3	Year 5	Reading: 80	Reading: 82	Writing: 62	Writing: 65	Grammar and Punctuation: 56	Grammar and Punctuation: 70	Spelling: 62	Spelling: 76	Numeracy: 73	Numeracy: 87
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6.	Parent, student and teacher satisfaction	<p>Through a recent survey most staff indicated that they find work enjoyable and rewarding. Although the implementation of EDI has been a challenge for some, most have embraced the change and believe it has improved their quality of teaching.</p> <p>Overall the majority of the parents were happy with the education provided.</p> <p>Students indicated that they enjoyed school and felt safe.</p>												
7.	Post-school destinations	<table border="1" data-bbox="639 1196 1402 1346"> <thead> <tr> <th data-bbox="643 1196 1023 1234">School</th> <th data-bbox="1023 1196 1399 1234">Number of Students</th> </tr> </thead> <tbody> <tr> <td data-bbox="643 1234 1023 1272">Derby District</td> <td data-bbox="1023 1234 1399 1272">11</td> </tr> <tr> <td data-bbox="643 1272 1023 1310">St. Brigid's, Lesmurdie</td> <td data-bbox="1023 1272 1399 1310">1</td> </tr> <tr> <td data-bbox="643 1310 1023 1346">St Mary's Broome</td> <td data-bbox="1023 1310 1399 1346">1</td> </tr> </tbody> </table>	School	Number of Students	Derby District	11	St. Brigid's, Lesmurdie	1	St Mary's Broome	1				
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8.	School Income	<p>This data is available on the ACARA website. Follow the link below:</p> <p>http://www.myschool.edu.au</p>												