Our Lady of the Rosary Catholic Primary School
The Entrance

2013 Annual Report

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1. Message from Our School Community

1.1 Message from the Principal

Our Lady of the Rosary School, The Entrance at Shelly Beach (OLR), is a K-6 co-educational Catholic school, being part of The Entrance Parish within the Diocese of Broken Bay. We are proud of the quality Catholic education that we provide.

Our school motto of ‘Celebrating Community’ encourages all to celebrate our Catholic faith and give witness to the Gospel values within a caring and supportive community of Parish, parents, staff and children which further guide our children towards Catholic discipleship. Our core values of respect, justice, forgiveness and learning underpin our policies, procedures and practices.

2013 was a year of many highlights, challenges and exciting opportunities. We give thanks for the many opportunities provided for the students during this year and pray that Jesus supports those community members who felt loss and grief during this year.

In 2013, the school developed its School Improvement Plan which had as its focus three strategic goals. The goals covered the school dimensions of Catholic Mission, Pastoral Care and Learning and Teaching and provided the school with direction in improving the outcomes for the school community.

The school continued to further develop the strong relationship with the Parish, and our Parish Priests, and the staff. The staff worked tirelessly to provide the best learning opportunities as part of a quality Catholic education provided for our students.

Our student population increased to more than 470 in 2013 as the demand for quality, Catholic education continues. I thank parents for their continued support of the school. Our Lady of the Rosary Catholic School has much to celebrate. The dedication of staff, the calibre of the students and the involvement of many parents assure me that we are in a privileged community that will go forward together to meet the contemporary challenges of Catholic education in the increasingly secular world in which we live.

This Annual Report for 2013 is a key component of our school’s accountability to our community. It is a detailed record of our school’s achievements and challenges for the year and I commend it to you.

1.2 Message from the Parent Body

Working with the parents and staff of Our Lady of the Rosary throughout 2013, has allowed the Parents and Friends (P & F) to again be in a position to provide assistance to the school. Through the many fundraising, social and hospitality events staged by the P & F this year, particularly the wonderful community building of our Spring Fair, we have worked to further develop the widespread participation of parents within the life of OLR.

1.3 Message from the Student Body

This year at OLR has been a wonderful experience and opportunity to grow and develop. We have celebrated many Liturgical experiences that have strengthened and deepened our faith. We have been provided learning opportunities that have allowed us to improve and display what we know.

The care displayed at our school by our staff, our parents and by each other, makes this a very safe and welcoming environment. We have enjoyed mufti days that have allowed us to share our resources with many worthwhile causes as well as participating in sporting opportunities that have enabled us to show our abilities and have fun. 2013 has been a marvellous year.

School Captains 2013
2. School Profile

2.1 Student Profile

The following information describes the student profile for 2013:

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
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<tr>
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<td>250</td>
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*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an Enrolment Policy† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: http://www.csodb.catholic.edu.au/about/index.html or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines;

b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications;

c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
   - to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
   - as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.

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<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
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Further information about the staff profile can be found in the School Facts section of the school’s profile page on the My School website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2013 was 96%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.
2.5 Teacher Satisfaction

The staff of Our Lady of the Rosary are an integral part of our school community. During 2013, the staff again completed a survey relating to their involvement in the achievement of the School Improvement Plan goals. The vast majority of staff identified that the school was very successful in the achievement of the goals and of their direct involvement in the achievement of these goals. On a scale of 1-5 (with 5 being highly effective) the staff identified the achievement of the school’s three goals as a 4.0 or better for each. As to their direct contribution of the goals, surveys showed an average of 3.94 for each. The staff’s responses to each of our individual milestones or targets demonstrated a high level of satisfaction particularly in our Learning and Teaching goal with a rating of consistently above 4.0 and as high as 4.67 for all fourteen targets.

2.6 Student Attendance and Retention Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Average student attendance rate (%)</th>
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<tr>
<td>K</td>
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<tr>
<td>1</td>
<td>94</td>
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<td>95</td>
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</table>

The average student attendance rate for 2013 was 95%.

Management of 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 Education Act 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 in students, a sense of wellbeing and belonging;
- 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; and
- 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, the Catholic Schools Office and the relevant Department of Education and Training 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.

The Catholic Schools Office monitors each school’s compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system’s School Review and Development processes.

2.7 Student Satisfaction

The students also completed a survey relating to the achievement of the School Improvement Plan goals. The students were able to identify the goals as being priorities at our school this year and were able to acknowledge the improvement of their learning, their prayer life and the care and well-being of the school community. 95% of all the students surveyed stated that they had improved learning gains in the Reading aspect of their English development and 94% believe their teacher has taught them what they need to learn to make them a better reader this year. 94% of students stated that our teachers look after them and their well-being and happiness, while 93% stated they have been taught ways to stay safe and be happy. 83% of students believe their Religious Education (RE) lessons have been more interesting this year and 88% believe teachers have given them experiences to help with their relationships with Jesus and with each other.
3. Catholic Life and Mission

3.1 Catholic Heritage

Our Lady of the Rosary Catholic School, The Entrance, is a systemic Catholic Primary School within the Diocese of Broken Bay.

Our Lady of the Rosary Catholic Primary School opened in 1952 and was staffed by the Sisters of St Joseph. The original site, behind the Catholic Church at The Entrance, became too small for the school population and the Shelly Beach site was developed with the Infants School opening there in 1974. Increases in enrolments continued and the Primary and Infants classes exchanged sites in 1987. Four new classrooms were erected at Shelly Beach to accommodate the Primary classes. During 1987, a cottage on the Shelly Beach site was refurbished to provide a chapel and administration facilities. The Sisters of St Joseph withdrew from the school at the end of 1989 and since then the school has been completely lay staffed. The school community will always remember the work and generosity of the Sisters of St Joseph.

The school was located on two sites, four kilometres apart until an extensive building program was undertaken in 2000 to consolidate the two campuses onto the Shelly Beach site. In December 2000 Our Lady of the Rosary finally came together once again as a whole school.

Parents and students are constantly reminded of the Catholic identity and mission of the school and of the expectation they will assist in that mission - an indicator of progress in the Bishop’s Pastoral Letter – “Catholic Schools At A Crossroads”.

Further information on the history and heritage of our school can be found on the School’s website at: www.olrtdbb.catholic.edu.au

3.2 Religious Life of the School

A strong emphasis on prayer, Liturgy and Eucharistic celebrations exist within Our Lady of the Rosary, including:

- maintaining our School Chapel as a sacred place of worship through explicitly taught reverent gestures and the purchase of liturgical resources;
- Class and School Masses and Liturgies;
- attendance at weekday Parish Mass several times each year;
- Reconciliation once a Term for Years 3-6;
- staff prayer at the beginning of staff meetings;
- daily prayer in classrooms;
- Rosary for staff and students once a week (daily during October, the Month of the Rosary);
- morning assemblies, with morning offering;
- weekly assemblies, with school prayer, school song / National Anthem;
- prayer spaces prominent in classrooms, the staffroom, Chapel and foyer;
- the purchase of Liturgical resources for prayer spaces (e.g. Rosary beads, liturgical coloured cloths, holding crosses, Bibles, candles, etc.); and
- the purchase of teaching resources for Religious Education and prayer (e.g. big books, ebooks, posters, cds, dvds, etc.);
- school involvement in the Parish Sacramental program for Confirmation, Reconciliation and First Eucharist;
• regular attendance at Diocesan Schools Staff Mass, Mission Mass, Year 6 Cluster Mass and Parish Masses;
• organisation of Year 6 Diocesan Cluster Mass at our Parish Church;
• children’s Liturgy at weekend Masses;
• Parish Priests invited to school assemblies, visit classrooms, special celebrations and social events;
• school attendance at Parish Pastoral Council meetings;
• school involvement in Parish celebrations – Parish/School Masses, Easter and Christmas Liturgies, Sacraments;
• Staff Spirituality Day focusing on the history of the Rosary and the Mysteries of the Rosary;
• development of a Scope and Sequence for the teaching of traditional prayers and development of classroom posters for teaching in accordance with this Scope and Sequence;
• development of class prayer resource folders;
• development of classroom teaching resources for teaching Sacred Scripture (e.g. Scripture boxes, Godly Play, etc.);
• Staff professional learning on engaging and innovative teaching strategies for R.E.;
• Staff professional learning on providing meaningful Liturgical celebrations;
• Staff taking more responsibility and ownership of Liturgies for whole school celebrations;
• formation of a Year 6 Student leadership team for Liturgy; and
• fundraising for Social Justice (Caritas, St Vincent DePaul, Catholic Mission).

This focus on the Liturgical life has at its core the nourishing of our students’ spiritual life. An attempt is made by our School and Parish to increase attendance of students and their families at Sunday Mass and a deeper involvement in the life of the Church by our students and ex-students.

3.3 Catholic Worldview

At Our Lady of the Rosary there is a deep commitment to working together to build a community of disciples of Jesus. As a school community we encourage and support the students in being Christian disciples through ‘living in this world, the way that Christ lived in his’. Modelling the Gospel values such as respect, justice, forgiveness, truth, love and service, lead the staff and students to question how and why we act as we do, and hopefully to ‘act justly, love tenderly and walk humbly.’ (Micah 6.8).

A strong emphasis on Social Justice continued through our Religious Education Co-ordinator (REC), School Chaplain, Social Justice Coordinators, Mini Vinnies, Year 6 Liturgy Leaders and our Student Representative Council (SRC). Our Liturgy Leaders organised awareness and fundraising for Caritas through several Project Compassion initiatives during Lent and for Catholic Mission during ‘Socktober’ to assist homeless children in Mongolia. A Grandparents’ Day whole school multicultural celebration was also arranged during Mission Month. These co-curricular activities are aimed at further evangelising and catechising students.
3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

All staff undertook professional learning on organising and leading prayer and Liturgical celebrations this year. The REC, and other staff members, attended professional learning opportunities on specific aspects of Religious Education and spirituality development. A Scope and Sequence for traditional prayers was established to ensure a range of prayers is explicitly taught and revised across all grades, and posters were designed to display in classrooms to reinforce the teaching of these prayers. A prayer folder was compiled for all classes to support teachers in exposing children to and teaching a wide range of prayers each year.

All teachers at Our Lady of the Rosary are accredited to teach Religious Education, with a number of staff currently completing postgraduate study in the field of Theology/Religious Education.

The staff participated in a Staff Spirituality Day in 2013, focused on The Rosary. This was facilitated by OLR staff and provided experiences to gain a deeper understanding of the history of the Rosary, the history of the prayers in the Rosary and the scriptural references for the four groups of Mysteries of the Rosary. This was aimed at deepening the spirituality of staff and, in turn, the spirituality of our students. Staff had the opportunity to share their learning through the use of engaging and innovative strategies that were introduced during staff meetings to further develop the teaching skills of our staff.

The staff at Our Lady of the Rosary take seriously the Bishop’s hope that all leaders and staff know of the Catholic identity and mission of the school and of the expectation that they will commit themselves to that mission.
4. **Pastoral Care**

4.1 **Diocesan Policies**

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management and Student Discipline](#) Policies including Student Welfare and Anti-Bullying, which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 **School Implementation of Diocesan Policy**

Our Lady of The Rosary has developed Pastoral Care policies and practices in our School Improvement Plan and Annual Plan based on the Catholic Worldview:

‘The Catholic Worldview is a comprehensive perception of the universe, revealed to us in Jesus that provides insights into the meaning of life and how to live it’.

These policies are considered to have impacted upon the learning and life of the school in the following ways:

- families feel that they are supported and cared for by the community;
- children are supported in their pastoral needs so that they can learn;
- children are made to feel that their situations and concerns are understood with compassion;
- children are made to feel that our school is a safe environment;
- children are taught Positive Behaviours for Learning to support the emotional and social development of every child;
- if and when required, children are re-taught the rules in a positive way and supported in order to experience success;
- children work together as a whole school to achieve Positive Behaviour for Learning (PBL) goals;
- Staff are cared for according to their needs so that they can perform their roles to the best of their ability;
- opportunities are provided for staff to nurture their own mental health and wellbeing; and
- the Pastoral Care Co-ordinator has begun investigating the KidsMatter program to further support mental health and wellbeing of students, families and the staff of OLR.

4.3 **Pastoral Care of Families**

Parents are involved in catering for the Pastoral needs of the school community through class parents who support the class teachers and the Pastoral Care Support Group which assists families in need by providing meals, transport, child care, home visits for emotional support etc..

Children from Years 4-6 have volunteered to belong to ‘Mini Vinnies’ which initiates social justice activities throughout the year e.g. fundraising for Project Compassion and a World Vision sponsored child, etc..

The Leadership Team, Learning Support Co-ordinator and Chaplain are available to parents and children for conferences and referrals to other professionals where necessary e.g. School Counsellor, Parish Priests, Centrelink services, CatholicCare. They also do hospital and home visits.

Staff support the pastoral care of parents by making themselves available for parent meetings and by developing pastoral relationships with the children. Staff support out of school fundraising events for those suffering hardship within the wider Catholic school community.
The Principal, Chaplain and Pastoral Care Co-ordinator make decisions to support hardship cases by way of financial support through our St Vincent de Paul fund which may include a rental payment, school uniforms, groceries, medical expenses, and emergency travel expenses or before and after school care of a school student.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy and Procedures](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a ‘safe and supportive’ environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school’s compliance with WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office’s Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.
5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

Quality Catholic education is always a major focus at Our Lady of the Rosary, offering students a rich and varied curriculum. This consists of the seven key learning areas (KLAs) which are complemented by specialist teachers in a variety of programs, such as Physical Education, Library and Japanese. The OLR School Improvement Plan’s (SIP) Teaching and Learning goal for this year was to improve the learning gains of all students in Reading. This year OLR participated in the Literacy and Numeracy National Partnerships project which aimed to support the SIP goal named above. Through our participation in this project a teacher was nominated as Literacy leader in the school, facilitating much of the professional learning for teachers and providing both in-class and external support.

The provision of professional learning for teachers about best practice in the explicit teaching of Reading, how to engage learners and effective assessment and feedback, along with tracking and monitoring students have been integral components of our work this year. As a result, 92% of students reached the Reading minimum benchmarks set for their grade this year, an increase of 10% when compared to results in 2012.

5.2 Student Achievement

Students in Years 3 and 5 undertook tests as part of the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs. Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.

- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.

- State data for Band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Communities. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2013 cohort, there were 61 students in Year 3 and 55 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the My School website (http://www.myschool.edu.au/).
### Band Distributions (%) – Year 3

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<th></th>
<th>Band 1</th>
<th>Band 2</th>
<th>Band 3</th>
<th>Band 4</th>
<th>Band 5</th>
<th>Band 6 (+)</th>
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<tbody>
<tr>
<td><strong>Reading</strong> State</td>
<td>2.8</td>
<td>9.7</td>
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<td>24.6</td>
<td>18.7</td>
<td>27.9</td>
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### Band Distributions (%) – Year 5

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Our Lady of the Rosary is pleased to note the following NAPLAN results achieved at or above National minimum Standard:

Year 3 - 98% of students for Reading, 98% for Writing, 92% of students for Spelling, 97% of students for Grammar and Punctuation and 93% for Numeracy.

Year 5 - 98% of students for Reading, 94% of students for Writing, 96% of students for Spelling, 94% of students for Grammar and Punctuation and 96% for Numeracy.

The percentages of Year 3 children who were placed in the top three Bands are as follows: Reading 69%, Writing 88%, Spelling 75%, Grammar & Punctuation 88% and Numeracy 69%.

The percentage of Year 5 children who were placed in the top three Bands are as follows: Reading 75%, Writing 72%, Spelling 66%, Grammar & Punctuation 68% and Numeracy 46%.
It is also pleasing to note that the mean of the Year 3 cohort was above National and State mean in Writing and Grammar and Punctuation; and Year 5 was above the National and State average in Writing. The average growth for students in Year 5 was well above the State and Diocesan average in Reading, Writing and Spelling. Students who are working below minimum standards are supported in class by individual programs and differentiation of learning to meet their needs.

5.3 Extra Curricula Activities

Our Lady of the Rosary continued to develop and enrich their extracurricular program during 2013. Activities included opportunities in music, choir, band, public speaking, debating, Active After School and a wide variety of sporting events.

The pastoral care of students, teachers and the wider community is deeply entrenched in life at Our Lady of the Rosary. The ‘Mini Vinnies’ group is instrumental in challenging students to develop their understanding of social justice issues in their school, the community and globally.

Enrichment programs are an ongoing focus at the school. The Premiers’ Reading Challenge is well supported throughout the school and many and varied enrichment programs are evident in each class through differentiated learning in all classrooms.

5.4 Professional Learning

2013 has seen OLR continue to build upon our school as a professional learning community. Our Leadership team has provided time at staff meetings, staff development days and a spirituality day to engage teachers in professional learning and reflection about how we can identify what is current best practice and how we can adopt these strategies to improve the learning of the students at our school. Together, teachers have worked to improve their knowledge in the focus areas of Reading, Mathematics, Positive Behaviours for Learning (PBL), the Australian Curriculum and teaching strategies to better engage students in Religious Education.

Understanding the structure of the English block has been pivotal in our work to improve Reading skills in students, along with the identification of learning intentions and goals for students and the explicit teaching of reading and comprehension skills. Learning conversations have centred around the collection and analysis of data, in order to identify students’ strengths and challenges and to provide informed learning opportunities that will meet their needs.

Teachers have been able to reflect upon and develop their own skills so that they can support the needs of the children with whom they work. OLR continues its participation in the Central Coast Numeracy Network and Central Coast Literacy Network, so that we may share in the collective wisdom of other schools and their teaching of Numeracy and Literacy.

One New Scheme Teacher (NST) has been supported as an early career teacher and achieved accreditation at Professional Competence. Another staff member filled a mentoring role working with a group of NST on the Central Coast. Parent workshops have continued to be offered as needed and made available to all.

Two teachers are completing postgraduate studies. One teacher is engaged in the study of a Master of Theology and another, a Master of Philosophy.
6. Strategic Initiatives

6.1 2013 Priorities and Achievements

The school developed its School Improvement Plan (SIP) in 2013 with a focus on three main goals that were explicitly relayed to all members of the school community. Goals identified in our SIP were:

- 'To improve the learning, understanding and engagement of students in Religious Education (R.E.) lessons and experiences’. Indicators of progress throughout the year included the teachers engaging with the Catholic Schools Office (CSO) Education Officer to support best practice in teaching strategies. This in turn has resulted in increased teacher knowledge of content and discerning the learning pathways of modules for their students. There has been evidence of explicit teaching of engaging R.E. strategies and a consistency of practice across the school. Religious Education attitudinal surveys were completed for all children in Years 1-6 as well as a Religious Education knowledge test for children in Years 4-6. The results from these pre and post strategies were used by staff to inform planning for learning in Religious Education.

- 'To improve the social and emotional capabilities and competencies of students in order to improve student wellbeing'. Achievements for 2013 included all classes undertaking explicit teaching of social skills. There has been an increase in teacher confidence, a common language shared by all within the school community and evidence of improved student behaviour and wellbeing. Social skills are now embedded across the curriculum and evidence exists of a decrease in repeated student ‘Long Time Outs’ throughout this year. An investigation, trial and evaluation of the school’s timetabling occurred to assist student well-being. The ‘KidsMatter’ framework has been examined and will be adopted in 2014 as a framework for wellbeing practices at the school.

- 'To improve literacy outcomes for students with a focus on reading'. Staff professional learning was undertaken with the purpose of improving student learning. This included the development of a consistent understanding of the English block by staff and determining and adopting shared reading best practice, taught daily with an explicit teaching focus. The explicit teaching of comprehension strategies from K-6, as part of shared reading and small group instruction also maintained focus on improving student reading results. A number of targets were set to identify improved student reading outcomes and these targets were addressed and monitored throughout the year.

6.2 2013 Priorities and Challenges

Areas identified in our annual School Improvement Plan for 2013 are:

- to deepen the community’s relationship with Jesus and Mary and develop our understanding of ‘The Rosary’ as a prayer;

- to improve student well-being through the implementation of the ‘KidsMatter’ framework; and

- to improve Literacy outcomes for students – with a focus on Reading, as well as continuing the student learning undertaken in ‘Number’ over recent years.
7. Parent Participation

7.1 Introduction

The OLR Parents and Friends (P&F) is a building block for strengthening partnerships between family, school, Parish and the wider community. We have representatives on the Committee who offer family support including pastoral care and class parents.

The parent body undertook many activities to support the families of our school. Highlights included social and fundraising activities as well as being the driving force for our School’s Spring Fair held in September. Parents also involve themselves in the life of the school, through classroom help, Canteen support, reading and excursion support.

7.2 Parent Satisfaction

Parents were invited to complete a survey relating to the achievement of the School Improvement Plan goals. 97% of parents who returned their surveys were aware of the school’s goals during 2013 and there was an overwhelming belief that the school had been effective in their achievement of these goals. On a scale of one to five with four being effective and five being highly effective, the three school goals were rated as 4.37, 4.15 and 4.25.

88% of parents felt the school provided experiences for students to develop relationships with others and 75% felt professional learning opportunities for staff had impacted on the teaching of R.E. 95% of parents felt a sense of well-being and happiness is nurtured and supported at school while 88% felt there were programs to support parents in their role of parenting resilient children. 92% felt their child’s competency in reading had improved during 2013 and 73% believed reading benchmarks or targets had been established and communicated to parents.

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at http://www.myschool.edu.au. Diocesan system financial reporting can be found in the Diocesan school system Annual Report, which will be available at http://www.csodbb.catholic.edu.au.

The contents of this annual report have been validated by the School’s consultant, Frances Reynolds.