

# 2024

## ANNUAL SCHOOL REPORT



### **Our Lady of the Rosary Catholic Primary School**

Shelly Beach Road, SHELLY BEACH 2261

Principal: Mrs Yvette Owens

Web: [www.olrtedbb.catholic.edu.au](http://www.olrtedbb.catholic.edu.au)

## About this report

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Our Lady of the Rosary Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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

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### Principal's Message

2024 was a year flexibility and patience as well as one of great excitement. It taught us to take one day at a time as we watched a building site grow into a contemporary learning environment.

Watching the development of the new building was amazing. The students, staff and parents watched with great anticipation as the structure grew but we knew it would be a challenging year with a building site in the middle of the school. It was a continually moving feast as fences moved time and again to accommodate the changing needs of the builders. Amidst all this, the learning continued with much enthusiasm. Our students were presented with many great learning opportunities and growth was demonstrated by all our students.

Our teaching staff continued to learn and grow in their skills to deliver the curriculum to the students through the weekly Collaborative Coaching Sessions. These meetings challenged the teachers to reflect on their practice and refine their skills with the goal to improve the learning outcomes of all our students.

The mental health and wellbeing of our students continues to be a major priority for all at OLR. We believe positive mental health and wellbeing is the foundation on which our students learn.

The community of OLR is wonderful to be part of. It is one of support and genuine care and compassion for all community members and one where all are valued and respected.

It is with great pleasure we present the 2024 Annual School Report to you and hope it provides you with an insight into the school community as well as what we value.

### Parent Body Message

As a school, we believe that building strong and positive relationships between parents and educators is essential to creating a successful learning environment for our students.

As the first educators of our children, we understand that parents play a crucial role in supporting their children's education, and we value our involvement in our school community, such as helping with reading in the classroom and assisting in the canteen, along with supporting the many events throughout the year. We are grateful for the support and commitment that families have shown over the years, and we believe that this partnership is integral to the success of our school.

It is always wonderful to see parents and carers attend events such as Mother's Day, Father's Day, Grandparents' Day and School Masses. These events allow opportunities to let the children showcase their hard work throughout the year. It's a chance for all to connect with their child's teacher and see the progress their child has made and celebrate their accomplishments. We look forward to continuing these relationships in 2024.

### **Student Body Message**

2024 signalled the beginning of a new era for OLR. The old buildings had come down, and we were excited to see the new building grow and to see what an awesome school we have. We were excited to see the finished product, a brand new two-storey building, full of amazing learning spaces for us to use. After all of the waiting, we finally saw how brilliant the new building is.

In 2024 students of OLR were lucky enough to experience so many excursions and outside of school activities, including the Year 6 Canberra trip, Year 5 Camp, a trip to the Hunter Valley Zoo, Beach Safety Days, and many more. These days are not only educational but have provided us with memories that we'll cherish forever. We appreciate all of the hard work that the teachers put into organising these opportunities for us, and we can't wait to see what next year holds for us in this area!

Overall, it's been an amazing year to be a student at OLR. There have been so many exciting changes, so many great memories made, and so much learning has happened. We can't wait to see what 2025 has in store for us and our amazing school and to experience learning on our new building.

## School Features

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Our Lady of the Rosary Catholic Primary School, Shelly Beach, is a Catholic systemic coeducational school. The school caters for students from Kindergarten to Year 6 and is proud of the Catholic tradition and education that is provided to its students. The school opened in 1952 and was originally staffed by the Sisters of St Joseph, whose work and generosity will always be remembered and valued.

The school, situated on the Central Coast of NSW, is a Catholic community where as disciples of Jesus, living our core values daily, we show respect, grow through learning, forgive others and act with justice. Our school motto 'Celebrating Community' acknowledges the value that we place upon the partnership between school, families, and parish.

Our school rule that guides our actions is: 'As Disciples of Jesus, We Make Good Choices'. We achieve this when we are responsible, demonstrate respect and are learners. As a Positive Behaviour for Learning school, we explicitly teach appropriate and expected behaviours through our PBL lessons and provide our students with systems of support to achieve these expectations. We also acknowledge positive behaviour with our school-wide star point system and associated awards at our fortnightly assemblies.

Children attending our school are drawn mainly from The Entrance, North Entrance, Shelly Beach, Bateau Bay, Long Jetty, Toowoona Bay, Killarney Vale and Forresters Beach. The school's dedicated and professional staff promote excellence in teaching and learning and provide opportunities for children to achieve their best.

## Student Profile

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 289   | 307  | 9      | 596            |

\* 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 2024 was 89.70%. 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 |
| 92.50                          | 91.70  | 89.80  | 89.50  | 88.60  | 87.30  | 87.60  |

## 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 37 |
| Number of full time teaching staff | 18 |
| Number of part time teaching staff | 19 |
| Number of non-teaching staff       | 5  |

### 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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teachers

Additionally, there are approximately 60 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.



## Catholic Identity and Mission

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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 [Catholic Schools Broken Bay 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 has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

At Our Lady of the Rosary, our Catholic identity is at the forefront of all we do. Parents, students, staff and the community are consistently reminded of the importance of our Catholic identity, our mission as a Catholic school and the expectation that we all have a part to play in that mission.

Throughout 2024 Our Lady of the Rosary continued to develop ways that, as a community, we can evangelise, proclaim the Good News of Jesus Christ and live as missionary disciples. We explored ways in which we could invite our community to grow in relationship with Jesus and to understand and shape the world we live in.

Our Evangelisation and Catechesis goal was to deepen students' connection to their faith and Catholic community. Prayer was as a focal part of the daily life of the school. Each grade used the Catholic Schools Broken Bay Prayer Scope and Sequence with the prayers also

shared with families to encourage family prayer life. The Angelus prayer was introduced and prayed daily as a school community.

Throughout 2024, we continued to implement and consolidate the new K-6 Religious Education Curriculum. It was implemented in Stage 3 and consolidated across Kindergarten, Year 1 and Year 2. The new curriculum is enabling students to discover the person of Jesus and how they can live out His mission in their lives.

During 2024, we celebrated a number of liturgical experiences aimed at living out the students' mission as disciples of Jesus. Whole school Masses were celebrated at the beginning and end of the year as well as for the Feasts of the Assumption and the Feast of Our Lady of the Rosary. Grade Masses were also held each term as were in-class and whole school liturgies for Feast Days and community celebrations.

Throughout 2024, we continued working collaboratively with our Parish Priest and the wider Parish community. Our Parish Clergy were visible presences within the school. We celebrated Parish Family Masses once a term followed by a supper in the Parish Hall, helping to build a positive relationship between the school and Parish community.

Our Lady of the Rosary has a strong Mini Vinnies group who are committed to assisting those in need. They coordinated fundraising events that supported Caritas Australia, Catholic Mission and the St Vincent de Paul Society. We also supported the Christmas Appeal of a local charity, "Central Coast Kids In Need". These events contributed to the formation of young people in the Catholic faith, living Jesus' example of genuine discipleship.

Through authentic, quality Religious Education programs and opportunities to experience their faith alive in the world, Our Lady of the Rosary enables students to develop a rich understanding of the Catholic faith, living out their Catholic values and call to discipleship.

## Curriculum, Learning and Teaching

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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.

At OLR, we offer a rich and varied curriculum including specialist teachers in Physical Education and Music. Students are provided many opportunities to be involved in extra-curricular activities including sport, dance troupe, choir and IT. Extension and enrichments opportunities for our Gifted and High Potential students are also offered.

Our Academic Achievement Goal for 2024 was for all students to demonstrate growth in sentence level writing and identified areas of need in Mathematics. To support this goal, leaders in Literacy, Numeracy and Gifted Education worked closely with teachers to continue to analyse data and develop skills in the teaching of English and Maths to maximise student learning achievement. Collaborative Learning Meetings take place each week, where the Collaborative Coach works with teachers to identify areas of need, plan learning sequences and assessments and analyse work samples and data.

In 2024, the staff engaged in Professional Learning to develop their knowledge, understanding and implementation of a structured Literacy Approach and key components of quality instruction in reading and writing, and incorporating explicit instruction for teaching and learning in English and Maths. We continued to use the assessment platform 'Essential Assessment' for both Literacy and Numeracy in order to assess, collect and analyse data to inform teaching and learning.

During 2024, all Stage 2 students and teachers participated in IT Enrichment sessions where students learned and practiced new skills across 4 terms. They engaged with technology such as Sphero robotics and were given the opportunity to participate in two IT Enrichment Days (Techmatics) with neighbouring schools. In these sessions, students utilised their coding and mathematical skills for drones, Sphero robotics, AI and green screen technology.

Further opportunities for enrichment were provided throughout the year to students in Years 5 and 6, who were given the opportunity to participate in the Australasian Mathematics Olympiad, and Students in Years 3 and 4 took part in the Maths Games. Our students developed their problem-solving strategies through this process and some received

recognition for their results in the top 10-20% of all students. The winners of these competitions were awarded Academic Medals and Trophies.

## 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.

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 Our Lady of the Rosary Catholic Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|---|-----------|
|                     |                         | School  | Australia |
| Year 3              | Grammar and Punctuation | 65%   | 54%       |
|                     | Reading                 | 73%   | 66%       |
|                     | Writing                 | 94%   | 77%       |
|                     | Spelling                | 63%   | 61%       |
|                     | Numeracy                | 64%   | 63%       |

| NAPLAN RESULTS 2024 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|---|-----------|
|                     |                         | School  | Australia |
| Year 5              | Grammar and Punctuation | 79%   | 65%       |
|                     | Reading                 | 75%   | 71%       |
|                     | Writing                 | 86%   | 67%       |
|                     | Spelling                | 78%   | 68%       |
|                     | Numeracy                | 71%   | 68%       |

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies, guidelines and procedures are informed by the [Pastoral Care and Student Wellbeing Policy](#). 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](#). 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 2024.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

### **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 2024 to reflect new system processes.



## Community Satisfaction

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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 Parent Community Network (PCN) met regularly in 2024 to rebuild community spirit among parents, students, and teachers. During the meetings, the PCN gathered feedback from parents and achieved positive outcomes. The PCN organised many events which brought the entire school community together to enjoy fun-filled times with their families.

The school Parent Engagement Coordinator (PEC) continued to support parents, hosting morning teas where parents and other events. These mornings provided an opportunity for parents to form friendships. The PEC also provided support and help to families in their faith journeys.

The new building project brought joy to everyone. The Principal provided regular updates to families, which was greatly appreciated. We were excited about the completion of the new classrooms and seeing our children finally enjoy the new environment.

We believe that by staff and parents working together, we can create a safe and supportive learning environment for our students. We are grateful for the support and involvement of families in our school community and look forward to continuing to build positive relationships with parents and carers in the years ahead.

### Student satisfaction

At OLR, student feedback sought after throughout the year, in many aspects of school life. Students were updated and consulted about the building that impacted all aspects of school as well as many other areas including playground areas and timings, the liturgical life of the school, and other student-led initiatives and projects.

Students were given opportunities to represent the school and have a voice in many ways including being members of the SRC School and House Captains.

Opportunities were also given to reach out and support people in need through the Mini Vinnies and other Social Justice initiatives such as Project Compassion and St. Vincent de Paul.

Students enjoyed and appreciated experiences that enhanced their learning and allowed them to interact with their peers in a more social way such as the Year 5 and 6 overnight excursions and the Kinder to Year 6 grade excursions, the Gala days and sports carnivals and the interschool IT enrichment days.

Feedback from students indicated that they value their education and are engaged and challenged by their learning. They believe that the teachers at OLR genuinely care for them and deliver high quality teaching.

### **Teacher satisfaction**

The year has been a challenging one with a building site in the middle of the school and the need to be extremely flexible. Despite this, all staff worked together to ensure the students, and their learning were not adversely impacted.

Teacher satisfaction is managed in a flexible and open way. All staff are comfortable in approaching and speaking with the executive team in order to request changes, suggest initiatives, and voice any concerns that they might have.

Our staff also contribute to and participate in the decision making of the school by providing more formal feedback in a variety of ways. These including PBL Team Meetings, Staff Meetings, Collaborative Coaching Meetings and Collaborative development of school procedures and guidelines

Through this feedback, teachers feel they have agency within the school, are heard, and that their voice matters.

The Collaborative Coaching Learning Meetings have continued to be an area of high teacher satisfaction, with all staff expressing their appreciation of this professional development and the impact it has on their students as well as their own capacity as educators.

## Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

| Recurrent and Capital Income 2024          |                     |
|--|---------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$7,549,012         |
| Government Capital Grants <sup>2</sup>     | \$2,865,252         |
| State Recurrent Grants <sup>3</sup>        | \$1,992,525         |
| Fees and Private Income <sup>4</sup>       | \$1,993,219         |
| Interest Subsidy Grants                    | \$0                 |
| Other Capital Income <sup>5</sup>          | \$5,894             |
| <b>Total Income</b>                        | <b>\$14,405,903</b> |

| Recurrent and Capital Expenditure 2024     |                     |
|--|---------------------|
| Capital Expenditure <sup>6</sup>           | \$10,412,422        |
| Salaries and Related Expenses <sup>7</sup> | \$7,414,308         |
| Non-Salary Expenses <sup>8</sup>           | \$2,379,822         |
| <b>Total Expenditure</b>                   | <b>\$20,206,554</b> |

### 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 2024 REPORT